SOCIALIZED OPERATION OF CULTURAL INSTITUTIONS

A methodological guide to community-based operation

Edited by: Edited by: Mária Arapovics, Márton Beke, Éva Dóri, Máté Tóth

Revised by Edit Brüll - Ibolya Bereczki - András Bódog

Experts contributing to the preparation of the guide:
Sándor Aranyos, Mária Arapovics, Klára Bakos, Márton Beke, Ákos Balázs,
Marianna Berényi, Zoltán Berényi, Márton Bodó, Katalin Bognárné Lovász, Zsuzsanna Borbély, István
Bordás, Tamás Brachinger, Péter Deme, Éva Dóri, Mária Eszenyiné Borbély, Miklós Fehér, Tamás
Fodor, Adrienn Füzesi, Katalin Gherdán, Edit Hajnal, Bálint Havasi, Márta Hegedűné Majnár, Lola
Kálóczi, Ilona Kispálné Lucza, Andrea Málek, Éva Monostori, Sándor Oros, Viktória Pákay, Zóra
Pumerscheiné Bedekovity, Zsuzsanna Róznerné Lipcsey, Ilona Sághi, Tünde Szalai, Béla Szente,
Annamária Szu, Máté Tóth, Katalin Valachi, Ilona Vercseg

Table of Contents

1. Introduction

Márton Beke - Mária Arapovics - Éva Dóri

Community development is not new, but it is undoubtedly a rarely used term in the cultural sector, in the professional thinking of cultural institutions. As a synonym in the museum area, the "community participation" mode of operation has become, and the "community participation museum" terms have become part of the professional use. The term "community development" is widespread in the public library and community cultural fields. There are a large number of community spaces, community houses among the institutions of the latter area, therefore the term "community" would not be appropriate as an indicator of the behavioral aspect described in detail

in this guide. In our guide, we use all three concepts as synonym, while retaining the specificities of the three disciplines.

But what do these terms mean? According to the call for proposals, which is the starting point of our *Acting communities - active community involvement*, those institutions operate in a community development form, where *" the residents of the settlement or part of the settlement are actively involved in defining, realizing and evaluating their activities, and these are incorporated in the documents defining the internal functioning of the institution"*.[1] That is, a mode of operation that focuses on local residents and their communities, their needs, interests, intentions, and at the same time asks them to be active participants, formers and implementers of activities, furthermore the methods and tools of these processes are fixed, accessible to everyone and, if necessary, can be formed and shaped.

The priority of the Acting communities project is that it should be part of the professional public discourse, but even more so that the operation and daily practice of a growing number of institutions should be characterized by community-based, participatory operation. Although this practice is not yet general, it is an existing phenomenon. However, institutional functioning of community participation – for a number of reasons – are not identified by institutions, their maintainers, leaders, and employees by the concept of community development. As a result of the implementation of the Acting communities project, a conscious operational form can make the principle and methodology of social participation – as community-based operation – applicable to the cultural institutions.

The purpose of our guide is to make as many cultural professionals as possible to implement this method, and to see the elements of institutional activity that are necessary, possible and worth transforming for the realization of a social participation mode of operation.

We answer the question why it is worth to run a cultural institution in a community-based way, and we will review what steps can lead us to a social participation operating mode in general. In addition to the aspects that apply to all three fields, we examine the possibilities of making certain activities community-based by each field. Finally, on the basis of the experience of those institutions which operate this way, we present the typical difficulties, obstacles and possible ways of dealing with them if we want our institution to be functioning in a social participation way.

The methodological guide was developed in several steps. Following the launch of the Acting Communities project in the autumn of 2016, the colleagues of the Open Air Ethnographic Museum, the National Cultural Institute and the National Széchényi Library, as well as a team of public education, museum and library professionals furthermore community developers laid down problems and theoretical foundations in several workshops based on national and international

---

[1] Call for methodological support for community development processes. Call title: Active Communities - Active Community Engagement. Call code: EFOP-1.3.1-15. https://www.palyazat.gov.hu/efop-131-15-events -security-active-role-role-

research results and practices. The results were discussed with professionals during two workshop conferences in December 2016 and March 2017. Subsequently an online edition of the Methodological Guide to the Community Development of Cultural Institutions was prepared, revised by the Pulszky Society Museum Association, in the field of public education by the National Association of Cultural Centers, and by the Association of Hungarian Folk Artists. Several conferences and professional forums provided opportunities to present and comment the content of the Guide. Subsequently, a cultural division was developed with the involvement of additional experts from December 2017. The working document was submitted for discussion in the summer of 2018, it was sent for comment to the Pulszky Society, the National Committee of ICOM, the National Association of Public Collections, and the Hungarian Association of National Societies of Cultural Centers.

While writing this guide, we have based the text of several professional workshops, but some chapters reflect independent or co-authored work. We would like to thank the constructive criticism of the lecturers – Ibolya Bereczki, Edit Brüll and András Bódog – and thank for the comments of Tamás Vásárhelyi, József Kriston Vízi and Mihály Kurta.

The present guide of the Acting Communities priority project summarizes the common methodological developments of three cultural fields (public education, museum and library) primarily these types of institutions are commonly referred to as "cultural institutions". However, the theories, methods and suggestions described in this guide can be adapted to the cultural institutions in the entire cultural field. The three chapters are in the same structure, but often propose different solutions, so the reader can get many ideas and practices from all of the three chapters.

2. Why is it good to operate in a community participation way

Márton Beke - Mária Arapovics - Éva Dóri

Creating a community-based mode of operation or raising awareness of it as such, is also an organizational development and learning process. It can be effective and sustainable if most of the institution's employees agree with its principles and goals. The essence of the form of operation is: the key to success and sustainability is to have at least some of the citizens of the settlement, part of the settlement who are receptive to cooperation. The third necessary condition is that the maintainer also supports the transformation of this operation. The essence of community development is that local citizens will have the opportunity to influence the functioning of the institution, and while this does not diminish the competences of the maintainer in the least, however, it also results that the maintainer has to consult with local citizens about the institution's intentions and decisions, where appropriate.

 Why is it worth to start an organization development process that affects the entire operation of the institution? What can be motivating for local citizens? What can be the reason for negotiating with the maintainer? The range of responses can be infinite, but we believe that the main points are the following.

2.1. … for our institution?

A cultural institution works well when it is visited by a wide range of people. Our aim is to make our cultural institution the third place after home and work. The primary aspect is that we are more likely to do it with community operation and as local citizens and communities need. During talking to residents, working together with their communities we can find out what they need, what would be important to do for them – but most of all – with them. As a result, our organization plays a decisive role in the daily life of the community, as we serve them in what and how they require.

Another benefit is that we reach more and more individuals and communities, and thus we can connect with local communities with closer ties, and we become deeper part of the community and organizational network of our settlement. At the same time, it has the potential to work with co-institutions, civil and ecclesiastical communities and businesses in the community, and provides additional guarantees to work according to their needs.

As a result of community participation, we can move beyond the walls of our institution with our activities. Thanks to the expanding professional and personal relationship system, more influences, people, communities, programs come to us 'from outside'. So, the circle of those, who can support or enrich the everyday life of our institution with their advice, assistance, activities or realization

of an event or a longer process, or in many other ways, can be widened. Due to the nature of cultural institutions, the activities are accessible to everyone - it serves not only our institution but also our citizens.

Expanding our cooperation circle will not only make our activities more colorful, but will also increase our resources. Volunteers[2] supplying a wide range of tasks from packing the chairs to study group management or legal advice, collaborative projects, entrepreneurs, who are more familiar with us, appear to be a patron or a sponsor, all of them are an additional resources.

Community participation mode of operation, community development which aims cultural activity leads to an increase in the willingness and capacity for action of local citizens, and the citizens' numerous initiative requires continuous professional support and encouragement.

2.2. … for the local communities and the citizens of our settleer?

Culture is part of our identity. It is also crucial for our quality of life to belong to somebody or somewhere. In the case of community participation, citizens have a greater opportunity to become active participants in public education, cultural institutions, museums and libraries, to become members of reading circles, study groups, choirs, dance groups or creative groups of their settlement. They have the opportunity to receive such kind of cultural services as and how they are needed. After all, a public institution should strive to consider as many aspects as possible. The expectations of the inhabitants of a settlement are in many cases contradictory: there are those who prefer quieter, while others prefer noisy events, and those who prefer weekdays, while others prefer weekends. But this is one of the beauties of social participation functioning: they can get to know, discuss or negotiate their needs, and – considering the opportunities of our institution – we can form and modify the functioning and activities together. Meanwhile, we make new acquaintances, we inspire and we are inspired, that is, we are in the community – both the citizens of our settlement and ourselves, the professionals.

With our social participation operation, we provide the opportunity for the citizens to try themselves in many life situations, thus – besides our own and our colleagues' activities – the whole of our institution becomes a tool of community development, this also contributes that the inhabitants of our settlement live as active citizens.

Operation based on community participation basically means the possibility of active participation in the socio-cultural life of the settlement, the awareness of the usefulness of the individual, the sense of success in the active communities and the source of joy. Citizens can be involved in many new activities: on one hand they can undertake voluntary tasks in the existing activities of our institution, but we can also propose new ones. They can be club leaders, organizers of festivals, exhibition compilers or guides, authors and editors of local newspapers, organizers of local history

---

[2] For details on volunteering, see our "Practical Guide to Creating and Operating Institutional Volunteer Programs". (Csordás in 2017)

collections. Borders are only determined by our imagination, the extent of the inhabitants' free time and the opportunities of our institution.

2.3. ... the maintainer of our institution?

The vast majority of cultural institutions are maintained by local governments, NGOs and churches. In their case, one of the primary, general aspects is the satisfaction of the local citizens, ie, as many people feel: "good to live here", so they are motivated to act for the community. Institutions responding to the needs faster and more accurately – providing citizens with what they would like, how and when they would like it – clearly increase the emotional commitment of the locals.

An important issue for municipalities is their ability to retain population. Community-based operation also has a good chance of strengthening citizens' local attachment. This is due to the fact that the cultural institutions are perceived by the residents as their own, and in the context of community, the relationships of the inhabitants can expand, the roots, which bind them to the local community and the settlement, become deeper and wider.

The social participation mode of operation also provides an opportunity for the local government to have up-to-date knowledge of the needs of local citizens. Those cultural institutions, which are in daily contact with communities characterized not only by one-way cultural mediation activities, but also by community occasions providing two-way communication, encounter with social problems, further education or job search dilemmas, and relationship issues day by day. This requires the institution to operate in such a way that local citizens have confidence in it. It is also necessary for the institution to indicate these needs to the maintainer at the community level, who should be receptive to this, and it is important to be able and willing to respond to it with its own means.

3. A model of community participation in cultural institutions (social participation mode of operation)

Mária Arapovics

Changes in society, economy, and in the cultural field make organizational changes necessary and sometimes urgent. One of the keys to the survival of institutions can be the community participation operation of the institutions in the cultural sector.[3]

---

[3] The study is based on writing by Mária Arapovics in 2017, in the 28-29th issue of House and Man, using the experience gained during the workshops of the Acting Communities project. The model was developed by adapting the *International Assotiation for Public Participation (IAP2)* community model and its five-stage participation scale. Description of the participation model was created and developed by the *International Cooperation Public Participation Guide: Process Planning Public Participation Guide*.

The aim of establishing the widest possible community participation is to ensure the long-term sustainability of our cultural institutions, to take into account community-based needs, local customs and traditions in institutional activities and basic cultural services. Community-based operation means organizational development for the institution, can increase capacity, provide volunteer helpers / human resources to implement tasks associated with new and various needs.

Principles and basics of community-based operation:

- openness,
- transparency,
- respect for others,
- dialogue,
- sincerity,
- reliability,
- flexibility.

The basic questions which need to think about in every decision:
- How do we get feedback on the opinions of individuals and visitors?
- How to ensure the access and participation of local civil communities?
- How are equal opportunities and widespread access achieved?
- How are sustainability, environmental and nature protection aspects reflected?

3.1. Steps for community participation in cultural institutions (social participation mode of operation)

The community participation model of cultural institutions, community-based operation of museums, libraries and public educational institutions can be described in the following seven steps:

Step 1: Prepare the process (socialized mode of operation) required for community participation.
Step 2: Identifying and reaching stakeholders.
Step 3: Setting an appropriate level of participation (information, consultation, involvement, cooperation or authorization).
Step 4: Community participation in the decision-making process (publicity, community involvement, and tools for decision-making).
Step 5: Coordinated goals and tools of community operation.
Step 6: Process displayed in institutional documents.
Steps 7: Strengthening community-based operation.
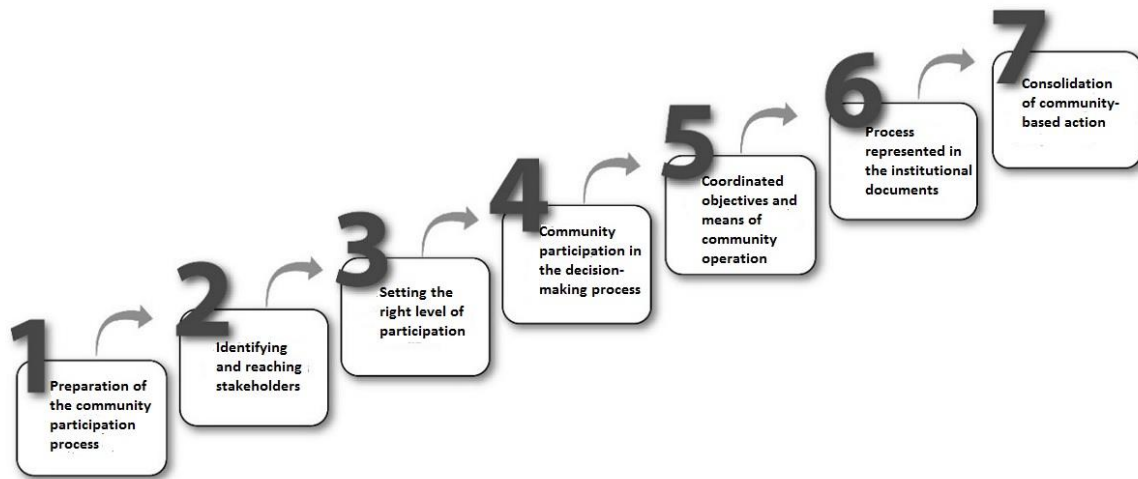
Figure 1: Community participation operation of cultural institutions, social

3.1.1. **Step One: Preparation of the community participation process (social participation mode of operation)**

When designing, it is important to note that participation does not mean that we "use" the community, the visitors to achieve our goals but that our institution wants to do for community affairs, for the participants, and for the aims we have defined with them. The order of the activities listed below and the way they are implemented depend on local conditions.

a. Defining institutional identity

Each institution in the settlement is different in its basic tasks, mission, goals and activities. However, their target audience is usually the same: the residents. Cultural institutions can do their job effectively if they consider each other as a cooperating partner rather than a rival. Yet, a particular institution must also define its own unique character, which is the basis for its identity and unmistakable character in the settlement. In addition to special features and methods, this may affect, among other things, the specific characteristics of values, goals, supply, professional content, staff or infrastructure. One of the manifestations of its identity is the mission statement. These statements are considered to be credible and true if the employees, the maintainer and the public feel the content of it, as well as know and acknowledge the specialty features, essence and nature of the institution.

Questions:

- Does the institution have a mission statement? Is it necessary to modify it?
- What are the specific features of the institution?
- How can the institution profile be defined?

b.   Make sure that community operation is possible

In order to answer *a quick assessment* is needed:

- TEST filling, quick diagnostic study[4];
- we need to assess our needs and our internal and external resources (it is advisable to do a SWOT analysis);
- we need to identify the concrete opportunities where the community can help with decision-making and we must also see the dangers;
- we need to collect our key partners, key stakeholders and their needs;
- we need to determine cases and compelling circumstances to which community participation affects;
- knowing all these, we can choose the appropriate level of public participation.

c.   The importance of contact establishment

We can only talk about social publicity and community participation if we know each other. Institutional workers must have live relationships, personal, face-to-face communication to develop real community activity. The relationship means that we are able to fully understand each other, and that we can consider the other's needs, pay attention to matters that are important to the other, and take care of the problems. When planning a community participation program in a museum, library, or public arena, we need to pay particular attention to how to understand the groups involved and how we can develop a dialogue with them. The key to connecting lies in the ability to understand each other and build trust, in which both the goals of the individual and the community prevail.

If there is little space for public forums or there is no real opportunity or time for a given cultural activity or project, then *it is not worth forcing community participation*, rather to concentrate on effective information transfer or strong PR, and it is advisable to wait for favorable conditions at another time!

Questions:

- What is the relationship between the institution and local NGOs and professional communities?
- What is the relationship with the staff of the institution?
- How do I improve my existing connection? How to build new connections?
- What forums are available for dialogue? What steps should be taken to ensure the participation of the population and local communities?
-

---

[4] See for public education institutions chapter 4.5.1. and for museums chapter 5.5.

d.   The need for approval of the maintainer for participatory management operation

A basic condition for the success of the process is that the maintainer supports community based operation. We need to make sure that the maintainer accepts public involvement, social participation. Supporting decision-makers is essential to achieving the levels of community based operation.

The persuasion is supported by credibility (expertise and relationships), the identification of common points, the taking of evidence and emotional identification.

Consider the following questions:

- Is the maintainer / decision maker open and did he approve the socialized operation, ie the involvement of the audience / visitors / civil society in the decision-making process?
- In what form does the maintainer approve the decision?
- After the transformation, will the maintainer or the sponsors continue to provide the resources?
- Is there enough time and capacity for the staff to implement the change? Can institutional workers spend enough time with the new job? Are they committed to new mechanisms?
- Do visitors and the local community have enough attention, capacity and opportunity to think together? Are they motivated, can they do that? If not, can we sensitize our visitors, our audience? Can we organize a special training for them on participation? What source can we provide? Does the local government / ministry / supporter provide the necessary assistance?
- What decisions does community involvement affect, what tasks can be entrusted to civilians? What formal approval is required to reinforce community operation?
- What steps need to be taken?

e.   Make sure that there is a need for community action and that it is feasible.

It is not always possible to involve civilians, institutional communities in major decisions or in all aspects of major decisions. It is essential to clarify whether it is possible to think about community participation on a given issue or is it a task that can involve the public. It is essential to identify what results we want to achieve.

What can be the reward for successful community participation? Mainly the consensus among community participants, supporters and decision makers.

To implement a successful community-based operation, you need:

- to understand changes, a common, well-known idea, or dissatisfaction with institutional functioning, the need for change;
- to have a vision of the future that we know and accept;
- to have a strategy, a plan for whom, when, what, how and why;
- to have participatory capacity from the side of the staff and participants involved (eg. participation in communication training, outsourcing of tasks during common problem solving);
- employee commitment is required;
- to reduce the resistance to change;
- inclusive environment – trust, support;
- belief in community values – the principle of good governance, community-based decision-making;
- efficiency, commitment;
- full transparency;
- to recognize community achievement

f. Let's determine the granted promise to the community.

The essence of any community-based process is to determine the promise granted to the community. This is about what the community can expect from a cultural institution at the end of the process. The promise must be respected when making decisions. Without a specific promise, our community partners look to the process with diverse expectations that we cannot or do not want to fulfill. When determining the promise, we must think about:

- only promise what we can accomplish;
- only implement what we have promised.

Effective communication needs to demonstrate to the general public what we have accomplished together.

g. Identifying and securing the necessary resources

Human resources (staff, volunteers, civil society, etc.), financial resources, supportive organizational background, contractual relationships and approval decisions must be identified and ensured for community action, so that participatory activities can be realized with the hoped-for civilian communities, visitor groups. It is also necessary to make a realization, to assess the efficiency of the staff and support the acquisition of the missing competencies, organize trainings and provide internal training. Examples include communication, facilitation, and conflict management - the ability to provide those interested with an appropriate way of expressing what a participatory, community operation is, what is the socialization of an institution and what are its levels. It is important to understand the intention of community participation, to be able to listen

to the civil society, to the public, to facilitate the visitor community in helping communities to define the level of their participation needs; the ability to solve the tensions between the parties.

All this needs to be clarified with the staff as early as possible in the process so that we can plan the terms of the community work with them and they should be able to represent the common goals of building relationships and involving stakeholders. Without support staff, no social participation can be achieved!

3.1.2. **Step Two: Identification of relevant participants and partners**

Relationships are based on trust. In order to develop a successful community participation process, a community-based program should be planned. It determines the basis for the success of the whole process, how supportive the potential participants are, how cooperative they are, and that the reciprocity of cooperation is ensured throughout the process. Individuals or groups, NGOs, local communities, partner institutions, decision-makers can be concerned. Anyone who can contribute to the case we represent and for whom the case we represent has a social benefit.

In order to know who should be involved, with whom you need to build a partnership to implement the community participation process, first we need to prepare a situation analysis. It is important to think about who has the interests of the community operation. It is worth considering what social issues the community may be interested in (e.g. equal opportunities, nature protection, local economy, migration).

Determine the range of key stakeholders

Figure 2: Stakeholders (self-edited)

Consider the following questions:

- Who has a big impact on decisions?
- Who will be indirectly affected by the decision?
- Who do we want to involve?
- Who is already committed to our case?
- Who is going to be in a discomfort with the change?
- Who will influence the decisions?
- Which political decision-maker can influence the process?
- What is his point of view? How can we help each other's efforts?
- Who can connect with civil communities, businesses and stakeholders? Who could lead them?
- Who will be responsible for making the decision?
- Who needs help in implementing and enforcing the decision?
- Who opposes the realization of community operation?

Ranking of affected partners

Identify the ranking of partners who should be involved in the community participation project. It is worthwhile to make a list of potential stakeholders, the circle of people involved, and start building relationships. We need to make sure that all the participants have a responsible person to reach, that we have the right contacts, relationship builders. Meanwhile the list of participants may expand or change. The right communication channel and style need to be found with every stakeholders.

Building relationships

When the circle of stakeholders, who we want to establish relationship with, is formed, from the beginning, try to understand the aspects of the groups to be involved, the interests of the addressed communities, organizations, institutions, and on this basis, let us strive to get to know each other and strengthen the relationship. Community-based operation does not work without knowing each other, we have to learn to communicate with each other. In addition to preparing the staff, it is important that partners should be made aware of institutional knowledge as well. To understand and accept us, we must be open to the others. Continuous dialogue is the basis for community participation, to design a community program in an institution, to develop community-based operation or to or take the institution to another level.

3.1.3. **Step Three: Selection of the recommended level of participation**

First of all, it is worth getting to know the participants, the stakeholders who can be involved, and then the level of community-based operation is outlined. When determining the level, we must pay attention to our long-term and concrete goals, which should be made clear to our employees. But we need to make clear to the community, to the participants, the promise and the message that involved participants can receive and expect from the process.

There are no "best" levels for community participation levels. Every institution, every settlement, every project is different. It depends on the situation, the ideas, the ability to negotiate, the local communities, the traditions, the range and number of participants to be involved, the institutional capabilities and opportunities which level of participation can be realized in the given environment. There is possibility for trying, rethinking, starting multiple times.

Figure 3 shows the five levels of participation with their characteristics:

- communication,
- consultation,

- involvement,
- cooperation,
- authorization.

We can define not only the whole system of tasks described in the Act CXL of 1997 on Museum Institutions, Public Library Supplies and Public Education, (hereinafter referred to as the Cultural Act) but can be defined separately for each activity.

- Consider the level to be achieved for the whole of institutional operation.
- Consider the participation levels for each task.

According to *the model of community-based operation*, reflection on the five levels of social participation helps to involve the community in decision-making. The figure below shows the participation levels and their main features.

SCOPE OF SOCIAL PARTICIPATION					
Increasing the level of social publicity					
	COMMUNICATION	CONSULTATION	INVOLVEMENT	COOPERATION	AUTHORIZATION
The way of social participation	Informing stakeholders	Request feedback after information	Direct meeting with stakeholders	Partnership throughout the development process	The views and decisions of the stakeholders are entirely relevant
Promise to the participants	Providing the information	Providing information about decisions made as a result of feedback	Working together Opinions appear in alternatives and we give feedback on the decision	Incorporating opinions into the decision Development of opinions, alternatives, consideration of innovations, selection of feasible ones	We make the decision The final decision is also in the hands of the stakeholders
Examples, tools	Newsletter Web Customer service Office hours	Public hearing Focus group Survey Community meeting	Workshop Involving	Citizens' Advisory Councils Participatory decision making	Residential, community decisions Delegated decision making Secret voting

Figure 3: Scale of social participation (IAP2 model)

Source: Own translation and editing based on IAP2 model (Mária Arapovics 2017. 96.)

The success of institutional socialization, community-based operation depends on proper planning, rethinking and shaping of the presented process. Events become effective if we properly inform

and involve the stakeholders, build and strengthen our relationships and build trust with our partners.

3.1.3.1. Communication

This level means providing objective information to visitors and the local community, helping to understand problems and alternative solutions. This level does not mean that the community is involved in the operation but it receives information about the activity as a whole so it understands the decision processes. This level highlights the importance of information and information transfer. Just strengthening communication can be a level to be reached as it will launch community participation. This level is not equal to the PR campaign of the events. It means conscious and continuous information, helps transparency.

The *goal* and the *promise* is that the public / local community receives information about the operation of the institution. For example, when organizing an exhibition, we present the plans, make it transparent about what sources it was realized from, or what professional compromises because of the shortness of time, the scourge of resources, due to the infrastructure.

3.1.3.2. Consultation

We provide feedback for the public and the community, assess the opinions, and arrange the necessary consultations to make alternatives and decisions. This means a minimum level of community participation. The *goal* of community participation is to get to know the opinion of the community and take it into account when making decisions. It is an important element that we provide information about the decisions made as a result of the feedback. Our *promise* is that the opinion of the community appears in front of the decision makers and we give feedback on the decision.

If we do not have the opportunity to do a demand assessment, it can be solved with a quick visitor / participant questionnaire, a guestbook, or a satisfaction voting, and opinions from the institution's community pages can also be used.

3.1.3.3. Involvement

It means direct, collaborative work with the participants of the community, that their point of views will be involved in the decision-making process. Community participants are invited to the implementation process, preferably from the planning stage, and the community opinion appears in the preparation of the decision, thus influencing the decision-making process.

The *community goal* is to develop joint work, direct opinion formation, and participation in the preparation of the decision.

The *promise* is that community opinions appear in the alternatives, and we give feedback on the decision.

One example of involvement is that the three partner institutions, the Open Air Ethnographic Museum, the National Széchényi Library, and the National Institute of Culture during the development of the Handbooks of Acting Communities for Cultural Institutions involved important professional experts, representatives of social organizations, such as Community Developers, the Pulszky Society – the Hungarian Museum Association or the National Association of Cultural Centers, which led to the next level, the cooperation.

3.1.3.4. Cooperation

This level means the realization of the partnership, that we listen to each other's views before important decisions, and that we develop the alternatives together; it also includes the consideration of innovations, the selection of feasible solutions, and the integration of opinions as fully as possible into the decision, and possibly the adoption of consensual decisions.

The goal is to jointly plan community-based operations, and partnership in all decision-making processes.

The promise: joint development of opinions and alternatives in key issues, taking innovations into account, selecting the most feasible ones and integrating opinions as fully as possible into the decision.

It is common for an institution to organize its event with the cooperation of a non-governmental organization where the institution provides the infrastructure, the organization arranges the program and the audience.

3.1.3.5. Authorization

It means the transferring decision-making to community participants, outsourcing the task while maintaining the rules of the profession.

The *goal* of community participation is to make the population / local community decide on the issue, the institution respects it, adopts these decisions, and implements the community-planned program.

The *promise* is that the final decision is in the hands of the stakeholders, the institution implements and executes the decision.

A frequent example of a full mandate or outsourced task is that civil communities implement a full annual program of a particular study group or an event.

INFORMATION	CONSULTATION	INVOLVEMENT	COOPERATION	AUTHORIZATION
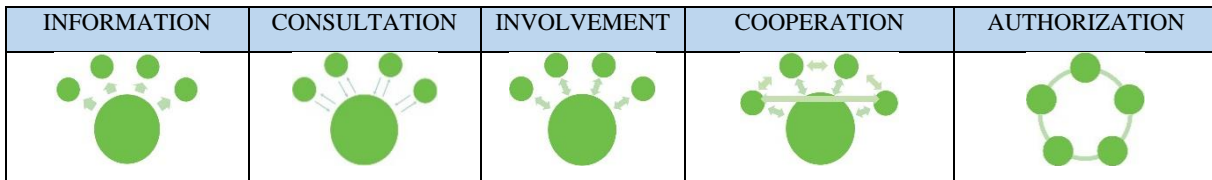
Figure 4: Levels of involvement

3.1.4. **STEP FOUR: Community participation in the decision-making process**

Getting to know the other party's point of view is essential in the process. One of the best ways to build dialogue is to create small groups – these can be called *dialogue rounds*. It is important that we learn to listen to each other. Understanding the decision-making process of community participation is crucial. Community-based action can be realized if the process and decision-making mechanisms are understandable and traceable for all stakeholders involved. It is worth to visualize with the help of pictures and also with a presentation. Internal staff and external partners need to be equally aware of the decision-making points at which community participants appear.

The process requires the consideration of the following questions:

- What are the key steps in community-based operations and how do we schedule the process?
- At what points do we involve social partners?
- How will the community, the public be informed about the operational process?
- What decision-making process do we set up?
- How can alternatives be built?
- Who makes the final decision?

Significant community initiatives are those where community participants have been involved in the whole process of community operation. If they are involved in the decision-making system from the beginning they understand and feel about the community-based operation and follow the tasks.

3.1.5. **Step Five: Coordinated goals and tools of community operation**

When we identify the decision-making process, it becomes apparent where the community is involved in the process, along what points it can commit to our case. The participants involved

must be regularly informed about the decisions and it is important to identify the resources that we can form together to achieve our goals.

By knowing only clear goals and concrete, expected results, can we set up the selected resources and shape the environment. Its traditional methods are posters, advertisements, flyers, websites, social media and the press. Its non-traditional tool is to "make the program", for example in a song or an exhibition, through creative ideas.

Question:

- How, by what means, through which channels and to whom do we communicate the decisions?
- •Have we defined measurable and concrete goals and results?

3.1.6. Step Six: Displaying community operation in the institutional documents

The process of community operation and its elements must be incorporated into the institution's documents.

An overview of the following documents is essential:

- Articles of Association
- Organizational and Operational Rules (OOR)
- Mission Statement
- Strategic Plan and Thematic Sub-Strategies
- Annual professional report and plan, annual service plan
- Annual Performance Review, Annual Report
- Online interfaces (website, social media, etc.)
- Training, competence development.

In addition:

- establishing an activity matrix under the cultural law
- linking stakeholders and activity matrix

Question:

- In which document can the institution record the activities of the community based operation? In which one is it necessary?
- What tools, methods, procedures are required to record?
- Who are involved, who should be involved in the document modification?

Community-based operation of cultural institutions
Methodological guide

3.1.7. **Step Seven: Strengthening community-based operation**

In an organization, when it comes to introducing a system other than the usual one, it is worth considering what kind of preparation can be made to facilitate the adoption of a new form of operation, how to overcome the resistance which may result from the uncertainty of change.

Successful stages of change implementation:

- creating conditions for seclusion from old condition
- getting into the phase of community-based participation from the old operating mode
- in the *consolidation* phase, we ensure the conditions for the change to become permanent

There are *driving forces* in the institution which promote changes (professional ambitions, magic of novelty, and hope for higher income) and there are *braking forces* which prevent changes (lack of time and capacity, fear of the unknown, laziness). The change can only take place if these driving forces prevail over the braking forces and thus we can move out of the equilibrium position.[5]

Steps in order to consolidate:[6]

- to demonstrate the urgency of community-based operation;
- setting up a community management team, empowering them and organizing teamwork;
- continuous communication of the strategy to the staff and to the community;
- continuous elimination of obstacles;
- quick success, repetition of community performance test[7], rapid status assessment;
- public recognition and reward of committed employees;
- consolidate results and bring about further changes: recruitment, promotion and rewarding of people who are capable of community-based operation;
- conscious and ongoing information of the public, the civil communities, and communication of the results to great publicity;
- incorporating new solutions into day-to-day operations, training for managers and staff, and ensuring leadership succession;
- continuous care and maintenance of dialogues, community operation

Questions:

- Is there enough support among staff?
- Have we rewarded our dedicated and diligent staff?

---

[5] Kurt Levin 1948.
[6] Kotter 1999.
[7] Tests of community education and museum specialties can be found in the relevant sections of this guide. See For Public Education Institutions 4.5.1. Chapter and Museums 5.5. chapter

- What obstacles do we encounter when introducing community participation? How can these be remedied?
- How do we inform the public about the results?
- What was the outcome of completing the TEST? Can a community institutional title be obtained?
- What kind of preparation and further training help to implement new solutions and ideas?
- What kind of community and retail forums can be organized to implement and maintain community-based operations?

Step 1 Preparing for the Community Participation Process	Step 2 Identifying and reaching stakeholders.	Step 3 Set the appropriate level of participation	Step 4 Community participation in the decision-making process	Step 5 Coordinated goals and tools of community operation.	Step 6 Process displayed in institutional documents.	Step 7 Strengthening community-based operation.
Definition of institutional identity b) Examination of community operation c) Contacting d) Approval of the maintainer e) The certainty of the need and feasibility of community operation f) Formulating a promise to the community g, Identifying and securing the necessary resources	a, Determining the range of stakeholders b, Ranking of affected partners c, Networking	Levels of participation: - information - consultation - involvement - cooperation - authorization.	Creation of dialogues and forums	Tools and solutions for involving the public, community participation in decision-making processes	Operating licence - Articles of Association - Organizational operational rules - Mission Statement - Strategic plan - Annual professional report and plan - Annual benchmarking - Online interfaces Documents to be prepared: - set up an activity matrix - linking stakeholders and activity matrix.	Communication of the results Recognition of committed staff Consolidation of the process New ideas, further training

Figure 5: Community-based activity, steps of social participation

4. Opportunities of social participation in community culture

Márton Beke - Éva Dóri - Tamás Brachinger - Edit Hajnal - Tünde Szalai - Zoltán Berényi - Tamás Fodor - István Bordás - Éva Monostori

4.1. The basics of community education

Community education is based on the view that local citizens are the wisest in their own education and they know their own needs best. However, it is conceivable in many cases that they are not proficient in all possibilities, not always knowing how to meet their needs taking into account the possibilities of their settlements. It is the task of the public education specialist to know, recognize and arouse the needs, our expertise lies in knowing, recognizing, arousing the needs of our communities and helping to realize them. In addition to establishing cooperation, emphasis should be placed on reciprocity. The key to good partnership is the balanced involvement of those who are involved in the workflows – either at the individual, community or specific organizations level.

As a result, the relationship between community cultural institutions and local citizens varies from situation to situation, from time to time.

Relationship between community cultural institutions and local citizens:

- citizens are experts in their own needs, our expertise lies not in defining it instead of them but in knowing the many options to answer the "how" question;

- we need to be in an interesting and continuous dialogue with each other to find out where and how we can serve them

- it is also worth creating situations that offer the opportunity to act and

- if the participants of our institution's programs are capable of realizing their intentions without us, only help them when and where they are needed

The previous chapter of our guide for the preparation of the process of social participation (socialized mode of operation) in general, in line with all three fields, took the model of the community participation operation of cultural institutions and the steps of introducing community-based operation. In the following, we supplement the assessments of the previous chapter but now we focus only on community cultural institutions.

4.2. Steps and process of introducing the community participation in community cultural institutions

The steps of community-based operation of social institutions (socially operating mode) are described in Section 3.1. is illustrated in Figure 1.

4.2.1. **Step One: Preparation of the necessary process for the operation of community participation (social participation mode of operation)**

4.2.1.1. Definition of institutional identity

One of the main components of institutional identity is to raise awareness of what makes us unique and unrepeatable. Thinking about this is even so more important because one of the peculiarities of community cultural activities is that there are many institutions and organizations that carry out certain community cultural activities on a daily basis. Should we answer the question what the unique feature of our community cultural institution is? In order to build up our real self-image, we must answer the following questions:

    - What can only we give to local citizens?

    - What is it that a local citizen can't get elsewhere or he would not like to get from anyone else?

    - Why are we or can we important for citizens?

The questions in the previous chapter "Does the institution have a mission statement?" "Is it necessary to modify it?" also apply to libraries and museums to comply with the requirements of cultural law. The existence of such a document for community cultural institutions is not required by law. Nonetheless, we consider that the institution should summarize all the aspects and goals that it considers to be the most important elements of its activity – or existence, either in the institutional mission statement or in a vision. On the basis of the EMMI regulation 20/2018. (VII.09.) annual service plan will be introduced in public education institutions. (The relevant legal and content frameworks are described in details in Chapter 4.2.5.4 *Participation in the Annual Work Plan and Budget Creation*) Preamble and introduction to our service plan provides an opportunity for the institution to set out its overall social and professional goals on which the jointly developed work plan can be built.

In addition, the circumstances of its establishment may be a determining element of the identity of community cultural institutions. Many institutions have been founded, created, built, operated or created by local citizens or was created as a "successor" to such an institution, free of all (state) civil activity, but certainly not independent of the institution to be replaced. It is also worth exploring the history of our institution established in the past decades. We can even find the historical threads of our present.

4.2.1.2. Training and empowering staff

Before the first step, the commitment of our colleagues, ie sensitization and the need for interest, is important. The aim is to show and enhance the openness of the staff to new skills, in addition to their previous professional qualifications and skills, to learn new methods for the performance of

their professional tasks, which give them the ability to broaden, activate and involve the local society. The accredited training and case study descriptions of the NMI Cultural Institute Nkft. can help in the implementation of local community planning, thinking together and working with communities in practice.

Creating and strengthening loyalty is also crucial, as the institution is represented by all employees – from the cleaning staff to the director – it is easy to lose credibility with the best outward image if the behavior of our staff is not consistent with it.

The staff working in the institution should be given the task of building up a circle of helpers inside and outside the institution (civil society, communities): they should involve current and potential stakeholders in as many activities and realizations as possible. Further education, sensitization trainings, and other opportunities for gaining knowledge and experience play a key role in launching and developing new processes. In addition to involvement, it is important that the colleague is able to share his or her knowledge.

The organization and implementation of activities and the provision of services require well-prepared staff. The most important argument in this regard is that employees can embrace the spirit of social participation. They should be creative, socially sensitive and patient, so their human, social values, and their ability should point in this direction. Our employees' opinion is as important as those of our partners, whose suggestions we listen to, consider and accept, involve them in the processes themselves and feel the tasks of social participation as their own.

The richness of collaborations can lead to the emergence of new competencies and their acquisition. We highlight only a few important, crucial areas here: strategy development, communication skills and its practical application, continuous maintenance and expansion of digital literacy, management of information and knowledge, application of certain elements of marketing (image design, advertising, image building, etc.). The possession of all these additional competencies also contributes to up-to-date professional skills, nurtures the openness and self-confidence of the staff in networking and collaboration.
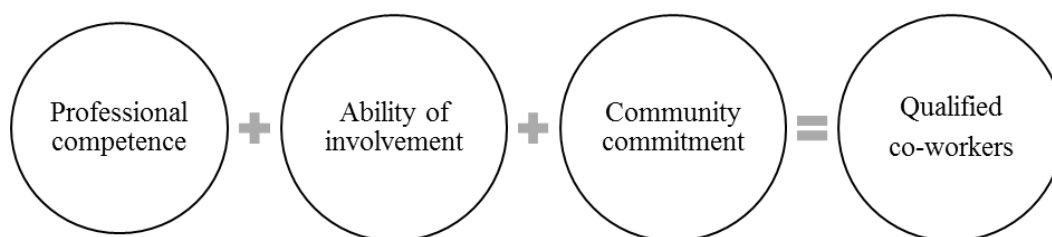
Figure 6: Enabling employees

4.2.1.3. Make sure that community operation is possible

Simplifying, there are two basic conditions for the realization of a social participation mode of operation: our institution and the local citizens must have the will and ability to do so. We can build the will and ability inherent in our institution with analytical tools but most of all with self-critical thinking and an organizational development process based on it. In our analysis, the following three main principles of social participation should be examined in terms of whether they are characteristic of our institution and, if not, whether they will be characteristic once. If we consider – especially as the head of the institution – that the following principles will not be true for our institution for some time then we should postpone the date of introduction of the social participation mode of operation to a time when we already see positive signs of displacement.

Openness

One of the main features of the open mode of operation is that in the case of any initiative by the citizens, those who have a legal relationship with the institution – from the concierge to the director – have an inclusive approach. The "inclusive approach" does not mean "every wish of the population is a command", but refers to examining the content behind the needs, and treating our participants as a cooperating partner with whom we are seeking possible solutions. The goal is to find the perspective which is right for all parties and to implement them.

In the professional profile of employees of social participating institutions the animator marks should be characterized, in relation to the participants, the users of the institution the activities "with them" instead of "for them", i.e. the support, the encouragement is the desired professional behavior.[8]

It is also part of the openness that institutions, in addition to formal rules (not instead of them), follow flexible, informal regulation which goes beyond the not realistic, rigid institutional rules. However, instinctive human nature is cautious, trying to resist change. This resistance is typically the strongest among those who are most affected by the change. (About the possible ways of resisting and techniques about how to prevent and overcome them see Chapter 7 *The process of change*)

Continuous dialogue

An important aspect is that the institution should go beyond the practice of formal information. It must initiate real dialogues and debates on every aspect of its operation, using traditional and advanced communication tools, especially the social media.

---

[8] Animation is a Latin word, meaning: brings something to life, inspires, encourages. Therefore, animating means bringing a soul into a community, giving an opportunity to a group, an individual, to develop and complete themselves. An animator is a person who deliberately encourages the activity of a community and helps to realize the initiatives. As an independent occupation during the post-World War II economic boom in the hotel industry, this kind of attitude and approach can be the key to the future of the cultural sector.

Sharing tasks

An institution, operating in a social participation way, is constantly looks for the opportunity to involve its inhabitants in the realization of its tasks (either partly or completely giving them the opportunity or the responsibility of realization). Such kind of activities should be defined for which communities have the resources and know-how. We discuss in detail the possible scope of tasks that can be shared in the following chapters of this guide "*4.3. Presentation of the socialized ways of implementing the tasks defined in the Cultural Law*" and "*4.4. Methods*". We draw attention to the fact that if an institution initiates the outsourcing of certain activities or projects to local communities which are affiliated with the institution, it is important to take care to properly define the tasks between the volunteer status and their own institutional positions. Practical advice on this issue can be found in our "Practical Guide to Establishing and Operating an Institutional Volunteer Program".[9]

The importance of establishing contact

Conscious communication and establishment of contacts are essential elements in creating and maintaining openness. It is an essential interest for our institution to look for dialogue outside its own walls: traditional, personal communication, outings, visiting streets in the neighborhoods, visiting institutes with other profiles such as public education, social and health. It is advisable to organize public discussions, where a dialogue can be established between members of communities within and outside the institution: the institution should help to strengthen the relationship between them – for example, with the intention of implementing a common project. In order to create common platforms, we must have an accurate picture of the relationships network involved in the activities of our institution, its essential points, links, and thus the traditions, qualities, scope, interrelation and motivation of the communities to be involved. We must also involve the already existing circle of participants – not just occasionally – in the organization of the communities, in the further expansion of the circle. (See also 4.1.2.2.2. "*Continuous Dialogue*")

4.2.1.4. The need for approval of the maintainer for participatory operation

An important aspect is that social participation can mean sharing, distributing and spreading responsibility but not passing on the ultimate and full responsibility. There is always a maintainer, regardless of whether it is a local government, a state, a civil or a church organization. Both the maintainer and the head of the institution have multiple legal responsibilities – in some cases criminal law responsibilities, too – this responsibility cannot be shared and it would not be appropriate either. For this reason, social participation can be only partial. It is called the objective limit of social participation. This partiality is one of the reasons for the elementary approval of the maintainer.

---

[9] The guide is available on our project website, in the Tudástár menu: http://cselekvokozossegek.hu/tudastar .

Another aspect is that the maintainer, the institutional management, the citizens and their communities can jointly review in which areas of social participation it is possible to cooperate or to share responsibilities (empowerment, delegation of powers), and this can be sanctioned by supplementing the Articles of Association, the Organizational and Operational Rules and all the appropriate documents.

This requires a clarification of the legal framework on behalf of the institution (what is the limit) and presentation of the available human, financial, relationship, technology resources and a demonstration of a well-established concept for a given activity, task, project on behalf of the stakeholders. It is important that the frameworks for cooperation should not be unenforceable rules, but must be clearly defined. (About what, how, in what document should be recorded see chapter "4.4 Methods".)

This approach is regulated in a legal context in the Cultural Act under section 76 (4) (c): *"it is the duty of all local governments to organize a forum (...) with the participation of cultural communities, where the cultural communities can describe their observations and insights regarding the tasks."*

4.2.1.5. Make sure that there is a need for community action and it is feasible

Knowing the intent and ability of local citizens and their communities is an important consideration. Especially if they do not wish to undertake the tasks and responsibilities associated with them. What can or should be done in this case is described in *"Chapter 7.2.1. Passivity of the citizens"* At this point, we should mention that it is not certain at all that local citizens want to participate equally in the design, implementation and evaluation of the operation. If we perceive lower level of reception than we expected in the preparation of social participation then on the one hand, we must slow down and the local communities must be involved only in tasks which are convenient for them. On the other hand, let us try to show the potential of wider involvement. On the other hand, let's try – e.g. with study trips or inviting active communities – to show the potential for wider engagement.

4.2.1.6. Let's make a promise to the community

The "promise to the community" is virtually – as stated in Chapter 3. *"3.1.1.1. Preparation of the community participation process"* – our offer and our request about how we want to involve local communities, what we expect from them and together clarifying the range of autonomous tasks and powers. These can be, in a first step, the areas of cooperation in which we are already working together, asking the participating communities to expand the scope of those involved. Then – seeing the quality of community cooperation – we can expand the scope of social participation step-by-step, both in terms of the institutional activities and the local society.

4.2.1.7. Identifying and securing the necessary resources

From a resource perspective, community-based operations require two things in addition to material and infrastructure assets: people and time. We have already talked about the people in

Chapter 4. *"4.2.1.3.1. "Openness"* when we wrote: *"One of the main features of the open mode operation is that in the event of any initiative from the citizens, the institution has a legal attitude towards those with a legal relationship - from the gatekeeper to the director"* However, the issue of time is equally important. Involving citizens in planning implemented activities of an event, a project naturally takes as if we were doing it ourselves. Providing the necessary information, sharing previous experiences, reconciling new ideas all require time but most of all common talks. That is why we have to plan differently: we need to take more time than usual to prepare. We can be sure that it will eventually pay-off: we get partners for the implementation, with whom we can solve many tasks faster than if we try to stand alone or only with our colleagues.

4.2.2. **Step Two: Identifying and reaching stakeholders**

Community-based institution operation can only be achieved through a broad partnership system. For details about potential stakeholders, how to crawl and build relationships, see *"3.1.1.1. The process required for the operation of community participation"*. In this chapter we just add a few more aspects.

The online publication "Integrated Community and Service Space Handbook (IKSZT) – Methodological and quality manual of service village houses" summarizes the characteristics of the partnership as a form of cooperation:[10]

  - "everyone understands the essence of the task (problem);

  - they design the program together in which they collaborate;

  - they focus on community needs;

  - the participants have a clear purpose;

  - the aims and processes are transparent;

  - participants consider their jointly implemented program and service to be their own

  - the terms of the cooperation are written down"

In the case of the social participation mode of operation, we do not always consider it necessary to fix the terms of cooperation in writing. However the possibility and the process of personal or organizational integration with the collaborators must be clear to everyone. One way to do this is to record the cooperation system itself – not the individual cooperation – in the documents regulating the operation of the institution. This is described in detail in "*Section 4.4.4. Advisory Council*

---

[10] This publication is available at   http://ikszt.modszerkozpont.hu , edited by HROD Community Center for Economic and Social Development. [download: June 18, 2018]

4.2.3. **Step Three: Setting an appropriate level of participation (information, consultation, involvement, cooperation or authorization).**

The participation levels are described in detail in the third chapter of our guide. The description can be summarized as follows:
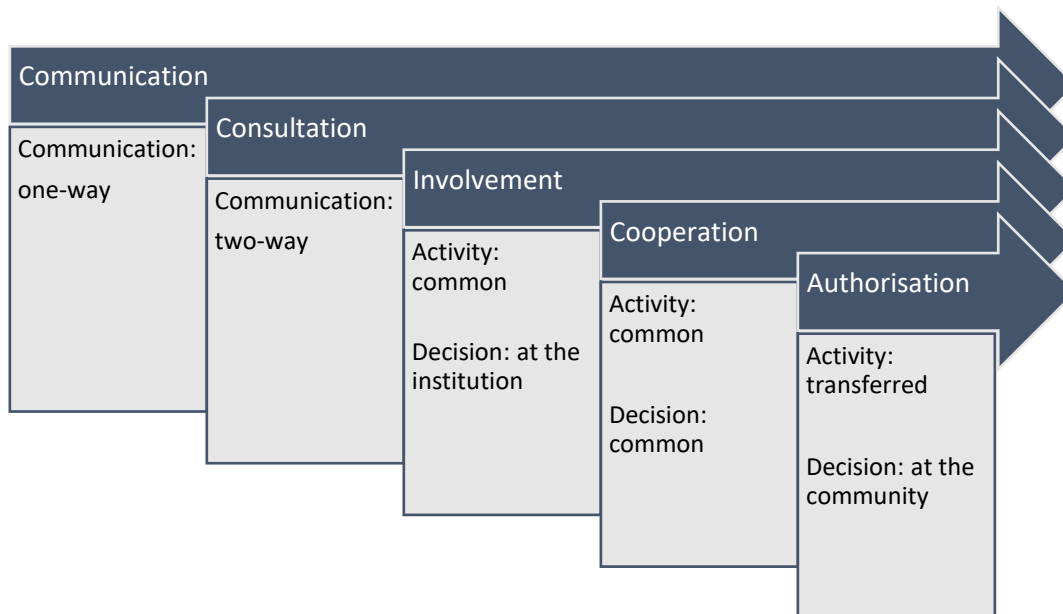
Figure 7: Possible Participation Levels
(Own construction based on IAP2 model)

In determining the desired level of participation, it is important to see that participation is equally possible at the level of the institution as a whole (for example, when we coordinate the annual work plan with the communities of our settlement), as well as for some activities and basic services (for example, when we involve communities in organizing a festival or youth club). These two strands of involvement do not assume or exclude each other. The work plan, on one hand, can be discussed in detail but the activities are mostly carried out by the staff of our institution. On the other hand, our experience shows that involvement in the implementation of activities and basic services underpins the social cooperation[11] as a whole. The requirements of basic public services and the requirements of public educational institutions and community scene is determined by the 20/2018 (VII.9.) EMMI 3rd § (referred to as the "Implementing Regulation") which defines the criteria for the preparation and implementation of the annual service plan (for more details, see *"4.2.5.4 Participation in the Annual Work Plan and Budget"*)

---

[11] Our Guide *'4.3. Presentation of the socialized ways of implementing the tasks defined in the Cultural Law "and" 4.4. Methods "and Chapter 161668 make suggestions for the entire operation.*

It is also important to see that the levels, but especially the "authority", presuppose the continuous implementation of activities related to the previous levels. For example, if we have handed over our youth club to local youth, this means social participation only if the youth, running the club, keeps the target group informed, involves their peers in the implementation of certain activities and cooperates with them, furthermore informs the head of the institution/colleague. In the absence of these, exactly the opposite of the desired aim is realized: a narrow circle expropriates the youth club for itself. (For a description of how to deal with such problems, see *"7.2 Specific: What are the barriers to social participation, how can we prevent and overcome them?"*

Determining the extent to which local citizens and their communities participate in the scope of action – in the whole or in some activities, basic services, or mixed – depends on the decision of the two parties – our institution and the local community. "Selection" is not a simple process: we want to involve in vain the local community in a way that does not interest them, or even though the local community wants to be empowered in an area that our institution is not ready to hand over. So the same true of "Selection" as of many other elements of social participation: only the ongoing dialogue between our institution and local communities can lead to results.

4.2.4. Step Four: Community participation in the decision-making process

At this point of the introduction our planning, our shared thinking with the communities becomes an action by sharing our decisions previously made only in the institutional circle – even their results, but possibly their process, too – with the local communities.

Furthermore, it is a requirement that the parties have equal amount of information to the greatest extent in relation to the particular issue and we have to reduce information inequalities as far as possible before deciding. One more important point of view: it must be clear in all situations who makes the final decision. That is, **we consult** in a given situation, when in reality we do not share the decision, but only share the information with the local community and ask them for feedback,

- **involving them**, calling them for common activities, discussing decisions with them, but the right to decide is ours, or

- **invite local communities to collaborate** when decisions are made jointly if possible by consensus.

4.2.5. Step Five: Concerted aims and tools of community operation

To summarize the above mentioned facts, the four typical cases of community participation are briefly described in this section.

4.2.5.1. Participation in shaping organizational culture

Participants in an open system institution, who live in symbiosis with their environment, have their own status as the institution declares: "Your place is here. Use it." "You are not a guest, you are the host!" As a result, the values, norms, and unwritten rules of the organization are shaped by those involved. It is important to note that organizational culture has a visible and a hidden level, too. The former includes, for example, the development of image elements, communication manifestations and various principles. These are deliberately thoughtful, often the result of creative work. The ideas and aspirations of those involved can be relieved to this symbolic sphere to express the attitude of the local community. The rules in the deep layers are basically formed on a non-conscious plane. However, if citizens and their communities coexist, breathe together with the professionals, then they formulate the enduring norms and values. This can be helped by a cozy environment, a lasting togetherness.

4.2.5.2. Participation in everyday activities

In the case of the social institutional mode of operation, the impact of the participants is directly applied in the daily operation of the organization, in the compilation of the projects, in the structuring of the operation, in the establishment of the rules of use of the institution (policy, opening hours, etc.), in the establishment of relations and cooperation between the various communities, groups. In this case, the ultimate responsibility can be shared between the maintainer and the stakeholders if it concerns the management of a project or refers to an operational task that supports day-to-day operations. An important condition, however, is that more complex tasks, taking over certain tasks for a longer period of time, taking over and outsourcing of projects cannot take place "for announcement", and it is worth formally recording these formal assignments.

4.2.5.3. Participation in strategy development

In the case of community-based institutions, the impact of the participants can be reflected in the long-term decisions of the organization, in the necessary situation analysis, in strategy development, in setting visions, missions and priorities. This can be a real participation if the necessary information is available to everyone and none of the stakeholders are excluded. This requires a "social contract" between the maintainer, the institution and the stakeholder, where they formulate the conceptual, long-term plans in trilateral negotiations.

4.2.5.4. Participation in the creation of the annual work plan[12] and budget

For the planning process (opinion, proposal) of the annual work plan and budget of the institution we recommend the models of the advisory bodies. The essence of these models is the continuous operation of civil organizations and civic bodies, and providing, on a partnership basis, the full range of information needed for planning and sharing it widely. Of course, a sensitive group of data - such as personal benefits, personal information - cannot be used in this process. It is of great importance whether the organization in question is funded by public funds or other sources of

---

[12] 20/2018. (VII.9.) EMMI Decree Article 3 (2) and paragraph (3). Based on

income. A dynamic balance must be established between opportunities and needs – this can only be achieved through continuous and sometimes very lengthy consultation, discussion, and genuine interest in each other's aspects. The new professional concept of the institutional work plan is the *service plan*. According to the 3rd § Para. (2) the Implementing Regulation (e) records *" ways in which the local population can be involved in the planning, implementation and evaluation of community activities, ",* and in accordance with paragraph 3: *" the annual service plan is based on the interests and needs of the local population and its self-organizing communities. The service provider prepares it with the involvement of the local population and its self-organizing communities - if it operates in the given settlement - the Community Culture Round Table."* Compliance with the law requires the identification of all the consultation forums and processes that ensure the role of the local population and their organizations and self-organizing communities in the activities of the institution. (For more suggestions for advisory bodies, see chapter 4.4.4.)

4.2.6. **Step Six: Displaying community operation in institutional documents**

The above-mentioned aspects of community operation – in which, how, who can participate – should be recorded in the institutional documents for the following reasons:

- during the writing process when we would like to make our cooperation processes transparent and accessible to others, there may also be detailed questions that have not yet been revealed in practice so far, ie our cooperation system may become more optimized (of course we have to pay attention not to fall into the trap of overregulation);

- since our institutional documents are accepted by our maintainer, by incorporating our consultation and cooperation system into documents it becomes official that our operation is supported by our maintainer;

- by presenting it in documents – if we make those documents available to others, and why not – it will be clear to everyone how to join our institution's collaborative circle.

4.2.7. **Step Seven: Strengthening community-based operation**

The process of community operation can be successful if we receive continuous feedback both about the work of our institution and about how successful the involvement and participation of individuals and their communities is from the perspective of stakeholders, what is worth keeping from the new mode of operation or worth changing. The way in which the local population is involved in the assessment process is also included in the annual service plan. The method chosen for the locally applicable tool of social evaluation depends on the size of the settlement, the tasks of our institution, the number of citizens and communities who work with us in the community operation - and many more aspects. However, one aspect should prevail: it is regularity. The process of evaluation, its occasions, gives us the opportunity to develop and shape our activity system based on real social needs. Feedback also helps community members to control the

implementation of participatory processes, develop collaborative modes, and implement execution tasks for different forms of work, direct tasks, including competencies and skills.

4.3. Presentation of the socialized ways of carrying out the tasks defined in the Cultural Law

Section 73 article (3) of the cultural law defines the scope of basic public services as follows:

- "a) facilitating the establishment of cultural communities, supporting their operation, helping their development, providing public education activities and providing a space for cultural communities;
- b) developing community and civic participation,
- c) providing the conditions for lifelong learning,
- d) ensuring conditions for the transfer of traditional community cultural values,
- e) ensuring the conditions for amateur artistic and performing arts,
- f) providing the conditions for talent management and development, and
- g) cultural-based economic development".

In chapter "*3.1.1. The process required for the operation of community participation"* and then in chapter *"4.2.3. In the third step: selecting the appropriate level of participation*", we summarized the IAP2 model which defines five levels of participation. In this part you can find some suggestions how the community development of some basic services can be implemented according to the individual levels of the IAP2 model. It is important to emphasize that besides the opportunities we have, we can reach the given level of participation with thousands of other methods and tools. So, with the suggestions below, we want to give more inspiration rather than ready-made recipes.

4.3.1. Promoting the establishment of cultural communities, supporting their functioning, assisting their development, providing a venue for cultural activities and cultural communities

Community cultural institutions and organizations typically deal with communities in three roles:

- **Generators of communities, NGOs,** which are typically represented in two ways by community cultural institutions:
  - o **managers of study groups, clubs and groups:** in this case we talk about the "own communities" of the institution. These types of communities are not institutionalized, not independent legal entities. The institution carries out management tasks related to the operation of the community, which are emphasized according to the development of the community, mainly according to their needs and the competences of their members.

o **professional supporters of community initiatives**: in this case the institutions are the professional partners of citizens wishing to work together to solve their common issues, including the possibility of cooperation and professional support.

- **Hosts of community initiatives, NGOs:** In this case, they provide an incubator function, provide a venue, serve the admitted communities with their infrastructure, which can be a professionally supported community but also an organization independent of the institution. A lease agreement sets the framework in which for example the community can "pay" for the space not only with money but with activities. The lease can either be supplemented or replaced by a cooperation agreement (barter agreement).

- **Cooperating Partners of community initiatives, NGOs:** When the community and the institution work together – either created by the impact of the institution or it is – or it is independently formed and operated – and they share the tasks and responsibilities. Usually there is a cooperation agreement between the parties.

The fourth most important role in social participation and community development – which is present in the relationship between communities and institutions – is formed when an independent community is formed from an own community, usually in the form of an association. The community leaving the "institutional cradle" in this way can be made independent by the institutional support they previously received - if they have the appropriate competences.

Then the role of the institution can be particular according to the specific aims and interests of the institution and the independent community – one of the above roles will be selected for the given situation. The parties may also enter into a long-term lease agreement and, in addition, they conclude a cooperation agreement for a specific event or service. We also find an example where the community, which is already in a formal context, continues to need to operate within the institutional framework in the course of its day-to-day practice, with new responsibilities.

In the case of the above system of activities, the level of information is constantly communicated on the various communication interfaces about the availability of the premises of the institution and about the professional support provided by the institution to any community initiative. In this regard, we draw attention to two things:

- Regarding the possibility of renting, it may be sufficient to publish a capacity and price list on the website, From time to time, it is worthwhile to launch smaller or larger communication campaigns on professional support for community initiatives. For example, in connection with event series like Culture Halls day and night or Community Week, we can hold community discussions, community forums, brainstorming, legal or tender information days or consultancy on specific issues of our settlement, neighborhoods.

- Professional support for community initiatives (e.g. tender monitoring) should be defined as a basic service (see Chapter 4.3.2).

The level of **consultation** of the above-mentioned activity system is when we request feedback from our organizations - professionally supported by any way - about our future plans. This can take the form of a regular, e.g. semi-annual or yearly community or civil forum. But we can also start voting on our website, on our Facebook page, for example whether legal or accounting advice is more important to organizations, or both, but - because of the limitations of financial resources - at rarer intervals.

The levels of **involvement** and **cooperation** in this basic service are difficult to separate from each other, so they are discussed together. The most obvious example of this provision is the co-ordination of the availability times of the available premises: each year we should invite all our communities to join together and share the venue in terms of when to use the premises. (If a new community joins during the year and there is no free time zone then we should call the communities affected by the possible time zones.) With this solution we not only make our everyday lives easier (Why should we convey among the communities?) but it is an opportunity for communities to get to know each other well.

Another possible way to involve and cooperate - amongst many others - is, for example, to hold a regular organizational development workshop where individual communities and organizations can advise each other on how to resolve certain organizational issues.

There are two examples of the level of **authorization**. For example, the easiest case is to entrust the office used by one or more organizations entirely to the organization who uses it. This requires that the venue can be used at any time. [13] At the same time, however, there should be no expectation on the part of the institution to bear all the costs of the office. It is important that the given community really feels the venue its own along with the associated obligations.

Another example of authorization is that we entrust an appropriate community, organization, to provide an expertise element of the core service. For example, regular implementation of the above mentioned organizational development workshop - from topic selection to facilitation - will be handed over to an organization willing to do this task.

4.3.2. **Improving community and social participation**

This basic educational service is one of the most complex in terms of content. The implementing regulation defines the activities of public education institutions in relation to this basic service as follows:

- *"a) organizes community development programs, activities or services to promote relationships, community life, advocacy, civic participation in local society,*
- *b) supports voluntary activities, organizes volunteering programs or services,*

---

[13] Please note that it is important for a newly built community institution to have such "side entrances" which allow access to the individual premises.

- *c) organizes programs, activities or services for the education of children, youth, the elderly, promotes family-friendly relationships, inter-generational relationships and cooperation,*
- *d) organizes programs, activities or services to promote and maintain intercultural relations,*
- *e) organizes programs, activities or services to promote the social and cultural participation of groups living in poverty or other disadvantages; organizes programs, activities, or services to promote understanding, inclusion, catching up and equal opportunities,*
- *f) organizes programs, activities, or services for the maintenance of mental health, such as addiction, deviance, or victimization,*
- *g) in cooperation with the municipality provides professional support for the establishment and operation of local partnership negotiation, cooperation processes, professional, organizational and technical conditions for community planning processes; and*
- *h) provides professional and infrastructural support for the implementation of the activities set out in points (a) to (g). "[14]*

In connection with the basic service of "Improving community and social participation" we present the possible ways of community development in the case of a "Public Café".

As part of the **information**, we keep the local citizens informed about public interest information: programs of organizations, decision of municipality management, opportunities for cooperation, access to tenders and services, etc. It is also the basic task of our institution, as local citizens can only participate in the public life of the settlement if they are well informed, so the institution should always be up to date in this field. For example, a public hearing is an event for the local government, but we should always promote it as every citizen can request and receive information about the matters of the settlement.

In the course of the **consultation**, we seek the views of those involved to select the themes of the program. Taking into consideration the problems that arise in the settlement, we determine the program and theme of each Public Café. For example, if there is a dispute over the fact that the municipality is planning a parking lot in front of the community center but others think that it a playground should be there, then invite opinion formers to discuss the issue with professionals.

As part of **involvement** and **cooperation** – these two levels are difficult to separate in this case, too – ask as many people as possible to present the public, everyone's problems, and plan our Public Café program based on their opinion. In one case, the moderator of the program should be an opinion former of the settlement.

One of the possible outcomes of the above-mentioned activity line is that from regular participants of the Public Café, or from those who are actively interested in a definite topic an interest

---

[14] Article 6 (1) of the Implementing Regulation

organization – either formal or informal – will be formed. In this case, the community is not empowered to represent the specific activity – the organization and operation of the Public Café – but a community is **authorized** to represent issues at the municipal level - not from us, but from the citizens of the settlement. However, it is an important professional task to make the members of the newly formed organization aware that their authority derives from their dedicated partners in their common cause and they must be kept informed about their activities and they are now involved in continuous development and renewing of the levels of participation.

4.3.3. **Ensuring the conditions for lifelong learning**

The basic service for ensuring the conditions of lifelong learning as defined in the Cultural Act is detailed in Section 7 of the implementing regulation as follows:

"a) organizes and supports the implementation of extra-curricular courses and training events,
b) organizes the formation and activities of self-educated professional groups, clubs and communities outside the school system, supports their implementation,
c) organizes and supports learning opportunities that improve quality of life,
d) organizes folk college programs, free universities, supports their implementation,
e) organizes educational events, promote their implementation and creates learning opportunities;
f) assists the understanding of electronic public services, in order to be able to navigate in the digital world, and to use these tools." [15]

The basic level of information provision for extra-curricular courses, training sessions, self-education, clubs, community activities, folk college, educational events and digital orientation activities is achieved if our activity to share information is:

- **comprehensive information**, i.e information on both regular and ad hoc activities, programs and events is available,
- **methodologically differentiated**, advertises in social media in a way that is relevant to the target group of the activity, such as youth activities, place posters for children's programs at a height they can see, write flyers for programs of the elders in large print and reaches out to excluded social groups in the places they visit; furthermore
- **up-to-date,** parts of the various online interfaces containing activities and programs are updated as necessary.

In order to achieve the following four levels, we propose a complex method[16] designed to create continuous knowledge-building, learning circles for students, and the establishment of folk college

---

[16] The method was developed by the Alpine Mountains - Fertő Landscape Rural Development Association. At the suggestion of the association, EFOP-3.7.3-16 Providing Access to Lifelong Learning was included in the eligible activities of the call, with a significantly reduced content.

programs with the involvement of local professionals and other people with experience in putting life-long learning into the daily life of citizens. The essence of the method is to develop network collaboration and its steps are:

- community culture, especially study circle, folk high school network development and operation: the network partner can be any institution, organization or natural person, who is active in the area, and is interested in "learning, training, culture "; identify potential partners in cultural institutions, organizations, training institutions, regional and rural development organizations, social and employment participants – networks –to communicate our goals, this is the **information** level of the activity;
- preparation of a community or regional community cultural strategy which specifically addresses the concept of a learning circle or a folk college system in order to coordinate the activities of organizations involved in network collaboration:

  o health check: research and involvement community culture participants, organizations, institutions of, self-education, learning circle, folk college needs, locally available knowledge, professionals capable of transferring and wishing to transfer knowledge,
  o definition of common goals and activities to achieve – strategy-making as a common thinking process typically means the level of **consultation**, although its joint preparation and adoption may even involve the possibility of **cooperation**;

- implementing networking activities that promote the implementation of learning and training processes to enhance local knowledge capital, as outlined in the community strategy for culture, such as:

  o promoting cooperation between network members, developing pilot projects and organizing professional workshops to support them;

  o organizing study tours, theme weeks, theme days, special initiatives, workshops, training sessions to get to know active student circles, folk college communities, exchange experiences;
  o encouragement and professional support for the formation of new student circles, folk college communities;
  o professional consultancy, professional competence development (training of trainers) to facilitate the implementation of learning and training processes for the enhancement of local knowledge capital;
  o writing, editing and publishing publications describing the methodology and results of network cooperation;
  o producing event-related awareness-raising activities, information materials, and educational booklets – this type of activity is unimaginable without joint decisions, i.e. the degree of participation of local citizens and their communities will certainly reach

the level of **cooperation**; in the event that some sub-tasks – such as training processes – are entirely implemented by a cooperating partner, then the level of **authorization** can already be reached.

4.3.4. **Ensure the conditions for the transmission of traditional community cultural values**

This basic service – like the development of community and social participation – covers a wide range of activities. Referring to the implementing regulation, in the context of this basic service, an institution or a community space may *perform the following professional tasks*:

- *a) operates a group, branch, club related to local history, folk art, folk applied arts and the cultural heritage of the settlement, supports the work of the cultural communities,*
- *b) participates in the care and enrichment of local cultural habits, in the creation, care of valuables, organizes and promotes programs, activities and services presenting and promoting local values,*
- *c) organizes programs, activities, services for native language care, support the work of cultural communities,*
- *d) organizes programs, activities and services to promote the cultural values of national, European and universal culture, as well as the cultural values of foreign countries, and supports their implementation;*
- *e) organizes programs, activities and services to promote the values of nationality and other minority cultures through the involvement of local or regional minority or minority communities;*
- *f) organizes and promotes local, national, social and settlement-related celebrations, taking into account local customs and cultural communities, and engaging with traditional cultural heritage communities.[17]*

The way in which these activities are community-based is illustrated by one of the typical activities of the community educational system, the establishment and operation of local collection of values.

In the framework of **information**, we inform the citizens about the collection of local values on the news channels of the institution (Act XXX of 2012 on Hungarian National Values and Hungaricums), we provide them with information brochures.

At the level of the c**onsultation**, we convene a forum, round-table discussions, following the information, we are waiting for the residents' ideas and suggestions for collecting, presenting and promoting the values. As a result of mutual exchange of information, new meetings are created,

possibly with a promotion event that we connect to the existing ones. For example, if there is a traditional group in the settlement (embroideries, wood carvers, folk dancers, etc.), we can ask for their help to inform their members and their assistants about the new program at their events. Note, however, that the range of local values – although the folk traditions occupy a prominent place among them – goes beyond folk art and folk traditions: this may include a modern habit, a new building, a community product or intellectual heritage which is decisive for our settlement.

One of the possible means of **involving** is the interview: we can look for people in the settlement who have local knowledge, large social contact capital and are involved in exploratory work. It is a great opportunity if there is a small community, a group in the settlement which deals with tradition and local history. Invite them to promote our work and link their events to the promotion of our values. (For example, in addition to the program of our traditional ensemble, organize an exhibition of local history photos, costumes, treasures from the past, collected from the residents for this occasion, etc., or organize a local gastronomic show, competition and recipe collection action, that is, anything to do with the theme). It is all our responsibility, but with those involved, a community program is created. Confirmatory, if the participants can get small feedback, mentioning everyone in the local newspaper, a greeting letter, a contributor list and common photo on the institutional "glory wall" etc.

At the level and as part of the **cooperation**, if not already, we must initiate the establishment of a Local Value Committee; if there is one, look for cooperation. People, organizations work in joint consultations and evaluation clubs to explore values. Everyone can provide the most according to their profile. The committee provides professional and technical assistance in collecting and caring. Typically, one organization or community undertakes to take care of the application forms. Let them be our partners, delegate this responsibility to them: they are responsible for assisting with the preparation of the documents and the decision and feedback remains with the Local Value Committee.

As the process progresses, we can delegate the management and collection of values to our partners through joint decisions, thus reaching the level of **authorization**. Involve appropriate professionals (archaeologist, ethnographer, scientist, etc.) in their work to meet professional criteria. Representatives of our partners are also among the members of the Local Value Committee: Government Decree 114/2013 on the Care of Hungarian National Values and Hungaricums (IV. 16.), the committee shall consist of at least three members.

4.3.5. Providing conditions for amateur creative and performing arts

For this basic service, the implementing regulation defines two activities:

- organizing, promoting and supporting the development of amateur arts groups, professional circles, clubs in the fields of fine arts, music, dance, theater and puppetry, poetry, film and media, literature, and

- providing professional and infrastructure help to support the activities of the above mentioned communities.

Below you can find examples of different levels of community participation through an example of exhibitions which provide visibility to amateur creative and performing arts. On our written and online platforms, we **inform** the residents about the activities of the communities or advertise new, planned clubs, study groups and art groups. Then, in preparation for the **consultation**, we ask the opinion of those who are attending the institution through a satisfaction questionnaire and personal interviews, after leaving the gates of the institution we also ask the residents of the settlement whether there is a need for any other creative arts community. Based on their opinion, we can launch new activities. Listen to the residents, because in many cases there is the man near us who can and would teach, for example, dance, handicraft, wood carving, stamp collecting and chess, whatever you need.

Promote the start of a new team, group, and then work with the group based on the needs and ideas of the leader and participants. Provide space for presentation according to their plans. Let them decide to design their own genre, time, and taste. Don't get caught up in your own institutional frameworks: "Let" quit the works, e.g. it may not be enough for a creative community to exhibit only within the institution. At this point in the process, depending on the activity of the participants, the level of **involvement** or **cooperation** is achieved.

However, organizing the exemplary exhibition is only possible in **cooperation**: we co-implement the event by coordinating the independence of the communities and the activities of the institution. Let's document the basics of cooperation, work together clearly. For example: At the Spring Festival, the Fine Arts Association designs, organizes the fine art exhibition: they call the exhibitor, they prepare the installation and the promotion of the whole exhibition. The institution provides the conditions.

The role of the creative communities in the programs of various local holidays and events is a common phenomenon. In addition to the presence of several groups, an art organization, it is an excellent opportunity to establish a partnership with them in compiling the actual programs of special days. On the Hungarian Culture Day we can reach the local people with more and more local performances and introductions (poetry, reading, singing, playing music), at the Music Festival we can invite everyone from local amateur bands to the school choir; on the Hungarian Drama Day we can expand our repertoire by the performance of the local theater circle, etc.

Citizens' participation can also be increased by, for example, outsourcing the management of a building or part of a building owned by the institution to our partners. That is, we **authorize** them to operate it: it is the citizens who plan, organize and decide on the programs and sometimes on the use of budgetary resources for operational purposes. An important aspect – and especially in the case of a real estate operation – to enter into a cooperation agreement with our partners stating that the full professional responsibility for the operation of the exhibition space will be covered by those who are involved, however, they have to coordinate and harmonize with the professional

and financial management processes of our institution, since the overall responsibility rests with the head of the institution.

4.3.6. Providing conditions for talent management and development

In relation to talent management and development – similar to the case of amateur art and performing arts – two groups of tasks are defined by Article 10 (a) and (b) of the implementing regulation:

- "to develop the talents of disadvantaged people living or studying in the settlement, to operate artistic and other activities, study groups, clubs in order to develop their competences, and to support their realization, and
- to provide extra-curricular activities to help catching up."

Considering that the description of the basic service defines disadvantaged people as target groups, it is essential that in this case our **information** activities should definitely go beyond the usual methods, e.g. publishing the dates of the activities, study groups, clubs on our website and in the local newspaper. For example:

- information about our programs in this area should be found in as many places as possible to the members of this target group, such as grocery stores, bus stops and other public places, social and educational institutions; and an important aspect is that not only in a poster but also in a takeaway format (flyer)
- find reference people who these citizens trust in - such as a favorite teacher, social worker, local parish priest, pastor, etc. - and ask them to advertise our opportunities.

In the case of **consultation**, which is about the scope, content, timing and other aspects of the opportunities we provide, it is important to involve not only disadvantaged citizens but also all institutions, organizations, professionals who provide them with activities and services. It is important for two reasons:

- there may be needs that our target group does not formulate but they are perceived by professionals in other situations,
- if other institutions and organizations provide opportunities for this circle, it is important not to duplicate certain activities – unless there is unmet demand – but start and strengthen activities that complement other participants' activities.

One of the typical forms of **involvement** would be – which could be mentioned in all basic services – when volunteers participate in the realization of an activity. The participation of volunteers can be considered as involvement in the IAP2 model once the main issues related to the activity have

been decided, either by our institution or in the community. In this case, the solution of the situation with the participation of the volunteers does not reach the level of cooperation – that is, the joint decision. An important aspect of inclusion is that our volunteers include citizens who are themselves members of a given disadvantaged community – they will verify us to our target group. If this is not yet possible at the moment we start our activity, we should make every effort to make it as soon as possible.

It may mean the level of **cooperation** – continuing with our previous proposal to involve people from the target group, it can mean a level of cooperation if there are people from the disadvantaged communities among the leaders, co-leaders of groups or clubs. This can reduce the "visible" or "latent" sub-superiority that arises from the fact that "better-off" people provide something for the "disadvantaged." The other aspect of cooperation is when we work with the institutions and organizations mentioned in connection with the consultation: ask their experts to participate in the planning and implementation of our activities, or offer them to carry out certain activities with them. This is not only the logic of social development, but it is also important from a professional point of view: the various community events and the atmosphere that develops there provide opportunities for other kinds of helpful discussions than for a one-on-one discussion in a counseling room.

One of the possible ways to achieve the level of **authorization** is to consciously strive to become independent as a result of our activities, that is, by transferring as many competences as possible they finally organize their activities. Aspects of this and one of its possible tools are described in details in section *"4.4.3. Common budget planning as a tool for community autonomy"*

4.3.7. **Cultural-based economic development**

The following activities are listed in the area of cultural-based economic development in the implementing regulation:

- organization of programs, activities and services for the development of the community and creative economy based on the local intellectual, built and natural heritage, supporting their realization,
- initiating and supporting the realization of local economic development programs which interpret and use individual and community knowledge and creativity as a resource,
- organizing and supporting programs, activities and services related to cultural regional and urban development, local business and product development, creative industry, cultural tourism and;
- contributing to the cultural use of information and communication technologies, digitalization.

As for the above-mentioned **information** activity, it is essential that it should extend beyond our core service activities. Because given that

- the *cultural-based economic development* itself is a concept that is still limited, and that
- cultural activities are not typically associated with entrepreneurial, business, profit-making activities, and
- there are significant shortcomings in the field of entrepreneurial skills in society,

our information activities should include information about the above. The tools can be awareness-raising campaigns, news of successful initiatives, club-like encounters with businessmen – and many more other methods. Another important aspect is that the target group of our activity must be not only citizens who are already entrepreneurs or who want to become entrepreneurs, but the widest possible circle, for example young people, unemployed, mothers raising their toddlers at home, etc.

In the case of **consultation**, we propose a similar approach to the one mentioned in connection with talent care and development: besides our target group we look for the possibility of reconciliation with local, regional and county level organizations performing economic development activities. Together with them we can define the target group which they cannot or not sufficiently reach, and that is why we should concentrate on them and develop a system of activities to complement their opportunities.

Involvement is particularly important for this activity system. As an example, we refer to a team or club to be organized for creative young people. The aim of the club is to develop the professional and entrepreneurial competencies of young people who can use online tools (social media, online sales, digital graphics, website design and operation, etc.).

The members provide support[18] for displaying the town or region's businesses online, for marketing and sales activities, and for the use of info communication tools. We achieve two goals: developing young people's competence and strengthening businesses in our environment. In this case – besides the young people and the entrepreneurs and enterprises – all professionals, who can give lectures and training on the topic to young people, should be involved.

It is important not to involve them as "suppliers" – in this case there is no social participation element – but to show the social development aspect of our activity and commit them to our goals. Sharing and utilizing local resources serves to strengthen local society. In addition to learning processes, we can also generate an economic development effect.

In the case of an exemplary study group or club, the level of **cooperation** is self-developed. Young people and entrepreneurs think together, work together, make decisions and, for example, social networking sites that result from it, are activities which almost reach the level of authorization.

---

[18] The example program was developed by KisRigós Creative Community and Service Ltd. for the Zala Homecoming Association.

However, another example is given for the level of **authorization**. If our activity is successful and young people can work for the satisfaction of businesses, we can mention the possibility of starting a business for them. They can form an association which provides the above-mentioned activity, for example, as a public service to local businesses. [19] Or by suggesting any other form, but striving for the young people to become independent, the level of authorization is achieved.

4.4. Methods

In the following there are six methods that can be used in the context of a social participation mode of operation, including how they can be incorporated into documents regulating the operation of our institution. As we have written earlier, the previous chapters have made suggestions for the transfer of certain activities to community base, and below there are examples and suggestions for the whole institutional operation.

4.4.1. Using online tools

Nowadays, the online world, the life of society in virtual space, is playing an increasingly important role. It is important that our organization be prepared for this. The amount and quality of information that users, visitors can access about us in the online space has a significant impact on the success of our environment involvement, in other words, the effectiveness of online social participation.

Definition

Online community participation – along the five levels of social participation – is the combination of the conscious application of all the tools, methods, and techniques that an institution displays and communicates to the outside world on its online interfaces (website, social media, etc.).

Purpose of the activity

The purpose of using online tools is to ensure transparency while ensuring access to basic information about activities. This tool is used to ensure that our activities, operating principles, or even their details, including material and budgetary issues, are transparent to participants in our activities, to our users, but also to a wider audience,

Being online is a conscious and planned activity for organizations in which – beyond the primary objective of meeting the transparency requirements of the applicable legislation –- we show a lot of public information about ourselves, at the same time, we provide institutional and related community information relevant to the outside world in an easy and accessible way.

Key terms

---

[19] In this case, of course, it is important to ensure that the free provision of youth services does not overwhelm existing market-based services. This is why it is worthwhile, among other things, to reach out to these actors during the consultation process and to find the right solution for all, building on the relationship that has developed as a result.

- **Information**: is a knowledge process which main purpose is to provide the user with the most appropriate information.

- **Transparency**: public bodies and individuals are required to promote and ensure the prompt and accurate information of the public about the use of public funds and the management of public assets. In order to publicize the use of public funds, certain municipal grants and contracts should be published since 1 January 2004.

- **Accessibility**: According to the Act XXVI of 1998 on the Rights of People with Disabilities and Equal Opportunities, *"the service is equitable when it is accessible, predictable, comprehensible and perceptible to everyone – with the appropriate autonomy of the user – in particular to people with reduced mobility, vision, hearing, mental and communication functions."*

Condition system

Personal, organizational terms:

Active presence in the online space requires attention. Particularly for smaller institutions, it is recommended to share this task with local communities: involve volunteers in the organization who are moderators, administrators on the website, and volunteer photographers / video / graphic / informatics professionals update, archive and maintain a website. At the authorization level, we think it is possible for a particular community or a volunteer to run the entire website, or even a sub-site specifically dedicated to communities, available from the institution's main page.

Material conditions:

In the course of consultation with the community, there should be interactive solutions on the website which allow the website visitor to have a dialogue and contact: email link, newsletter sign-up, online scrapbook, forum (moderated / unmoderated), voting / public voting (including community issues, programs), social media links (embedding on Facebook, Twitter, Instagram, Youtube, etc.), RSS feed.

An important aspect of social networking sites is that if someone can publicly ask questions on our Facebook page, we must respond as soon as possible, as these statistics are collected and displayed by the site, which, on the basis of 'public trust', is capable of asking questions and expressing opinions, because they are promptly answered. Not only speed is important as we can set up an automatic message for the visitor, but if people do not receive a meaningful response, they may lose their confidence after a while.

Applied tools and methods

We recommend that at least the following information can be available on the website:

   - the history, goals, tasks (introduction), organizational structure of the institution;

- opening hours, accessibility (with map), contact details (with the names of the staff, personal introduction, positions and responsibilities, photos, contacts);

- communities in the institution (formal and informal groups, communities, their activities, pride, contacts and leaders);

- the occupational framework of the institution (timetable for regular occupations) and its programs (in the form of continuous, easily accessible, informative news, entries);

- photo and video documentation / gallery;

- press releases ("about us");

- the widest possible range of operational documents (from the founding charter to the annual report).

Accessibility is an essential requirement for websites and must be also available with different mobile devices without loss of content.

Results, expected outcome

For example, if we follow the principle of online social participation, it is essential to have a contact link / tab on the website, to place a special contact button on the social network, in addition to all the documents listed in the previous paragraph concerning organizational transparency but even public funds, customer contracts also appear on the online interface.

By making more information available, organizational activity will be more transparent to the public which increases the confidence in our institution. Another result is that we are able to involve volunteers in the operation of the organization with greater success as to a transparent organization with no "secrets" people prefer to join. It is also an important achievement that cooperation with potential patrons can be more effective because transparent operation increases the trust.

Documentation

For online tools, we recommend the following document-level recording:

- It is suggested to display permanent activities related to online tools in the institutional **organizational and operational rules** /OOR/. For example, the institutional path of the comments and suggestions received online: someone should be an extractor, the incoming material should reach the competent management level in the decision-making process, along with the suggestions of the "submitter" (who collects the incoming material) It is important to have a quick response to every substantive suggestion and comment which can simply be a general thank you, but if the institution receives a proposal you should have a detailed answer, including the specific activities that came from the proposal.

- In the **annual service plan** [20] information for citizens, marketing communications, and the following parts of PR activities should be displayed: online advertising, classical advertising media, photo, video, website, newsletter, press, publications.

- In the **annual report** we propose the presentation of the technical and statistical data of the achievements, with the measures taken for that purpose, with relevant content. It is important to be able to see the way of contact and how the initiatives and opinions of the public reach us through the online tools.

4.4.2. **A broad survey of the population and implementing their opinion**

When examining the role of an educational institution, we can basically highlight four processes:

- creative activities aimed at creating new values or rebuilding old ones;
- preservation and protection of cultural heritage;
- community service activities aimed at delivering established or preserved values to the public - ie cultural mediation;
- community-oriented and engaging activities based on the above mentioned functions and tools of processes which strengthen the local citizens' willingness and ability to co-operate with the community, provide opportunities for their "exploitation" and active engagement, according to the needs and capabilities of their citizens.

Can a public service provider stop at the boundaries of these activities, or should extend its activities to more general tasks in the service of the local community? In our experience the answer is yes, especially for small settlements. The smaller the settlement or service shortage is the part of the settlement where an institution works, in most cases the more diverse its functions.

It also provides activities that have their own institutions in larger locations, typically providing space for the health and social sectors.

Definition

A wide-ranging survey of the population is a tool that underpins institutional planning, defines development directions, and facilitates the involvement of a wide range of citizens in institutional processes.

The respondents will thus not only be passive participants but will also play an active role in the functioning of the local public education institution. It is important to emphasize that this can only happen if we take the question seriously, use its results, incorporate it into our operation, and make it visible and communicate the changes. Such activities of the public education institution can also have a positive effect on the public participation of the population, as citizens see the results and

---

[20] The Professional Services Plan is incorporated into institutional practice by a decree implementing the Cultural Act as a document regulating the operation of the institution.

the sense that they formulate opinions on certain issues, based on their suggestions and their real needs.

Purpose of the activity

If we know what the purpose to ask the public is, we can decide who and by what method to ask.

The target classification of the address can be grouped around three main areas:

- needs assessment of a **strategy-making process** (this may be due to the establishment of an institutional strategy, but also to the preparation of the opening of a new site);

- demand, population and community competence and satisfaction survey related to the **renewal of the institution's activity system**;

- demand and satisfaction survey on the **monitoring of the activity system**.

Another important aspect is the definition of the circles to be addressed (those to be involved), who can be classified into three main groups:

- **the broadest or most widespread range of the population** (ie the potential target group of our activity): children, youth, active adult population, the elderly, ie everyone – in the given settlement or part of the settlement;

- **visitors of the institution**, those who are in direct contact with us, ie members of our communities, visitors of our programs, users of our services;

- A range of **specific communities**, users of a particular program or service.

The methods can be defined in the intersections of the previous two aspects (target and target people).

Key terms

- **Community Survey**[21]: One of the most effective ways to get to know local society is to conduct a community survey. The community survey can be a sampling of regions, sub-regions, sub-settlements, or larger groups and organizations. Its purpose is not only to collect the characteristic data and to assess the needs in order to establish the strategic plans of the area, the settlement and the residential area, but rather to make the inhabitants affected and even interested in the interpretation of their current situation and planning processes. The essence of a community survey is to work with the community concerned, both during the data collection process and in the evaluation of results, drawing conclusions and the subsequent planning stages. Community survey is not only a cognition, but also a method of activation and involvement.

- **Satisfaction Measurement**: It allows an organization, institution to assess what the respondents perceive about the service and program they receive. The aim of the satisfaction survey is to transform the subjective feelings and experiences related to our activities into objective facts and data, and to formulate conclusions and suggestions for improvement.

Conditions

Personal: Institutional leadership committed to the broad public consultation; public education experts who are experienced in surveys and research.

Material: Computer, telephone, room for interviews, but it is highly dependent on the method of interviewing and those involved in the implementation.

Financial: asking the members of a given profession costs besides the printing of the papers, only the working hours of our colleagues, but in a part of a settlement with thousands of people, the cost of asking the whole population is already very high.

Applied tools and methods

The method and means of interviewing the population (stakeholders) is greatly influenced by the extent of the institution's activities and determines the available knowledge about the composition of the population living in the area. Furthermore:

- What is the level of openness and honesty among those affected??

- What is the motivation and commitment of the stakeholders?

- What are organizational and individual values?

- What kind of change do we want (smaller or deeper)?

- What material, human resources are available?

- Where is the usability of the results?

- … And the most important: what is the main purpose of the questioning? As a guideline of our guide, exploring the real needs and knowledge of the public and the community and integrating them into the work of the organization by increasing the participation activity.

It is important to integrate the results of the queries into our activities, processes, ie utilize and communicate the results of the questioning.

When defining the methods and tools to be used, attention should be paid to the characteristics of the circle to be questioned and the possibilities of collecting the feedback. In an institutional strategy-making process, the best sample is the entire population, the potential user circle but the same attention should be paid to latent resources. A survey is a great occasion and opportunity to reach out to residents who are out of sight of the institution. We also have to think that a large number of questionnaires – if the questionnaires were carefully delivered and collected, which in

itself is not a small task – have to be worked out, it is inconceivable to fully measure the needs and satisfaction of a specific club of 16 people without asking the full membership.

The choice of methods always depends on what we want to examine. The individual methods can be built on one another, so we can use a questionnaire and an interview method within one study. For example, the interview method can be used at the beginning of the survey to identify the problems, to formulate questions. This can help us develop the questionnaire. However, you can use it after the survey has been completed to identify issues that were not answered by the questionnaire. Typical design errors are when institutions do not select the appropriate data collection tools for the purpose of the data collection. (For example, processing 50 interviews or processing 5000 questionnaires would result in a disproportionate amount of work during processing.) If the information is gathered, the data should be analyzed and interpreted to obtain information which can be directly used by the organizer.

One of the key questions in the interviews is who should do them. Typically three options are available:

- Measurement can be performed by the organization in question, ie only with the involvement of the staff of the institution. In addition to this solution, costs are likely to be kept at a relatively low level. If you do not have an experienced employee, it is a serious disadvantage. The greatest advantage of an "in-house" interview is that those involved – the interviewees are the visitors, the communities – can be most involved in the process, as there is greater trust in a known employee than a foreign interrogator, there will also be a higher return rate and more honest answers – provided that ethical considerations are always taken into account (anonymity!).

- The measurement can be done by an external organization which is familiar with such tasks. Among the drawbacks we can mention the cost aspect, because the assignment of the external expert team is likely to involve additional costs. (Alternatively, we can count on a mixed method where we only organize certain tasks. This may eliminate the anomalies between cost-effectiveness and professionalism.)

- An external organization can be a professional partner asking the same target group (city, part of town) at a similar time, but on another topic. In this case, you might want to consider a few questions to connect to their query, as you can save a lot of resources. We can also avoid "harassing" residents over and over with new questions. We can join with our questions to another partner if we have a good and continuous partnership with local institutions and organizations and if we know the processes taking place in our settlement.

The following steps can be taken to ask the public: they should be considered during the planning process:

Define the purpose and scope of the survey	Development of survey tools, trial questioning, trial testing	Complete the survey
Identification and characterization of the circle of respondents	Compilation of the survey work plan	Data recording, processing, written summary of results, evaluation
Developing the criteria of the survey	Determination of the frequency of sampling	Disclosure of results, planning and implementation of communication
Defining methods and tools	Definition of the sampling procedure, efficiency and validity criteria	Integration of results into the operation and system of activities of the institution

Figure 8: Steps to survey the population (own editing)

Measuring the satisfaction of a community should be repeated several times a year. We need to make the requested changes between the measurements, eliminate the cause of dissatisfaction or treat it as much as we can. Feel free to mix the methods, if necessary, as the results of a questionnaire are well complemented by a conversation - an interview.

Whatever form of public inquiry we choose, we should always make some documentation about it - for example note, report, summary.

Results, expected outcome

Results are achieved when the respondents receive feedback, ie they feel that their answers are not in vain, they have consequences. For example, as a result, the opening hours of the institution will change, a new study group will be launched, we can also discover new resources (i.e. with academic catalog) and involve them in the institution's activities, or acquire a new tool.

It is also important to mention that the queries should be planned, their continuity must be ensured and, if possible, integrate them into the organization's operating system – this is another guarantee of the results.

The range of results is determined by the goal, which can be:

- increase in satisfaction;

- meet the needs of the wider population;

- quality improvement;

- incorporating opinions into institutional documents;

- an increase in the degree of social and community embeddedness.

The results of the surveys are incorporated into the development of management development goals and the process system which can be traced in the annual work plan, project documentation and changes of internal regulators. And last but not least, the results of the queries can be the confirmation of our work.

Documentation

Let's look at some of the typical examples of how their results can be incorporated into institutional documents, with the aim of involvement.

If we ask the public about the lack of activity in the institution's questionnaire, we can expand our activities after processing the results. For example, if there is a need for a drawing circle for adults, we will examine how we can meet this demand. We ask many questions at this time. For example:
- How many people could we start? How many people are interested?
- What is the labor requirement? Who are the potential professional leaders? One of the colleagues, the school's art teacher, a local artist, etc.?
- How often would be the occasions? And for how long, what days and when?
- What other external resources are available to us? Tenders, participation fees, or the nearby paper shop?
- What institutional resources can we use? When do we have free rooms available? What are our available tools?

According to the logic of social participation – with the exception of the last questions – we can involve stakeholders, who would like to take part in such a study group, to answer and clarify these questions. Following the survey and discussions the service action plan can include for example: on Fridays from 5 pm to 7 pm with the participation of approx. 10 people we launch an adult drawing group, 30 occasions per year, led by a local artist in the small hall; the service action plan contains the thematic, too. However, it is often the case that we need to respond quickly to these types of needs. Then do so and do not insist on registering in the work plan. In this case the new activity will first appear in our report. Announcing a study group based on such a demand it is important to indicate in the annual report that it was created as a result of a public inquiry.
If we are interested among our visitors how and where they find out about our institution's activities, services, programs then respond appropriately after processing the results.

If it is necessary:

- strengthen our presence on social portals in case of youth programs;
- in order to reach the older generation put more posters or "take" the information to the homes in the form of leaflets, regular news in the newspaper;
- send electronic newsletters several times.

In the context of institutional communication changes of this kind are also reflected in work or service action plans and technical reports.

All in all the form and extent of our service plan and reports are the sum of our system of activities which are defined by needs and our opportunities and rely on our previous professional experience. In addition to the work plans and reports, we must talk about the topic of the broad involvement and asking of the population in other institutional documents, too.

The method of reconciling the service plan with the population must be recorded in the Organizational and Operational Rules in accordance with the legal requirements. The form and frequency of this should also be displayed.
Here you can also describe what issues, on which forums, in what structure and in what frequency the institution discusses with the different sections of the population. For example, the institutional policy should be agreed once a year orally with the visitors of the institution or institutional unit. In this document institutional obligations can also be recorded in connection with the population survey (e.g. through feedback).

4.4.2. **Common budget planning as a tool for community autonomy**

The content, method and tools of community cultural activity always vary according to the needs. This diversity requires a high level of preparedness and flexibility from the institutions and the cultural professionals: these participants should be the masters of the use of methods and tools.

One of the main aspects of this diverse system of community development is that a community or group can be directed towards independence as far as the community and its members want. But if they want, every opportunity and help must be given to them by the public education institution and the professionals who work in it. Below is one of the methods leading to the independence of communities, the so-called budget spreadsheet which is an effective tool for joint budgeting with "own communities".

Definition

The budget spreadsheet presents the financial side of the institution's (own) community and records its revenue and expenditure. It provides the (parent) institution and the community with up-to-date resources, i.e. the balance between revenue and expenditure. It contains items which are closely

and directly related to the community's professional work. It does not include general costs (human resources, overheads, etc.) related to the general operation of institutions.[22]

Overall, the budget spreadsheet is an Excel spreadsheet which contains direct expenditures related to community operations. We record the time, amount, and textual characteristics of both revenue and expense, all of which clearly show the accumulated costs. It is important to include a reference to identify it in the institutional budget.

The budget spreadsheet is not a separate document, as it has essential annexes, the most important of which are:

- community work logs / group logs [23];
- periodically renewed calculators, cost calculations;
- risk analysis for a start-up community or a large-scale activity.

Purpose of the activity

The general purpose of applying the budget spreadsheet is to actively involve communities within the community education institution in management tasks (planning, organizing, leading, controlling) that underpin professional work.

As a specific objective, the formation and monitoring of expenditures and revenues related to the activities of individual communities can be determined, as well as the visibility of the current budget situation towards the institution, the community and the maintainer as well.

Financial transparency promotes the establishment of a partnership between the parties as they mutually understand the financial circumstances and shape it according to the needs.

Key terms

- **Cultural community**[24]**:** It is a resident group without legal personality, distinct in terms of cultural interest and self-directed social activity. Its purpose is to educate, socialize and entertain people of similar interest, (age) or occupation. Members participate in activities of the same or similar interest on a voluntary basis, often supporting the group through their voluntary work.

---

[22] It is useful to make it clear to the community what specific overhead costs, as an institutional cost, are for the maintainer. The simplest way, for example, is to present and compare fixed room rentals with the institution's "overhead" contribution to the organization's operation.
 Example of Job Logs can be downloaded here: Muvelodo_kozossegi_munkanaplo_sablon_rovid.doc . [download: June 20, 2018]

Source: Methodology Guide for Community Development (Arapovics - Vercseg 2017. 128) developed within the framework of the Action Communities project and the wiki system created. The article is available at: https://cskwiki.hu/muvelodo-kozosseg . [download: June 20, 2018]

- **The work diary of the cultural community:** It is used to record the activities of individual cultural communities. Typically, it presents its history, peculiarities, number, results, members, occupations, and records the annual work plan and annual report of the community.

- **Regular forms of culture:**

- **Creative Cultural Communities:** A community with regular membership, a regular, mostly managerial community that can present the results of an individual or joint creation process to the public.
- **Clubs, study circles:** a permanent membership of a cultural, social community with regular occupations, which regardless of age group, is willing to spend his free time for the joy of being together or for gaining deeper knowledge of a topic, mostly under the guidance of a professional leader or management.[25]

Conditions

Personal: from the institution the public education specialist (professional leader), financial and administrative staff member of non-budgetary bodies, who is familiar with relevant legal regulations, professional procedures, and the members representing the interests of the affected community. It is important that the participants in the process have the right competences, know the framework, opportunities, aspects of the partnership and be aware of their mutual interdependence, both from the institution and from the community.

Material: Info communication and documentation tools, Internet;

Financial: wages, printing, other equipment - supplies charges etc.

Applied tools and methods

There are basically two large groups of communities within one institution:

- "own communities";
- communities (formal, independent legal entities, or informal groups, tenants) the institution hosts and collaborates with most.

It cannot be stressed enough: developing the communities is not equal to community development. Development of communities is the core activity of the institutions, which typically means the professional support of the activities of the communities to varying degrees and types. In addition, the development of cooperation between members of a given community – that is, the internal relationships of the community – appears. Both activities treat the community as a group. It does not mean – although it can be part of –'classic', not only cultural, but also social participation, local identity and cohesion community-level development.

The institutions of community culture (regardless of their form of operation) prepare detailed annual reports presenting their activities, work plan for the following year and the related budget.

The service action plans and reports also include the planned activities of each community, which – with the use of the budget spreadsheet – are made with their active involvement.

For larger institutions – for efficiency – each community is the responsibility of a professional contact colleague who mediates between the group, the application officer, the communication team, the management of the institution, the operation and any other service providers. A professional contact person usually has similar communities in profile. In addition to the contact person, the leader of the community - an authorized representative or a member - can of course contact the various units of the institution.

For the "single-person culture halls", the above-mentioned structure is incomprehensible. However, the possibility of creating a budget spreadsheet is also available to them. Indeed, its use may have even greater benefits for them as it plays a key role in building and maintaining mutual trust and cooperation if all parties are aware of financial issues.

The opening of spreadsheets is preceded by a thorough preparatory work, a good cultural community specialist - who is familiar with the operation of both your institution and the group – is essential (or, in the case of a start-up community, can help in organizing those interested and starting a community).

In the case of a community, the identification of activities that will be included in the work plan may begin after a need's assessment and consultation. After having clearly identified the necessary resources and scheduling the activities – building on the previous frame or similar operation – you can make reliable estimates of the costs to be recorded with the calculators. The calculator records the planned costs according to cost types and displays the expected revenues in an Excel spreadsheet.

- Costs are items directly related to community work. Examples include choir conductors' wage, stage dresses, yoga mats, performers, travel, etc. It is important to note again that the calculator does not record the institution's general costs to the community and the fees of the rooms used by the group. The reason for this is that it is very difficult to quantify, for example, the wages of a colleague (financial and professional experts, cleaning and packing staff, porter, director, etc.), the share of institutional marketing or telephone costs per community. Typically, area or time-based overhead costs can be the prime guiding calculating tool.
- In terms of revenue, the institution's own community can usually rely on support from the local government and the representatives, other revenues like tenders are difficult to plan. Membership fees paid by members of the community are also recognized as income, and some groups also receive a fee for their performances, which is typically an outsourced service from the institution. If the community is independent, these revenues will appear as their own revenue – if they spend enough energy to organize them. And now we have reached the creative industry.

At the same time as calculators are created, the risks are also identified, which is most needed when it comes to high-resource or new community activities which are unknown in daily practice.

The work diary of the cultural community also helps us to plan as it contains, among other things, the frequency and duration of community meetings, the activities performed, the number and composition of the community, the planned introductions and actions. In the case of a previously operating community, it also contains data on the activities of recent years, including plans and budget spreadsheets of recent years.

When the actual operation starts (in the case of a community already in operation every year), the source frame together with the budget spreadsheet should be opened - if it was, with the carryover from the previous year. In the use of resources, the revenue and expenditure of the community must be treated separately. The spreadsheet will serve its users successfully if the community culture specialist, financial officer and community manager are in active contact with each other and regularly monitor the implementation of the plans.

Results, expected outcome

The direct result of the spreadsheets is that:

- the activities of each community are included in the work plan based on their own needs;
- they intend to use the dedicated resources at their disposal – through the institution;
- development of available funds can be monitored by both the community and the institution.

We can expect as an indirect result:

- expanding the available financial resources as conscious planning of expenditures may lead to a greater awareness of resource discovery;
- community service institutional assistance plan, report, and additional information for statistical reporting;
- increasing the community's trust in the institution, as costs and resources become transparent;
- most and primarily the increase in the degree of community autonomy.

Documentation

There are countless ways for communities to become independent in institutions of community culture – the spreadsheet described above is just one of them. However, this diversity also means that the ways of documentation can be infinite. There are only two suggestions that will certainly apply to all institutions:

- Record a conscious effort to autonomy and independence of communities in a document of the institution that summarizes professional principles (vision, mission). It can be a **mission statement,** but it can be an Organizational and Operational Rules – it depends on local characteristics.

- General and comprehensive regulation of other responsibilities related to "own communities" within the scope of the Organizational and Operational Rules in the following areas:
- way of communication, frequency;
- role in planning and reporting;
- processes, periods, forms and forums for planning and reporting;
- responsibilities for activities;
- professional expectations.

The more formalized the community or cooperative partner of the institution is, the more necessary to make the framework for cooperation more manageable in the long term, in the form of an agreement between the institution and the organization.

4.4.3. Advisory Councils

The basic characteristic of community-based cultural organizations operating in the institutional form is that their activities and the characteristics of their organizations are defined by law, however, an institution run by a municipality, a nonprofit ltd. or maybe a non-governmental organization may operate under different conditions. Due to the nature of things, the legal framework may also be different. When reviewing the requirements for a basic service of community culture, we respect the mandatory legal framework for the operating organization and the regulatory mechanisms to be followed in the day-to-day practice of these institutions become clear. In other matters of operation, the professional competence of the staff working at the institution and the expectations of the maintainer, as well as the needs of the local society, are decisive. Thus, the mechanism by which the institution's professional decisions and other decision-making processes operate is not regulated either. Consequently, it is the individual decision of the management of the institutions how wide scope they allow for action, including, for example, the community-based design of individual institutional decisions and their willingness to take advantage of the opportunities offered by the operation of professional advisory bodies.

Definition

Professional advisory councils are non-formal or formal institutional organizations whose activities are part of the institution's management mechanism or organizational culture. Professional advisory councils express their opinion according to pre-agreed rules, make decision-making work and in some cases decide on issues related to the professional operation of the institution.

Purpose of the activity

The main aim of the professional advisory councils is to consider the expectations of the participants of the activity and the users of the services during the professional operation of the institutions of community culture. This can affect the expectations of the communities already

working in the institution, as well as the real and latent needs of the settlement environment. Institutional work, feedback on professional activity and control of professional processes are important: the widespread use of multiple methods of feedback provides the opportunity to perform quality improvements more effectively.

Another important aim is to strengthen the institution's social embeddedness and consequently its recognition. The advisory board can be a group of external experts and key local people. In addition, representatives and managers of groups involved in the institution's professional activities who permanently use the services of the institution may become members, too.

Key termts

- **Non-formal advisory council:** It is an advisory group built in the organizational culture of the institutions, created by the institution for the purpose of planning and controlling the professional processes, for the participation of the participants and for the expression of citizens' opinion. This type of organization has no formal regulation. Its operational mechanism is primarily intended to provide advice and feedback. In the course of their work, non-formal bodies primarily have a professional control and decision-making role. Their mechanism of operation and activities related to the organization are based on informal agreements. These agreements may change automatically as the activities change. The operation of the board is not well documented.

- **Formal advisory council:** An advisor, and in some cases a decision-making group built in the organizational culture of the institutions which formally established by the institution. The advisory council has the documents regulating its operation, the organizational description, and the definition of the privileges of the institution's professional operation. (See the section on objective limits of community participation in section 4.2.1.4.) The formally established advisory body, in addition to its opinion and advisory authority, may also have decision-making authority on certain issues. Such decision-making authority may be delegated, for example, when an "internal" advisory body composed of cultural communities decides on the allocation of resources to communities. The entitlements held by the advisory council appear in the documents regulating the operation of the institution (e.g. Organizational and Operational Rules, documents regulating quality development). The operation of the formal advisory body is documented.

- **Internal advisory council** (institutional council, council for cultural communities): An advisory body set up from the heads and representatives of the communities (clubs, circles, groups, etc.) involved in activities within the institution or using the services provided by the institution. Depending on the scope of the advisory council's activities, these communities may include all artistic, cultural, and other communities within the institution. It is also possible to set up an internal advisory council on a specific set of communities -

such as an artistic advisory council, community advisory council, etc. Parallel operation of councils created to cover sub-areas is also conceivable.

- **External advisory council** (professional committee): An advisory council made up of individuals, who are not necessarily closely linked to the institution's activities but are also members of the culturally determining participants of the settlement. These people see the broader context of the institution's operation, but they can also enhance the social recognition and embeddedness of professional operation.

The types of advisory councils in the above definitions can be implemented in different variations. Individual types can work in pure form, but their mixed use can be conceived without further delay. This may depend on the daily practice of the institutions and the social environment.

Conditions

Personal, organizational terms:

An important precondition for the functioning of the bodies is the need for the institution's organizational culture to show the need for their functioning. This means that not only is the head of the organization keeps this important but also that the professional staff rely on the work of these bodies. The levels of integration into organizational culture also depend on the informal or formal functioning of the advisory bodies. The integration of formal advisory bodies in the institution's organization is naturally stronger at a formal level. At the same time, this does not mean that the latent levels of organizational culture show the results of their operation. That is why it is essential for the social participation of institutions to have the acceptance of advisory bodies in the entire segment of organizational culture. The continuous development of operational mechanisms in this direction is a permanent task of both the institution management and the professional team.

The role of advisory bodies in the expression and decision-making process is unimaginable without adequate information. An important activity of the institutional structure in this respect is therefore to provide the advisory bodies with adequate and sufficiently wide-ranging information on the functioning of the institution and the circumstances affecting it.

Financial conditions

The work of an advisory body can only be imagined on a voluntary basis as the social role of the members of the board.

Tools, methods

Regarding the tools and methods of the social participation process, we must in any case separate the frame for the functioning of non-formal and formal advisory bodies. If we consider the creation, operation, and further formalization of non-formal bodies can be the successive steps of the social participation process. This does not mean that after some time each institution needs a

formal advisory body. There may be situations that do not allow or necessary the establishment of advisory boards with decision-making powers incorporated into the organizational documentation. For example, because local communities are not sufficiently differentiated and prepared for this kind of work or the maintainer does not consider it appropriate.

The establishment of advisory boards can be based on two directions. As a result of individual or group consultations with the members of the community and leaders on behalf of the institution. At this point, the motivation is for the management to have relevant information about the life of the communities, the condition is to provide communities with information on the functioning of the institution. In addition, communities can also initiate this consultation, which is clearly aimed at strengthening community work. After a while these consultations can be made regular and occasional.

It is important, emotionally grounded, a sense of caring for communities can be created if the institution seeks to involve communities, not only in the day-to-day life of the institution, but also on festive occasions.

All community initiatives, leadership intentions may disintegrate if **organizational culture** does not include openness to social participation or even demands. The work of the advisory bodies may be judged by professionals to be intrusive if they are not incorporated into their own way of thinking about their own organization. Thus, the development of organizational culture plays an important role in social participation. This can be done through internal trainings or other professional events of the organization. Graduality can also help this process: for example, first the institution should ask for external or internal advice on certain programs and activities, and if they can see that this involvement has results (a more successful program, event), they can expand those topics step by step in which the institution or its staff are seeking advice.

Results

The establishment of advisory bodies can be an important part of the process of social participation of public education and community institutions. There are no legal obstacles to the operation of this type of organization. The currently available information confirms that some form of advisory boards can be created by the smallest community cultural institutions if communities operate in them. By setting up advisory boards – be it in any form of formalization – both institutions and communities can only win. Communities can work more actively and with greater effort if they feel empowered to influence the institution's work to shape their own circumstances. Institutions can obtain resources from communities, the use of which widens their scope for action and strengthens their social embeddedness.

Documentation

Municipal-level educational regulations (local regulation, community culture agreements etc.) generally do not have information about the operation of advisory bodies. This is not necessarily a problem, as the official tool of social participation at this level is the operation of the community

cultural round table[26]. As a result, the institutional regulatory documents are primarily those which may contain regulations on the functioning of advisory boards.

- The appearance of advisory boards in the Organizational and Operational Rules (OOR) depends on the level of their social participation and whether they ensure the external or internal representation in the operation of the institution. If the advisory capacity of civil representation exists only informally in the daily practice of the institution, its existence does not necessarily appear in the OOR. If this non-formal activity is in some way integrated into the institutional decision-making mechanisms, this can be mentioned in general in the part of the OOR decision-making process. Generally speaking, it is advisable to do this if such "counseling" can be documented at some level. For example, when preparing a service plan and report, the management of the institution should take into account the opinions of the communities using the professional service. Alternatively, it is possible that the needs and appraisals of the settlements appear in the opinion of the local "nobility" as an external consultant. In general, it is advisable to link and document the appearance of these statements or feedback to a formal event. Such an event can be a social forum related to the preparation of a work plan. This kind of solution also makes it easier to document the event.
- The functioning of the formally established advisory body should be defined within the framework of the OOR. It is recommended to specify the operational framework of the council to be established in the core document. This should primarily concern the authority, mandate and composition of the council. The detailed rules can be precisely laid down in the annex to the OOR as the content of a separate document on the activities of this body. In addition to the formal framework, the exact way in which the advisory body is to be established, its organization, its operating procedures and the documentation of its activities must be established.

In defining the scope of authority of formal councils, the right to express opinions relating to certain areas of activity of the institution is first and foremost. In this case, the comments made by the board are not binding on the operation of the institution. However, it is also possible to have an operating order in which the management of the institution delegates decision-making rights to the advisory body on certain issues. These rights may primarily affect professional activities. Particularly as regards the activities of the communities operating within the institution, the allocation of material and financial resources within the limits available is, for example, specifically the area in which this may occur. For example, the allocation of the operating costs of communities can be attributed to the decision-making of the advisory councils. If the advisory body is established with the involvement of external members, this entitlement may also be transferred to the professional part of the institution's strategic planning. For example, defining the

---

[26] 1997. §§ 82 and 83 of CXL.

professional priorities of the annual work plan is specifically a topic where social control and community-based decision-making play an important role.

Simplicity should be pursued in the mechanism of operation of formally established bodies. It is not advisable to create multi-level leadership. The practice in law of the right of expression and decision-making must necessarily be linked to certain milestones in the life of the institution. Such occasions include: service plan or budgeting, reporting, decision-making situations related to the management of the institution.

The mandate of the boards depends primarily on the external or internal advisory body. It seems appropriate to link the establishment and operation of external bodies to the mandate of the senior manager (director). This is primarily due to the fact that such a type of organization needs the trust of institution management and this trust must be mutual. In the case of internal advisory bodies, aligning with management cycles can only concern directors of boards. In the annex to the OOR, the mandate should relate to communities and not to persons. The main reason for this is that the fundamental task of such bodies is to represent the communities in the institution. Constantly changing circumstances can lead to the disappearance of communities or the development of new ones.

In any case, it may be useful to leave the selection of the heads of advisory boards to the board itself. This ensures that the system is functional and that an internal climate of trust is created.

In general, the work plan and report, as well as the budgeting mechanism, are not defined in detail by the institutional OOR, but by external regulation (e.g. municipal regulation or decree, legislation on different types of organization, such as the financial regulation, budget report, balance sheet, deadlines for submission of final accounts, preparation of public benefit report). Most of these based on an internal, non-formally developed system. If we give any role to non-formal or formal bodies in the creation of these documents, its regulation is recommended. This role of non-formal boards with only advisory authority can be mentioned in the basic document of the OOP. In such a work planning mechanism, consultation can take place on a document that is already ready at some level. A forum that is not organized around a specific action line can become useless and often not focused on the essence. Formal boards have a regulated power of expression and decision-making. Consequently, in the process of preparing a service plan, proposals for a given area may be formulated by the bodies at an early stage. However, decision-makers should be offered effective alternatives to decision-making. Generally speaking, good decisions and adequate advice can only be formulated with sufficient information. So, at any level of operation of these bodies, provide the widest possible range of information packages to its members.

There is also a difference between external and internal advisory bodies in the preparation of the service plan and report. In the case of internal bodies, advisory and decision-making powers may primarily relate to the working conditions and professional work of the communities in the institution. In the case of external advisory bodies, the general objectives of the work plans and

their monitoring and taking into account the social conditions in which the institution operates and influencing them may be the most important topic. This does not mean, of course, that an external advisory body may not have advisory or decision-making authorities with regard to specific professional work. There may also be an organizational arrangement where the internal advisory body may be licensed for operational or strategic purposes.

In summary, the role of advisory bodies in the institutional OOP is certainly recommended. The broader involvement of the advisory body in the planning and monitoring of professional work can be an important area in the community development process.

4.4.4. **Community venues run by civilians**

The culture law obliges municipalities to provide basic community culture services, the extent of which and the minimum content required can vary depending on the size of the municipalities. In the context of community cultural activities, the legislator prescribes the maintenance of a community scene in small settlements. The statutory provisions allow these scenes to be operated by local civil society within the framework of a community culture agreement. However, the community-based operation of community scenes and the community-based operation of community culture activities only viable if there are enough strong local communities. For these settlements, the launch of community development processes can be the first step. Its methodology is described in detail in our publication "Community Development - Methodological Guide".[27]

Definitions

The culture community scene is a place for providing basic public services for small settlements, whose activities are tailored to the needs of the inhabitants, and the local communities are involved in the operation of the municipality. In the final case, the professional operation of the fully social participation community scene is provided by the formal community or communities which have a community culture agreement for the whole or part of the tasks performed.

- Initial steps may include non-formal forums where local decision-makers ask communities for their opinion on the forms and content of the task.
- The way in which the municipality, as a maintainer, operates the building that occupies the community scene can be regarded as an intermediate state, while the professional activities carried out there are partly or fully undertaken by local civil communities. At this level, a community culture agreement can already be presented as a possible way of providing basic community culture services.

---

[27] Arapovics - Vercseg 2017 The brochure is available online at: https://collection.org/wp-content/uploads/CSK_utmutato_cozentegroup_development_online_2017_0331.pdf
https://collection_content/uploads_koz12017_gp_collection_collection_collection_search

- The final phase of community-based operation of a settlement's cultural life is when its full management and implementation is carried out by the municipal communities, including the operation of the infrastructure.

Purpose of the activity

The most important goal of the community-based operation of the community scene is to shape cultural activities according to local needs. Another important goal is to increase the activity of the citizens of the settlement in order to supplement the scarce municipal resources. Resource involvement can mean volunteering as well as innovations resulting from community thinking, or the involvement of external financial resources.

It also aims to improve the life quality of community members which results both from the liberating power of the sense of community and from the development of local identity. Localization of local values into community life can only be based on joint activities. Implementing the local community cultural activity system on a participatory basis, the community-based operation of the community scene can be the basis for the improvement of local quality of life.

Definitions

- **Community Space:** "The community cultural space is the municipality's or district's community cultural contribution: an institution without legal personality or a facility, space or building with some other legal status, maintained, operated and adapted to provide community cultural public services, operating in a regular manner at the given locality."[28] In a broader sense, this can mean other objects where cultural or community activities take place with the participation of the inhabitants of the settlement.
- **Culture community:** "A cultural interest group – without legal personality – distinct by cultural interest and self-directed, social activity. Its purpose is to educate, socialize and entertain people of similar interest, (age) or occupation. Members participate in activities of the same or similar interest on a voluntary basis, often supporting the group through their voluntary work." [29] In the case of non-formal communities, the definition of common goals may be different, starting from the unspecified value identities to the specific operational objectives defined in the document. Legal entities (associations, foundations) that have been registered with the courts in accordance with the relevant legislation can be defined as formal communities. Mandatory documents of organizations with legal personality include both the purpose and form of the activity and the organizational framework. Therefore, from the point of view of the community development of the community space, we also consider communities (associations) with legal personality as cultural communities.

---

[28] Cultural Law 78 / H. § (1)

[29] Community Development Guide (Arapovics - Vercseg) 2017

- **Formal Agreement:** Document for the provision of basic community culture services, which regulates the conditions for statutory community culture activities in the community space (use of premises, use of buildings or support, etc.). The activity specified in the agreement is carried out by an organization or entrepreneur with legal personality. In day-to-day practice, the agreement may involve only certain activities. The local government may also entrust civil society organizations with the entire set of mandatory service elements and the day-to-day operation of the community space.

- **Self-activities in providing basic community culture services:** In most cases, small-town municipalities do not want or are unable to employ a community culture professional. However, this situation is changing, as the cultural law makes this mandatory [30]. According to current practice the municipal tasks of a settlement are carried out on a self-motivated basis. On the one hand, the municipality and its leaders consider it their responsibility to organize this service, on the other hand local communities are involved in this activity. It is a general experience that if the tasks are performed only by the local government or by the employees of the administration, there is little community activity in the settlements. Task management is event-centric. However, if local communities – regardless of their legal form – are involved in cultural organization, the proportion of activities shifts towards community-based forms of community culture.

Conditions

There are four basic conditions for the community-based operation of the community space according to the basic public utilities.

Material conditions:

There should be a community space in the settlement that meets the minimum definition. Obviously, a well-equipped building provides better conditions for community culture. Buildings that provide worse conditions will not hamper the process of community-based operation if the local community has enough power to revitalize it. (It may be that the common repair of the physical conditions is the primary motivation that can enable local communities to perform cultural tasks locally.)

Social and personal conditions:

The creation of community-based organizational conditions of culture cannot be started without viable local communities. Ideally, there are one or more registered civil organizations in a settlement whose purpose is to enrich the local culture in whole or in part, to preserve tradition and to create value. At the same time, certain levels of community-based operation can be realized even in the presence of non-formal communities if their activities and organization reach a level that allows the joint development, control and necessary modifications of the operational requirements and rules. The establishment of a community culture agreement on a high degree of

---

[30] CXL 1997. 78 / Mon. § (3)

community-based operation involving the provision of basic public services, presupposes the existence of formal civil organizations.

According to the relevant laws, the local government is responsible for the management of community culture, the basic condition of social-based operation is the openness of the leaders of the local government towards such solutions. This requires not only a commitment to culture, but also a level of democratic settlement atmosphere.

Performing daily activities of the local culture and developing organizational frameworks for multilevel task delivery assume the ability of the participants to cooperate. This means both the willingness of the municipality to cooperate, as well as the ability of local communities to be be involved in community-based operation with each other and towards the municipality.

Financial conditions

As a rule, it is a minimum condition that the local government should use the amount of the municipal public service task standard to support community activities and to operate the community space, and to supplement it with its own resources. It is a practical experience that local governments which supplement the normative – even if in small steps – have started community-based operation.

Applied tools and methods

The process of community-based operation can start in two directions if the settlement has strong local communities or there is a possibility to create them.

Strong local communities may initiate within the municipality that the activities of the local community scene be wholly or partly within the scope of civilians. Obviously, this cannot be without history. Apart from extreme situations, members of the local government are already involved in local community life and help local community initiatives within their own capabilities. In this case, it is obvious that the exact formulation of the claims is needed. It is also necessary to take account of those benefits and to present them to the local government, which would appear during the community-based operation.

An initiative for social change can also be taken from the side of the municipality. This obviously presupposes that members are open to accepting such activities and, on the other hand, that municipal trust capital is strong enough for the transfer of tasks. However, it may also be the case that municipal intentions do not find a strong enough civilian background. In this respect, the municipality may carry out development work which may result in the strengthening of communities and developing their task awareness. This can lead to the strengthening of cooperation between several communities until the formation of a formal NGO.

The implementation of the community space and the community-based operation of the basic services of community culture necessarily requires the joint development and definition of formal frameworks, rules and expectations. In the simplest case, this can mean rules of use of the resources

transferred to the activity (financial support contract, establishing rules for the use of buildings etc.). In this case, the highest level of formulation of a common set of rules is the establishment of a community culture agreement[31] which can apply to the pursuit of an activity as well as to the full operation of the community scene.

There is a need for feedback and periodic review of formal agreements. Changes in operating conditions, changes in the needs of the citizens of the community, changes in the personal resources of the communities are all factors that require a constant review of the agreements and, if necessary, their modification. The community culture regulation which is obligatory for local governments, and regulates the form, manner and extent of the local public task, must be reviewed at least every five year. The document may also contain local regulations governing the conditions of the community-based mode of operation.

Results

The community-based operation of the cultural tasks and the operation of its community space can have several advantages in a small settlement.

Local culture consists of many elements whose primary source is community activity. If communities themselves organize and shape the everyday life of the settlement culture, this community action is built on a high level of activity and there are many impulses which ensure that a diverse range of needs are met. Feedback from community members during the daily operation is a guarantee of this.

Involving community resources with relatively little financial investment creates great added value in the cultural life of settlements. This means human resources as well as physical support (from specific financial support through in-kind benefits to voluntary work).

The outlined resource involvement relieves the municipality. Tracking the needs with external tools is not necessary. Well-functioning communities in the settlement clearly adapt to the needs of their members. The provision of community culture in this way strengthens the democratic atmosphere of the settlements and improves the overall quality of life.

Documentation

Municipalities may implement the obligation set out in the cultural law in several legal forms. The practice of actual operation depends first and foremost on the degree to which a given settlement has progressed towards the end of which the management and implementation of community culture activities are effectively in the hands of the communities receiving it. This process can be in different phases in a settlement.

Of course, the forms of municipal work at different levels of community-based operation bring with them they bring with them the need for decisive documents. Below are some of the municipal

---

[31] The content criteria of the Public Education Agreement are governed by § 79 **(2) of the Cultural Act** .

and community-level documents which directly govern community culture. They are either mandatory by law or important for effective operation. Based on Section 83 of the Cultural Act, local governments are required to draw up a local community culture decree, specifying the scope of basic public cultural services to be provided, the form, manner and extent of the tasks. In determining this, local authorities take into account the local characteristics and practices beyond the legal framework. However, from a certain point of view, future ideas may also appear in this local decree. Where local decision-makers prioritize forms of tasks which take community-based operation into account, this should be reflected in the local regulation. In a case, this may mean that the regulation contains the possibility of a community culture agreement in a permissive or prescriptive form. Perhaps the regulation itself states that the way of performing the tasks is the community culture agreement. Its legal background is contained in Section 79 of the Cultural Act. If the strength of the local communities is not sufficient to run the entire activity system independently, this agreement can be linked to sub-areas. In the case of less advanced forms of community-based operation, the community culture agreement is ineffective. They may include "only" municipal support for an activity. The legal background to this is useful, but it is not necessary to settle in a public education agreement, as Section 80 of the Act allows municipalities to support certain activities.

To sum up, the cultural background of a settlement is a community-based operation, i.e. the local legal background of its community-based organization is created by the **community culture decree**. According to the system of community-based operation of tasks, this can be done through activity subsidy or a cultural education agreement.

The municipal council may conclude a **community culture agreement** with one or more organizations. In the latter case, it is advisable to either specify the division of labor between the different organizations in one contract or to regulate the ways of coordination and division of labor by concluding several contracts. Therefore, efforts should be made to select the right organization or, in the case of several organizations, to establish a representative organization. In day-to-day practice, an organization may not be able to carry out the task in whole or in part, but they may be able to do it together. Depending on local circumstances, it may also be possible to have a legal or contractual "union" for a common purpose.

If the municipality has decided on a community culture agreement with a high degree of community-based operation with local communities, it is worth paying attention to some non-mandatory but practical requirements. It may be important to facilitate the application process for the different procedures and the cultural or public cultural activity should be included as a basic or performed activity in the statutes of the NGO. This can be ensured at the foundation of the organization but can also be easily achieved by modifying the statutes or the charter.

Although the regulations on the conclusion of a community culture agreement do not include, it may be important to define the local government control accurately. This can either be part of the community culture agreement or regulated separately. Specifically, it is about **the order and**

content of annual service plans and reports. Another important aspect may be the activity management system. From the point of view of daily practice, it is not negligible who is to decide on the tasks to be performed, who has the say, and the right to control the processes.

Small municipalities do not carry out their tasks within an institutional framework, so they are not required to establish organizational and operational rules. However, the control and operation in the community spaces makes it necessary to the establish a regulation, perhaps narrower in content, like the OOR. This can be called, for example, a community space policy. In the case of less advanced tasks in the process of community-based operation, the municipality creates these rules primarily for the use of the community space. It may include, for example, opening hours, defining the conditions of use of individuals or communities, determining the range of free or paid services, keeping registers, laying down other operating rules (opening, closing, heating control). However, it is important to specify the scope and responsibilities of those who are authorized to carry out each activity in this simplified code of document. If the municipality carries out this task through a community culture agreement, the regulations should include much broader definitions. In addition to the above, it is necessary to regulate the content and periods of planning, reporting, forms and forums of coordination. The authority, responsibility of the persons responsible for certain activities powers must be laid down. Regarding the latter list, although the definition of each topic is important, efforts should be made to create a simple and transparent structure.

Regardless of whether the municipality performs its community culture function entirely within its own sphere of competence or through some degree of community-based operation, it plays an important role in developing planning and reporting mechanisms for community-based cultural activities. From a professional point of view, the more communities perform local responsibilities, the more it is necessary to operate a well-defined planning and reporting system. Practically, this mechanism consists of a series of annual work plans and reports. At the same time, it is important to mention that this design and control system can work more frequently. For example, it may be necessary at the beginning and end of a larger event or series of actions (major event, action mobilizing more resources, project cycle). In addition, a longer-term planning and reporting system can be developed, creating a medium-term plan for a multi-year period, and creating a strategy for a local government cycle (other plans for certain municipal cycles are mandatory anyway). The mid-term review may even take place within the framework of the annual reports, but a major review of the strategic plan may also be possible. Regardless of how long the planning and reporting cycle is, it is expedient to set out their internal content and professional expectations. This can help keep planning and control in the same perspective across multiple cycles and allow for greater overview comparisons. Reporting is not just one-sided. It should not only be the responsibility of those who carry out the activity to the citizens or to the municipality. In the same way, the board of directors have reporting obligation to the public. In this case, it is advisable to go beyond the formal framework of the annual public hearing.

When preparing the annual work plan, the professional work is planned according to the activity groups defined in the Cultural Act. Based on the implementing regulation, which came into force on July 16, 2018, it is mandatory to prepare an annual service plan defining the local content of the tasks from 2019. If the list of basic cultural services referred to in the law is considered in the preparation of the work plan, we also fulfill the legal requirements in the planning process. In addition, it is recommended that the definition of other circumstances accompanying professional content be made permanent. Thus, it is useful to plan communication, resource management, and partnership arrangements. However, the most important elements of the planning and reporting processes carried out according to the unified system are the setting of the main goals set for the given period and the control of the achievement of the goals. Our service plan – as a document for the planning, implementation and monitoring of local programs, cultural events, to be implemented jointly with local organizations and self-organizing groups – sets the social participation framework for community-based institutional operation

4.4.5. **Community Culture Roundtable**

The Community Culture Roundtable (formerly known as the Public Education Council) is a voluntary initiative of NGOs[32], but it is, in fact, a grassroots voluntary initiative by citizens to help, control, but mainly to constructively construct, a local community culture, cultural mission and service system. Where, in which settlement it is established, depends on the need for the participants involved how capable they are of self-organization and the overall level of the "core development" of community-based operation. The law clearly states that it is possible to create a community culture roundtable, but the initiative must be announced by the notary, the establishment must be registered, and the operation must be ensured within the legal framework. For organizations and their representatives, being involved is important because being committed to shaping public affairs is a great way for members of the roundtable to take advantage of this opportunity. Of course, the key is cooperation, consensus-building on the issues involved in the decision-making process because one can only sit inside the meetings, but the goal is obviously to make constructive suggestions to help the municipality work.

Definition

The community culture roundtable is a voluntary body of up to three years which can be set up by local cultural NGOs under the authority of the Cultural Act. Its task is to review, display and validate public cultural activities, local needs, interests and local coordination.

The framework for the establishment and operation of the community culture roundtable is governed by Section 82 of the Cultural Act. The act also stipulates that, if a municipal roundtable is in place, the municipality must discuss the community culture ordinance, its planned

---

[32] CXL of 1997 Section 83 (1) The Educational Roundtable may be established by public educational associations whose registered office is the given settlement and for which: its supreme body shall indicate its intention to do so in a written decision.

amendments, planned institutional changes and future community culture agreements, the planning of the municipal cultural expenditure and the use of the resources made available. The obligation to negotiate with the community culture roundtables was introduced into the 2017 amendment of the Culture Act and is considered one of the most significant innovations of the new regulatory environment.

Purpose of the activity

The aim is for the voluntary organizations to create a formal advisory and consultative body within the municipal cultural community system, by which thanks to the self-organizing work of the members representing the local population, primarily through the representation of the needs of the population, the voluntary coordination of cultural interests and cultural activities are carried out through a regular and ongoing local forum. The functioning of the round table also makes it possible to achieve a secondary purpose, provided that its operation is not formal but follows the principles of community-based operation: it is the development of the civic competences of the population and their communities. Not "only" can a community culture institution be at the forefront of setting up a roundtable in order to strengthen the professional aspects of municipal decisions, but also to contribute to the development of competencies of local citizens and their communities.

Key terms

- **Consultation**: agreeing on two or more standpoints /opinions, striving for the parties to agree; but it can be, for example, arranging different activities, interests in a way that is useful to complement and not hinder or conflict with one another.

- **Cultural interest enforcement**: a special interest-related activity in the cultural sphere, whereby the interest-representation process is conducted in order to achieve the agreed social, policy, economic needs and objectives of the stakeholders.

Conditions

The primary condition is the willingness of the municipality, which is obligatory, as the law clearly states: if there is an initiative, it must be announced ex officio, and a round table must be ordered. However, this is only a narrow legal framework, because the next key point is the intention of the members: the viability of the operating model is decided here. Much depends on the self-organization of the members, the framing of their activities, the willingness of each member to cooperate with each other and with the municipality. It is a priority requirement for members to be aware of the tasks and responsibilities of local governments, to have a comprehensive view of the "environment" of the round table, its place and role in the municipal organizational and work structure. With the proper motivation, the municipality can be made cooperative if it clearly sees / demonstrates the positive process of the roundtable. On the one hand, because the opinion of the local population can be directly channeled, the municipal decision is more acceptable if it goes through the community-based operation process. On the other hand, this will serve as a basis for

subsequent acceptance, thus minimizing "resistance", accelerating acceptance which is beneficial for all parties.

Applied tools and methods

The first is the announcement of an initiative by a non-governmental organization with a public service activity. In practice, this is a decision in which the initiator declares his intention to set up a community culture roundtable based on legal references. (If several community culture associations initiate the formation each of them must decide which must be submitted to the notary.) After that, the notary announces the initiative of the roundtable and the opportunity to join the public within 30 days. After the deadline, the notary informs the initiating organization of the result and then invites the initiators to form a roundtable. The initiating members form, create their own operational frameworks, create the OOR, and then agree with the municipality on the technical conditions of the operating framework (for example, how to invite the roundtable to discuss submissions, what is way in which the "issues" are discussed and how to communicate, etc...) and then start their activities.

When defining the operating framework, it is necessary to clarify what matters must be discussed within the framework of this body. The law gives the roundtable an opportunity to comment on issues related to community culture, but it also imposes a specific prior consultation obligation on the municipality on three issues: drafting and renewal of local community culture regulations, possible reorganization of community culture institutions and conclusion of community culture agreements. In all other matters – agreed with the municipality – the roundtable may form an opinion and may participate proactively in related meetings of competent bodies with the right of consultation. Its content frameworks should be defined in the OOR of the roundtable and in an agreement with the local government.

In order for this process and our aspirations to be more than just paper, it is important to fill the roundtable with practical content that will provide effective expert assistance for the municipality. In addition, if we were involved in community-based operation with due diligence in setting up the roundtable, the organization can be of great help not only in the field of experts but also in the field of cultural decision-making processes of the local government.

Results, expected outcome

The establishment and operation of the Community Culture Roundtable in a given settlement may have several unpredictable outcomes and outputs within the scope of this guide that result from the settlement situation. However, you can define two general results:

- The quality of the community's cultural activity and service system can improve. Of course, a precondition for this is that the roundtable and the municipality cooperate, but members of the roundtable should be able to make meaningful suggestions which go beyond their own situation, such as increasing the amount of municipal grants they receive.

- More important to the idea of community-based operation, however, is that the organizations participating in the Community Culture Roundtable gain in-depth knowledge of the situation of their settlement, and as a result of their joint work, the civic competences of their members and the organizations' advocacy competences are strengthened.

Documentation

In the context of the Community Culture Roundtable, the primary document is the municipality's **community culture decree**. In addition to the legal possibility of setting up the roundtable and, in the case of an existing roundtable, regulating active participation in the drafting of the decree, other aspects are worth noting. Examples include:

- In its decree, the municipality commits itself to requesting the community culture roundtable for all institutional accounts to provide a professional opinion on them;
- Technical regulation of meetings, whereby members of the community culture roundtable can speak at the municipal meeting by default, so that, contrary to the typical regulation, they do not have to anticipate the intention to speak;
- In the case of the proposals discussed by the local government, conciliation and opinion should appear specifically towards the official body. In practice, the latter could mean, for example, indicate on the presentations sheet of the presentations discussed: "seen", "agreed" with the community culture roundtable, date and "opinion attached" or "opinion verbally at the meeting". Alternatively, you may need to attach a reconciliation form with the above content to the submission material.

In addition to the community culture decree, additional tools can be included in the relevant documents of the organizations that initiate or participate in the roundtable, to record the responsibilities of the roundtable. As an example:

- provision of the technical conditions of operation of the community culture roundtable at organizational level can be recorded in the **OOR** of the initiating and generating organization;
- the professional working framework of the Community Culture Roundtable may be set out in the **annual professional plan**, for example, order of meetings, keeping protocol, related tasks, decision making;
- in the **annual report** the annual activity of the roundtable can be summarized;
- the transparency of the Community Culture Roundtable and its publicity to the public can be ensured by the relevant content published on **online interfaces**, which is easily accessible to the environment.

4.5. How does our institution work?

Márton Beke - Éva Dóri - Tamás Fodor

Operation in a community-based way – as we have presented in the chapters of our guide – has four components:
- the circumstances of the institution's former establishmen and its modernization, the involvement of the local communities in these, i.e. the **"spirit of the place"**;
- **basic values**, which determine everyday operation, in many cases unspecified but still typical
- how to perform certain tasks, organize programs, provide basic services in accordance with cultural act, i.e. **how to inform, consult, involve, work with and empower residents, communities**
- the way in which communities can generally participate in the operation of an institution, and how much impact they have.

4.5.1. **Socialization Test**

The following test outlines several aspects of these four components. There are two types of answers you can fill in:
- **yes**: the given criterion is true for us, but it or its details are not included in the documents regulating our operation (e.g. OOR, work or service plan, etc.);
- **as regulated in this document** (in the table, with the abbreviation "Rd"): the given aspect is not "just" true to us, but it and its details are part of the documents regulating our operation.

At the end of the test, we give general feedback **which level** the institution is or is likely to be in the community-based mode of operation. "Approximately or probably" refers to the fact that we are aware that the extremely diverse community culture institutional system which responds to thousands of local realities - including, of course, the community spaces - cannot be schematized.

Aspect		Rating	
		Yes	**Rd**
'The Spirit of Space'	Once upon a time local resident **built** the institution		
	Once a community of residents (readers, craftsmen, etc.) **operated** the institution		
	The institution participated in the **"open house"** program of the 1970s		
	In case of renovation of the institution in the last years residents participated in the elaboration of **architectural plans**		

Aspect		Rating	
		Yes	**Rd**
	In case of renovation of the institution in the last years local residents were involved in drawing up plans for **renewing the institution's activities**		
Basic values	Characteristics of the institution....		
	… openness		
	… continuous dialogue		
	… sharing tasks		
	… setting the framework for cooperation		
• information (one-way communication)	1. The institution has – updated at regular intervals appropriate to the size of the institution – **website** *(e.g. cultural center: weekly, cultural hall: 2-3 weeks)*		
	2. The institution appears with a separate profile in **social media** (Facebook, Instagram, Twitter, etc.)		
	3. The institution sends the current information (e.g. newsletter, Facebook invitation**,** etc.) **in electronic message**		
	4. The local / regional newspaper / radio / TV **broadcasts news** about the institution's activities		
	Easily accessible (up to 3 clicks) on **institution's website**…		
	5. … contact details of the institution		
	6. … staff contact details		
	7. … name, position and duties of staff		
	8. … date, location and conditions of participation in regular programs		
	9. … date, location and conditions of participation in ad hoc programs		
	10. … work plans and professional reports		
	11. … budget and financial statements		
	12. … photo / video gallery		
	13. … history of the institution		
	14. … purpose of the institution		
	15. … tasks of the institution		

Aspect		Rating	
		Yes	**Rd**
	16. … basic documents (memorandum, OOR, etc.)		
	17. … press releases / references for press releases		
	18. During communication the institution validates **the aspects of different age and social groups** *(e.g. adverts for programs for young people, placing posters for children's programs at height visible to children, editing flyers for elderly programs in larger font, etc.)*		
	19. The institution has its own **program** in the local/ regional newspaper / radio / TV		
	20. In some way, the institution **measures** the effectiveness of its information activity, its community satisfaction, and develops it based on the result of the measurement.		
• consultation (two-way communication)	1. There are regular **workshops, group discussions, brainstorming sessions** for ideas, opinions, etc. attended by those invited by the institution		
	2. There are **targeted communication channels** to receive suggestions and opinions *(e.g. online form on the institution's website, dedicated e-mail address, suggestion box in the foreground of the institution, etc.)*		
	3. The institution **publicly responds** to suggestions and opinions posted on social networking sites (Facebook, Instagram, TripAdvisor, etc.)		
	4. Does the institution implement **activities initiated by residents or the community**?		
	5. The institution consciously strives to have **as many people as possible** express their opinion, make proposals on the programs and operation of the institution.		
	6. The institution carries out **questionnaires or other surveys**, **satisfaction surveys for individual programs** by summarizing its results and utilizing them in the		

Aspect		Rating	
		Yes	**Rd**
	course of shaping its activities among those who go to the institution regularly		
	7. The institution carries out **questionnaires or other surveys, satisfaction measurements in general for its operation** by summarizing its results and utilizing them in the course of shaping its activities among those who go to the institution regularly		
	8. There are regular **workshops, group discussions, brainstorming sessions** for ideas, opinions, etc. where **anyone interested** can attend.		
	9. The institution carries out **questionnaires or other surveys**, **satisfaction surveys for individual programs** by summarizing its results and utilizing them in the course of shaping its activities **among the whole population**		
	10. The institution carries out **questionnaires or other surveys, satisfaction measurements in general for its operation** by summarizing its results and utilizing them in the course of shaping its activities **among the whole population**		
	11. If there are **workshops, group discussions, brainstorming** for the personal discussion of suggestions, opinions or the institution carries out **questionnaires or other surveys, satisfaction measurements**, then **make the results public** (*e.g. at least one related online news*)		
	12. The institution in some way **measures** the effectiveness of its consulting activities, its public and community satisfaction, and develops it based on the results of the measurement.		
Involvement (activities are common, but the decision is	1. Resident, communities, organizations **occasionally participate** in the implementation of an institution's activities *(e.g. organizing programs, editing a website, maintenance and renovation works)*		

Aspect		Rating	
		Yes	**Rd**
still at the institution)	2. Resident, communities, organizations **regularly participate** in the implementation of an institution's activities		
	3. Typically, communities in the institution (with own place) enrich the activities of the institution **through their own activities**. *(e.g. the dance group performs at a festival, the garden circle gives lectures or provides training for amateurs, etc.)*		
	4. The institution's website, community site provides information on **who to involve** *(e.g "our volunteers" sub-page on the institution's website, news about a volunteer action and listing volunteers in the news, etc.)*		
	5. The institution is deliberately seeking to **broaden the scope of its cooperative, volunteer, or school community**		
	6. There are occasional or regular residents with whom the institution has concluded **voluntary contracts**		
	7. The institution welcomes **youngsters serving the school community work**		
	8. The institution involves other **cultural or other institutions** in the implementation of its tasks operating in the municipality / region		
	9. The institution deliberately engages in activities which aim is **to maintain the long-term activity** of its contributors, volunteers, school community service staff, and organizational, institutional partners *(e.g. regularly recognizes them, organizes training for them, etc.)*		
	10. It is accessible to residents without question – e.g. regularly published information on the website, in the local newspaper – **how** someone can be a contributor to the institution, volunteer, or take part in school community service.		

Aspect		Rating	
		Yes	**Rd**
	11. In some way, the institution **measures** the effectiveness of its information activity, its community satisfaction, and develops it based on the result of the measurement.		
• Cooperation (activities and decisions are common)	1. **There are programs and events** of the institution, where decisions are made jointly by residents and the institution, typically they reach consensus and cooperate in implementation		
	2. Information is available on the institution's website, on the community site, **with whom and in what** does the institution work together		
	3. The institution is deliberately striving to collaborate with **as many people as possible** in a meaningful way (Excluding cooperation which does not result in real common actions and is stuck at the level of the signed agreement).		
	4. The institution has already implemented a project together with local communities		
	5. **There are basic services** provided by the institution under cultural act, **some** of which is implemented by the institution and local communities, typically by consensus, and collaborates in implementation. *(e.g. the youth club is run by the institution in cooperation with a local youth association)*		
	6. **There are basic services** provided by the institution under cultural act, **all** of which is implemented by the institution and local communities, typically by consensus, and collaborates in implementation. *(e.g. providing basic conditions to ensure the transfer of traditional community cultural values in cooperation with the local folk-art association)*		
	7. **Most of the programs, events,** where local people and the institution make decisions together, typically reach consensus and collaborate on implementation		

Aspect		Rating	
		Yes	**Rd**
	8. **Majority** of the institution's **basic cultural services** provided by the institution **in whole or in part**, are in cooperation with local communities		
	9. The institution has a partnership with other **institutions** in the municipality / region, which is aimed at joint implementation of tasks		
	10. The institution is deliberately carrying out activities aimed at **maintaining** cooperation with its partners **in long term** *(e.g. regularly consults with them, annual "partner ball", etc.)*		
	11. Information is available to residents without questioning – e.g. published regularly on the website, in the local newspaper – **how someone can**, in whatever form cooperate with the institution.		
	12. In some way, the institution **measures** the effectiveness of its information activity, its community satisfaction, and develops it based on the result of the measurement.		
Authorization (activity is done by local communities, decisions are also made by them)	1. There is an institutional **task** that is done by local communities *(e.g. editing institutional newsletter)*		
	2. There are **programs, events** which are implemented by local communities *(e.g. the implementation of a festival is entirely the responsibility of a community)*		
	3. **There is basic service** provided by the institution under cultural act which is **partly** provided by local communities *(e.g. the youth club is run by the institution in cooperation with a local youth association)*		
	4. **There is basic service** provided by the institution under cultural act which is **completely** provided by local communities		

Aspect		Rating	
		Yes	**Rd**
	(e.g. providing basic conditions to ensure the transfer of traditional community cultural values in cooperation with the local folk-art association)		
	5. **Majority of the basic cultural services** provided by the institution are provided **in whole or in part** by local communities		
	6. The institution consciously strives to give the fullest possible authority to the local communities in the case of its **tasks, programs and core services**.		
	7. Information is available without question to residents, communities, organizations – e.g. on the website, regularly published in the local newspaper – how someone **can take over (can be authorized)** an institutional task, program, basic service		
	8. Information is available on the institution's website and community page about **who has taken over the institutional tasks, programs and basic services (was authorized in connection with it)**		
	9. The institution consciously carries out activities aimed at securing the **long-term commitment** of the communities taking over its tasks, programs and core services. *(e.g. regularly consults with them, annual "partner ball", etc.)*		
	10. In some way the institution **measures** the effectiveness of its information activity, its community satisfaction, and develops it based on the result of the measurement.		
Institutional Operation and Communities	1. Local communities form (the institution "lets" shape) the **organizational culture**		
	2. Local communities can participate in the forming of **the general operating order of the institution** *(e.g. opening hours, room usage, etc.)*		
	3. There is a **group** or community that has a significant impact on the operation of the institution		

Aspect		Rating	
		Yes	**Rd**
	(e.g. the youth programs are developed by the institution in agreement with the youth communities)		
	4. Typically, residents, communities, businesses financially **support (not sponsor)** certain programs or operations of the institution		
	5. The institution draws up its **annual work plan** to involve those **who are concerned** in **certain parts** of it *(e.g. individual clubs, groups for parts affecting them)*		
	6. The institution draws up its **budget plan** to involve those **who are concerned** in **certain parts** of it *(e.g. individual clubs, groups for the parts affecting them)*		
	7. The institution draws up its annual **work plan** in such a way as to involve **a wide range of local communities**.		
	8. The institution draws up its **annual budget plan** in such a way as to involve a wide range of local communities.		
	9. The institution involves local communities in a meaningful way in developing and renewing its **strategy** (e.g. strategy is formed in a series of workshops, strategy is based on questionnaire research etc.)		
	10. There is an "outsider", **representing the local communities** in the institution's decision-making system		
	11. The institution regularly conducts **stakeholder analysis**		

Test Evaluation

The extremely diverse community culture institutional system, which responds to thousands of local realities, cannot be schematized. As a result, the extent to which its operation can be considered community-based is not even judged or evaluated. Let's look at an example: when we involve only a few of our communities in planning and implementing our activity:

- it is also possible that we are at the top of the community-based mode of operation because simply few of the local communities are excited about the business of our institution;
- but we may not be community-operated at all because – regardless of the intent of the local communities – we are in connection only with those who are sympathetic to us, or the request of our maintainer not to expand our scope of cooperation.

Therefore, the following rating system is not a "millimeter accurate", "black and white" rating. There is no answer to exactly what we are like. However, it gives answer for "rather what we are like". It also answers which of the aspects of community-based operation we are good at and where we should develop.

Our rating system is structured as follows:

- In the above test, six criteria groups were assigned with serial numbers:
  o aspects of performing specific tasks, organizing programs, providing basic services according to cultural act: **information, consultation, involvement, cooperation, authorization** and
  o the **aspects of community participation in general operation**.
- The individual aspects follow each other according to what degree of fulfillment - in our opinion – can be deduced from the community-based mode of operation.
- The consecutive aspects were classified into four groups:
  o grounding;
  o characterized by a higher level of community-based operation;
  o characterized by conscious activity;
  o outstanding.
- An institution can say that it fulfills a set of criteria if all the aspects of that group - and all the groups in front of it - are true.
- Thus, each of the six criteria groups receives a value and, depending on the value of the majority, the community-based operation of that institution:
  o well-founded;
  o higher level;
  o conscious or
  o outstanding.

For each aspect, the grouping is as follows:

Aspect	Measure	Item Number
Information	grounding	4.4.
	characterized by a higher level of socialization	10-17.
	characterized by conscious activity	18.
	outstanding	19-20.

Consultation	grounding	4.4.
	characterized by a higher level of socialization	4.4.
	characterized by conscious activity	8-10.
	outstanding	11-12.
Involvement	grounding	4.4.
	characterized by a higher level of socialization	4.4.
	characterized by conscious activity	4.4.
	outstanding	10-11.
Cooperation	grounding	1.
	characterized by a higher level of socialization	4.4.
	characterized by conscious activity	4.4.
	outstanding	10-12.
Authorization	grounding	4.4.
	characterized by a higher level of socialization	4.4.
	characterized by conscious activity	4.4.
	outstanding	8-10.
Operation	grounding	4.4.
	characterized by a higher level of socialization	4.4.
	characterized by conscious activity	4.4.
	outstanding	10-11.

The value generated by the above test can be shaded by the assessment of the "spirit of the place" and the "basic values": the more "yes" the answer is, the more it can be said that the institution's functioning is characterized by a higher level of community-based operation.

Good Practices

In the following, we present four institutions that have sought to implement community-based operations.

Operation based on community involvement - Szeged, Petőfi-telep Culture Hall[33]

The Petofi colony in Szeged was established at the end of World War I. This part of the city, from ethnographic point of view, does not have a centuries-old tradition. Ethnic composition does not show any specificity. The settlement, inhabited by manual labor, developed the tradition that people living here could rely primarily on themselves. In the case of the Petőfi-telep Culture Hall, we can talk about the operation of an institution that operates in one part of a metropolitan city, with the appropriate infrastructure and professional background. There is no separate municipality or part-municipality in this part of the city. The district has public educational institutions –three kindergartens and a primary school can be found here. There are six non-governmental organizations linked to the culture hall.

These conditions, on the one hand, are compelling and, on the other hand, ideal conditions for the process in which the institution seeks and relies on the involvement of the community in planning and operation. Hungarian culture has "citadels" and "fortresses" all over the country. This is also the case in Szeged – in a city where performing arts, fine arts, the preservation and representation of collective memory have their own institutions. However, in addition to the rich offer of "citadels", there is also a need for the "fortresses" of culture, the cultural halls.

In these institutions, more "people-oriented" work takes place, the members of the communities are known by name, share their daily concerns and joys. The programs they organize have their own core community, who have been won by persistent work, and for whom it is also natural to express their opinion personally about the event which of course helps further work. There are seven such culture halls in Szeged as municipal institutions, one of these is the Petőfi-telep, whose primary task is to fulfill the community culture tasks of the district (13,000 inhabitants). In 1977, in Szántó Kovács János Street, the folk education house was built – with lot of social work. Those who participated in this work are still regular visitors of the institution. At that time, the building had a community space for a single community culture task, initially operating as a "club library".

---

[33] Jarabekné Treplán Mariann is a writer of the SZIN Community Culture magazine published in 23/2. The original

article is available at: https://cselekvokozossegek.hu/wp-content/uploads/ SZIN-Community-Cultural-Magazine-

23-2.pdf last download

In line with the spirit of the age, youth clubs and retired groups represented forms of community togetherness. The material conditions of the work were mainly determined by the fact that the culture hall operated as an institution of the Bartók Béla Cultural Center, along with the other six residential district culture halls. As a result of the network institutional operation, the actual activity for the millennium from the start of the well-established professional activity has been reduced to a minimum in the institution, it operated essentially as a "key house", a meeting place for retired communities. The condition of the building was acceptable, but it was far from the requirements of the age.

Of course, under conditions that could not be optimal, the trust of local retired communities had to be won first. They had to build a cooperative relationship with them, which served both to improve their work and, on the other hand, to create new activities through community collaboration. Another important area for building a partnership was to work with local institutions. As a result of the widespread support given to public education institutions, the culture hall was not an isolated institution operating in a vacuum but an important element of the community life of the colony. Through the children, the attention of the "active age group" of the parent was also turned to the institution. The radical transformation of the operating conditions from a physical, material and professional point of view placed the institution in the center of attention even more.

In 2006, for the first time at the initiative of the culture hall, a program conciliation forum was organized, which has been the basis for the professional task and work plan of the culture hall since then. At the invitation of the culture hall, representatives of NGOs, heads of local institutions, representatives of churches, art school in the area, the head of the library, the local government representative and the local network of nurses have been gathering for 12 years. Here, all participants report on their planned programs, coordinate and appoint meeting and help points to achieve their goals. This meeting also discusses if one of the institutions has a prominent role in a given year, how the others can help with implementation. It also co-ordinates the occasions when the culture hall, as a cooperating partner, expects public education institutions, non-governmental organizations, and members of churches; and discuss programs and projects that the culture hall provides as a service to help educators in schools and kindergartens. This program conciliation meeting also helps to strengthen the communication between the institutions and provides an opportunity to discuss new initiatives, as well as to initiate new community events.

At the meeting, the event calendar of the colony is compiled, which forms the backbone of the work of the year. Eight programs are organized each year, based on this social partnership and provide a community entertainment experience. Examples include the "Heart Day", the Day of the Colony, the Pig Slaughter Day and the Winter Farewell Carnival, the Greeting of the Newborns, the Baby Celebrity Day, the Fodorkert Family Day, the Advent Preparations, the Honey Petőfi-telep Action and the Telepi Christmas. These events have been established in the past 12 years and have become a tradition at the Petofi-colony.

Thinking together and acting together can never become routine, as it is the foundation of operation, but it can be continuously improved. The work plans define the operation of the given year, but the institution must also develop a medium-term strategy. The first step is to clarify the medium-term operational framework with the maintainer and then work with stakeholders to develop ideas, based on the opportunities which help to achieve the goals. The most important question is how they can make the event better, more interesting, more relevant to the needs of the community, as well as the whole operation of the institution, how they can implement new programs and events.

Jointly designed and implemented programs always ends with an evaluation discussion, where everyone can share their experiences with the program. Based on experiences they draw lessons and discuss how they can improve the initiative or program. This provides the basis for continuous feedback. Since this type of communication has so far been almost spontaneous, there is still works to be done in this area. The upcoming 100th anniversary of Petőfi-colony (2022) is a good opportunity to start the above processes. Developments, program plans, local value explorations, and documentation for the festival, along with local history research, can be a framework in which all residents of the Petőfi-colony can find a connection.

Mag-ház, /Mag-house/ Komárom

The Mag-ház in Komárom is a community space based on the model of the "desirable system of community culture" [34], which is operated by a consortium of five organizations in addition to the organization of the owner of the building (Élettér Egyesület) on the principle of civil self-government and control.

The Mag-ház was opened in 2007, with one and a half years of intense collaboration, voluntary work, and substantial financial support (from private individuals). The owner organization has been striving for sustainability during physical construction and has systematically explored the possibilities which can provide operation and maintenance for the long term. The Mag-ház model has been built from the adaptation of the French MJC (Maisons des Jeunes et de la Culture) – in English: "youth and community hall" which is based on community (organizational) collaboration and cooperation.

The foundation of the Mag-ház is the various associations and foundations which operate in co-operation and explain the cooperation with community and economic aspects.

It is in their interest to maintain professional leadership, secretary, and accounting together to make better use of their premises. The Mag-ház is more representative of the diverse interests and interests of the population, sums entering the 'common' budget allow for a greater variety of activities than fragmented, organizational levels. Under the freedom of association, of course, any

---

[34] Pál Beke, a professional workshop of community culture professionals and community developers led by him, compiled a policy strategy titled "The Desirable System of Community Culture".

organization has the right at any time to leave the consortium and continue its activities independently.

In addition to the consortium that unites the Mag-ház, there are also cooperative and associate members. There are legal entities and professionals among the associate members who have been selected for their expertise and expertise. The cooperative members are only legal entities who are linked to a member of the consortium by agreement on the achievement of an aim in the field of projects, programs and developments.

The consortium holds a general meeting once a year (1 organization = 1 vote principle) which is summoned in writing by the professional leader. The consortium, like the association's general assembly, discusses and adopts the content and financial reports on the activities of the consortium (Mag House) and its affiliates (associations), defines the budget and professional guidelines for the following year, the sovereign aspirations of the member organizations, their links to the consortium. Decisions are made by absolute majority. Both natural and legal persons have 1 vote. The number of members of the consortium is constituted and provided by the representatives of the organizations which make up the consortium. The implementation of their decisions is managed by the professional management entrusted by the consortium, relying on the resources of the consortium.

The consortium, formed on the model of an association, is represented by the authorized professional management, orders the expenditures and approves the revenues, communicates the guidelines of the action to the consortium and its member organizations and supervises their implementation. The consortium does not operate on the principle of social equality, but on the principle of social justice, which means that its members join in with their own human and material potential. In this way, the member organizations do not contribute uniformly to the achievement of common goals, but equally to their resources. The community space fulfills its function by providing a rich living space for local communities, based on the autonomous goals of the organizations within it.

The Mag-ház is a workshop of democracy, beyond which we can only do things in a hierarchy, subordinate and superior, mostly regulated way. There is hardly any place to learn and practice equal and solidarity cooperation with others. Of course, it is not possible "just" to encourage cooperation; there is a need for a common set of goals and tasks that will crystallize not only what is to be done but also the unknown leaders and the various roles. It is important to emphasize that a common goal based on trust can be achieved if the goals of the individual and the community are met. Thus, cooperation is established by consensus in which the community goals are realized without compromising individual autonomy. Individual autonomy means not only a natural person but a community group, a civil organization. This interdependent and complementary community gives rise to a higher level of our community-based operation process. To do this, we believe that the individual and his or her goals should also be more explicit. In the case of the Mag-ház, the development of a civilian structure is an objective and a tool for a more civic life while at the same

time it is an exemplary training ground for the functioning of municipal democracy. Collaborators in it provide the opportunity to actively participate in social life for those who are happy to receive it, and thus provide space for action. And this is the foundation of civil societies: *volunteering, self-activity, self-government, self-management. Its role is to contribute to building a friendly, sincere and solidarity-based relationship with local society. The organizations operating in it - even if their members as private individuals can connect to different ideological, denominational, etc. guidelines and views - perform their activities in a uniform manner, irrespective of any political stance.*

More information is available here: http://www.eletteregyesulet.hu/mag-haz .

Szombathely-Herény

In 1993, the residents of Herény learned that the local authorities would sell the community house built by their grandparents to a riding school. Therefore, in 1994 – partly forcibly – the Cultural and Sports Association of Herény was formed with 34 people in order to save the Culture hall.

After two years of hard negotiation, the contract was signed with the local government in June 1996, and they received the institution for free use for 10 years. One of the main goals of the association was to save Herényi Culture Hall from destruction, to breathe new life into it, and to make it a scene of community culture, dissemination of knowledge and community life. Its other important goal was to preserve local traditions and memories and to cultivate respect for their ancestors. Through their activities, they brought a new color to the life of the district, and through their events, they created a framework for community collaboration, where local patriotism, rooted in many decades of tradition, has come to life again. During their work occasional concerts, exhibitions, educational performances, excursions, handicraft, women 's gymnastics, pensioners' club, Christian youth group, karate, chess, bowling, football, small court football, stamp collecting, archery, craft house and a permanent local history exhibition provide a regular meeting and cultural opportunity for the different age groups living there.

In 2003 – seeing the horticultural values of their settlement (35 gardening and horticultural businesses are unique in the country, and they can be found in a hardly one square kilometer) – thanks to the organization of the association, a flower ornamental exhibition and fair (Herényi Virágút) was established spiced with cultural and leisure programs. Since then, this special event is a major event in the Herény district every year and became famous all over Transdanubia.

It is a great success that in 2007 they won a joint tender with the Municipality of Szombathely MJV for the establishment of the "Szombathely Regional Tourist Cycling and Cultural Center", with the help of which the 150 m² building has been expanded to 560 m² with service supply. The work of the residents of Herény is a living example of the wide range of activities on which local community traditions, values and ancestral work can serve the diverse cultural needs of the current population.

 For more information, please visit: https://sites.google.com/site/herenyiekhazaszhely

Győrvár

Győrvár and the surrounding three settlements (Hegyhátszentpéter, Petőmihályfa, Andrásfa) decided, before the change of the political system, to jointly build a village house in the center village because it had no culture hall. Residential bonds were issued, many others contributed financially to the construction and many others were engaged in social work. With the running out of money construction slowed down, and after the change of the political system, the local governments were set up and there was separation and distribution of wealth. Győrvár was left alone with the completion, furnishing and utilization of the building, while he had a property dispute with the surrounding settlements, with which the settlement still belongs to a district notary. The municipality did not have the money or the professionals to complete and utilize the building. The solution seemed to be to hand over the community building to the community.

The idea was given by French professionals invited by the Hungarian Cultural Institute. They visited Vas county, where they held presentations and consultations for the interested parties on how the community-based youth institutions work in France.

The village was one of the first to set up and operate a tele center which provided additional opportunities for developing information centers: The Youth Information Point, the Employment Information Point served the local served the growing-ups or the local people who lost their jobs. Day care for the elderly, pharmacy, occasional health check-ups worked and still work in the village house. These service activities require the expansion of partnerships, and the Village House Friendship Association strives to meet this need. Partly the creation and expansion of the financial conditions of the operation, partly the widening of the professional activities encourages the association to write tenders continuously which in many cases is realized in cooperation with consortium partners. Strategic partners are the municipalities of the region, adult education institutions and NGOs in the region.

The Győrvár Village House is a good example of the fact that it is not only possible to take over the organization of the cultural life to a community, but the community institution can be operated with noticeably richer content and it is cheaper to operate as a municipal establishment with municipal employees. However, saving from an economic point of view means for the members of the community to give up, to sacrifice, but at the same time it strengthens the everyday consciousness of self-determination and self-determination in the locals.

More information can be found here: http://www.gyorvar.hu/gyorvar_szervezetek_baratikor

5. Opportunities for community participation in museum institutions

Mária Arapovics - Marianna Berényi - Bálint Havasi - Márta Márnár Hegedűsné - Annamár Szu - Katalin Valachi

Community Museum is the institution where the inhabitants of the settlement, the local community, NGOs are actively involved in the planning, implementation and evaluation of the activities of the museum institution, and the activities based on community participation and community-based operation appear in the documents defining the internal operation of the institution.[35]

In the following, some tried-and-tested methods have been put together for the steps of the community participation process in Chapter 3, some of which may be new, and others may already be in the museum's everyday practice. It depends on the individual institutional capabilities, opportunities and capacities which are the most suitable for museums. Likewise, the extent to which a museum is consciously planned and implemented, and the length of the process, depends on local external and internal (museum) conditions.

The model of social participation (community-based operation) of cultural institutions, the steps of introducing community-based operation - as detailed in Chapter 3 - are as follows:

> Step 1: Preparation of the process necessary for the operation of community participation (community-based operation)
> Step 2: Identifying and reaching stakeholders.
> Step 3: Setting an appropriate level of participation (information, consultation, involvement, cooperation or authorization).
> Step 4: Community participation in the decision-making process (publicity, community involvement, and tools for decision-making).
> Step 5: Coordinated objectives and means of Community action.
> Step 6: Process displayed in institutional documents.
> Step 7: Strengthening community-based operation.

5.1. Steps and process of introducing community participation in museum institutions

5.1.1. Step One: Preparation of the process necessary for the operation of community participation (community-based operation)

---

[35] Mária Arapovics 2018

Experience shows that 80% of the success of the processes lies in proper preparation.[36] Therefore, take the time for the planning and preparation of serious foundation.

Definition of Museum Identity

In an economically unpredictable world, the challenges of residents, local communities and the museum are not much different. According to Alice Parman, an American museum expert, the museum must be self-contained and embedded at the local level. While the first step is to identify the museum and its direction of change, the second is to understand how it can effectively connect with the community with its unique methodology. These are briefly summarized below [37]:

Be Yourself
Find out who we are and who we want to be
Focus on our mission and vision
Define our museum aims

Let's Integrate
Understand our community
Build an active and broadly represented community
Evaluation should be our priority

5.1.1.1. Examination of the museum's community functioning

The museum's community operation can be examined by many methods. You can start in chapter 5.5. by answering the series of questions. Another option is the SWOT[38] analysis, in which we should list and evaluate the internal museum strengths, weaknesses, opportunities and dangers associated with community operation. Similarly, the PEST[39] analysis, i.e. the political, economic, social / cultural and technological environment research of the museum, can be applied. But it may also be helpful to evaluate the community's commitment to the museum, for example based on a series of questions and criteria compiled by the American Museum Association, as outlined in Section 5.4.1.

5.1.1.2. Planning relationships

We need to think about who we want to implement the community-based operations and how to get the participants involved. First, it is worthwhile to initiate contact with organizations and communities in the lunar courtyard of our museum (for example, museum-friends circle, heritage groups, collectors), as in their case there are existing relationships, which is also helped by the experience of previous collaborations.

---

[36] Wilcox 1994 25.

[37] Parman 2006

[38] English acronym for Strengths, Weaknesses, Opportunities, Threats.

[39] English Acronym: from Political, Economic, Social, Technological.

If we aim to involve new participants, we can design a longer engagement process.[40]

The following figure[41] shows that people are enthusiastic about a community participation process if they are motivated, have a reason to participate, have the right resources (such as time, knowledge) and opportunity.
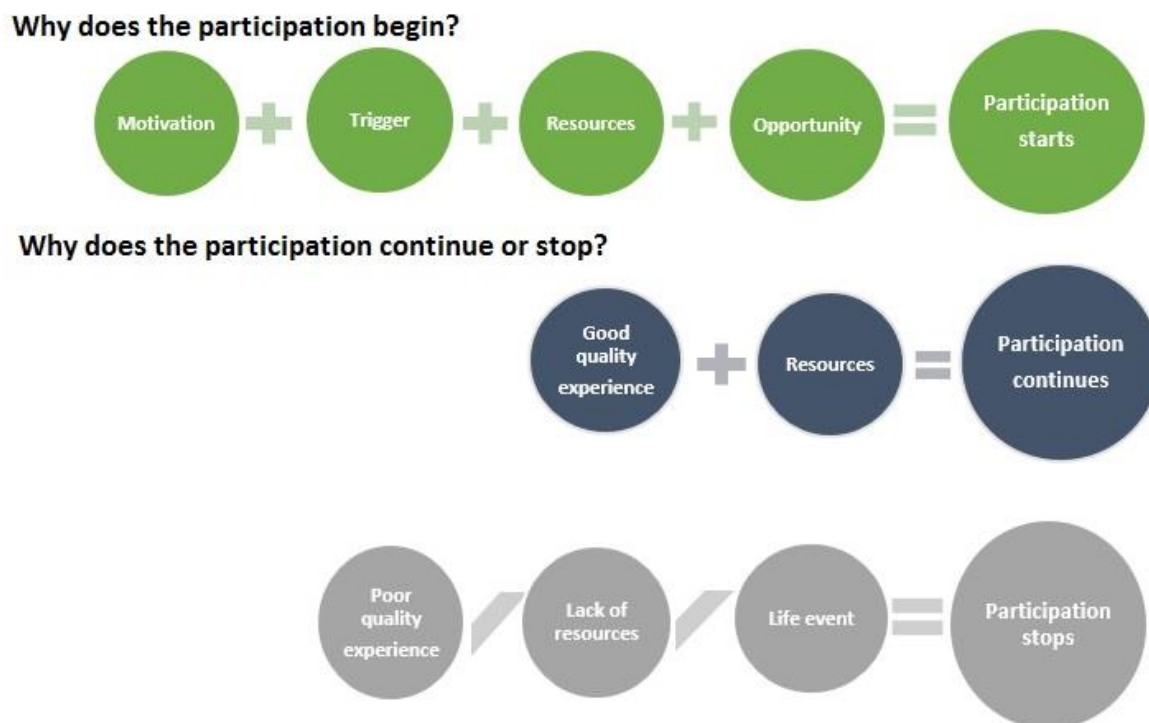
Figure 9: Equation of participation: why does it start, continue or break? (Source: Brodie et al. 2011, 50, Fig. 6.)

It's important to keep this in mind when planning a relationship, as we can persuade and engage participants more effectively in these ways. True, this is one of the most difficult things to change, but we ourselves can motivate people to get them to act. The prospective participant should be aware of the problem or activity that can be solved or performed with his or her participation, so let us make this clear. To provide the opportunity, we offer a wide range of connections and make sure that participants' resources (time, knowledge) are known and used well.

See 5.1.2. section.

[41] Brodie, et al. 01. 50. Fig. 2.

Participation and contact can also be encouraged through the CLEAR[42] self-assessment method which helps to understand community participation better in our museum. According to the model, people participate when:

- they have the necessary resources;
- they want so they are motivated;
- are given the opportunity;
- asked for their opinion;
- they could respond and were considered.[43]

5.1.1.3. Approval of the maintainer

The systematic introduction of community participation in a museum is an organizational issue of which the maintainer must also be informed and needs his consent and approval. Approval is in many cases automatic, but we may also need our persuasive power. Therefore, prepare a brief, transparent documentation which underpins the value of community operation and the value of our goals. Let us state what goals of the maintainer are served in the process, what are our promises towards him with the community participation. It is also an important step to make a dedicated member of our museum maintenance committed to the cause.

5.1.1.4. Make sure there is a need for community action and that it is feasible

Whether informally or formally, we need to understand the need of the community to see if the process can be started. We can do this in daily informal conversations with visitors, audiences, residents, or planned: interviews, surveys. It is worth considering what issues we can get to know. One of the ways to do this is to redefine the three basic questions of the community interview[44] from our community development methodology:

1. What does the museum mean to you? (What is good and what's wrong?)
2. What would you change and how?
3. How could you contribute to the change?

Thus, we get answers not only about the subject areas for which we can use community activity, what kind of participants we can count on for this, but also about the role of our museum in the settlement, and we can also get an idea of the respondents' emotional attitude.

If we see a complete rejection, then it is not worthwhile to go into community-based operation right away, rather we should start with small initiatives and sensitizations.

---

[42] English acronym: Can, Like, Enabled, Asked, Responded.
[43] Lowndes - Pratchett - Stoker 2006
[44] Arapovics - Vercseg 2017 14.

5.1.1.5. Formulate a promise to the community

The promise to the community can also depend on many variables, both from the side of our museum and the participating communities. Community involvement basically starts with conscious and systematic communication, which is the basis of different ways of co-decision and action. So, what we can promise is continuous information, receiving and utilizing feedback. This makes it clear that we listen to the participants, their opinions are important because they help the change. But we can also highlight the benefits of participating, such as:

- can build new relationships
- can be part of new cultural experiences
- can develop himself: his knowledge and skills
- can better understand the operation of our museum

At the same time, we also summarize what we expect from the participant during the process. The Canadian Municipality of Colwood, in its Community Plan, describes the scale of social participation in a unique way:[45]

	Information	Consultation	Involvement	Cooperation	Authorization
It is the participant's responsibility to ...	being informed.	give feedback.	be open to other views and opinions, and to working together with colleagues or other participants.	set aside his personal interests and engage in dialogue.	work with colleagues to implement decisions made.

Figure 10: Example of Individual Participation Levels of Colwood Settlement

5.1.1.6. Identifying and securing the necessary resources of the museum

Community participation in the museum is not a one-man task. From employees to management, everyone should take part in it in some way. For example, in the Community Commitment Statement of the village of Langley in Canada, the general tasks of the staff of the institutions, along with the population and the municipality, were defined.[46] These are:

- defining, designing and developing community participation initiatives;
- planning community involvement activities which are communicated in time and appropriately;
- supporting widespread civic awareness in order to reduce participation barriers;
- the usage of various involvement tools and forms which are most suitable for a diverse audience;
- feedback to participants, including joint recommendations and joint decisions;
- professional and consistent procedure.

---

[45] Public participation key to cheats Colwood's Official Community Plan 2016
[46] Public Engagement Charter

New tasks require the right attitude and skills. In addition to communication, conflict management skills and a facilitating approach, it is necessary to emphasize the importance of the ability to build relationships, the existence of trust and respect for the community.[47] The commitment, patience, perseverance and, in many cases, the determination of our employees are important in the process.

Personal meetings can also take place at the community and in the museum, the point is to look for a comfortable and familiar place where participants can talk freely, which encourages them, where they are listened to and their knowledge is considered valuable. [48]

For specific tasks, we need to look at what institutional, material and time resources are needed for the process, how and by what schedule we can provide them. Depending on this, it is worth reviewing the financial needs for implementing the process as well as its possible sources.

5.1.2. Step Two: Identifying and reaching stakeholders

a, Determine the range of key stakeholders.

Our museum can be surrounded by a wide range of stakeholders, [49] with members playing different roles for the institution. Identifying them and collecting their museum role, influence, interaction, and strategy can determine what options are available to our museum and who are influencing us.[50]

---

[47] Parman 2006

[48] Morse - Munro 2015 13.

[49] Kotler - Kotler - Kotler 2008. 60-61. and 153.

[50] See the museum's stakeholders. eg. Arapovics 2017, 91-103, or broader interpretation Kotler - Kotler - Kotler 2008. 60.

Figure 11: Stakeholders in museum institutions (Source: Arapovics 2017. 93)

b, Ranking of affected partners

Based on the list of stakeholders and suggestions of section 3.1. prepare your partner rankings list

c, Building partnerships

When establishing relationships, consider the mode we selected in step 1. We are most likely to persuade people to participate if we think with their heads, formulating the benefits of participation and our promises. Also give them the opportunity to think individually or in small groups about the benefits of participating. Those who are already involved are asked to bring their friends and acquaintances.[51]

For example, when engaging new participants and a new community, we can introduce prospective participants to the museum, its operation, and staff by launching a series of programs for a small group. It also gives participants the opportunity to get to know each other deeper. Our staff-facilitated, weekly or monthly programs can work on a specific theme, using the museum's collection, exhibitions, and applying different forms and methods of museum knowledge transfer

---

[51] Wilcox 1994 54.

and interpretation (such as lectures, guided tours, familiarization with museum backstage secrets, creative workshops). Museum objects have a central role, not in themselves or in aesthetic terms, but to enable participants to connect with each other and with the museum. After getting to know a representative piece of art, we will find common ground and common interest through informal discussion or joint creative activity using any creative technique.[52] The program can promote the self-expression of the participants, encourage them to express their opinions in the museum, and build trust and commitment to our museum gradually.

5.1.3. **Step Three: Setting the appropriate level of participation**

The five levels of the scale of public participation outlined in Chapter 3.1. are information, consultation, involvement, cooperation and authorization. When setting the right level, consider the participants, the museum, the theme and our opportunities, as well as our limitations for our decisions, activities.

Increasing the level of social publicity				
INFORMATION	CONSULTATION	INVOLVEMENT	COOPERATION	AUTHORIZATION
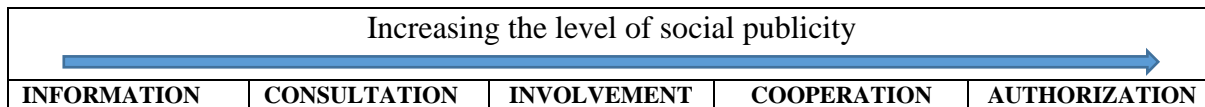
Figure 12. Increasing the level of social publicity

- Select the level of information if our goal is to provide balanced and objective information to the community.
- The level of consultation is appropriate for the community feedback needed for analysis, alternatives and decision making.
- The level of involvement will be appropriate if we work directly with the community during the process and we can ensure them that their aspirations and concerns are understood and considered.
- If we focus on communicating with communities in all aspects of decision-making, including developing alternatives and identifying the most advantageous approach, then we set the level of collaboration.
- We use the level of authority if we want to give the final decision to the community.[53]

Neither level is better than the other: we can set different levels for different topics, activities or decision-making processes. Therefore, we can use any level of community participation only for a specific activity or for strategic decision making in our museum. We should start with smaller steps, with one activity, and gradually build community involvement in our museum because both our staff and participants need time to understand the goals, build trust and participation becomes an every day mechanism.

---

[52] Morse - Munro 2015, 13 and 15
[53] Kershaw 2013-2014. 3.

5.1.4. **Step Four: Community participation in the decision-making process**

Making individual decisions is not always easy for the individual, even less in a group where people may not really know each other. Making decisions is easier if we are aware of the goals or, in the absence of these, if we have more options to choose from.

In the community decision-making process, we should take the following steps:

- Let's determine the problem or question related to the decision as accurately as possible.
- Let's examine the problem to be solved in as many ways as possible. By getting the views of a broader range of stakeholders, we can approach the problem in many ways.
- Let's find suggestions for solutions.
- Let's use the reality test method which aims to determine whether a decision should be made. The common wisdom and the agreement of all the participants is a strong guarantee that a good decision will be made.
- Let's make the final decision.
- Let's check if the implementation of the decision has a satisfactory solution.

Several guides on our topic draw attention to the fact that at the beginning of the process, all members of the decision-making group need to have sufficient information to achieve results, and we should give each member the opportunity to present their different approaches, and at the end, provide an opportunity for everyone to be convinced of the successful solution.[54]

Collaborative decision-making results in better acceptance and understanding, but it is always emphasized in the studies of decision-making experts that the good facilitator is the key to the success of the community decision-making process. Our task, therefore, is to strike a balance between the interests, the beliefs and the affirmations. Regarding the types of decision making that will emerge in the group and on a scale from author to conformist, we must strive for consensus.

The consensus in the participation process means that the participants work together and try to find a solution that is beneficial to everyone. For example, in order to build consensus, the whole group should formulate the problem and then identify, from a brainstorming process, possible solutions which need more serious consideration. In this case, investigate the problem in smaller groups and then elaborate on the solutions that will be presented to the entire group. Along with seeking the consensus it is worth identifying the remaining issues and repeating the process if necessary.[55]

---

[54] www.embermek-suttogo.hu, and Wilcox 1994. 40.
[55] Wilcox 1994 37-38, 40.

Examples of proven group decision techniques include brainstorming,[56] the nominal group method, or the Philips 66 method.[57]

5.1.5. **Step Five: Coordinated objectives and means of community action**

Whatever the level of community involvement is for goals and tools keep in mind that the museum must provide the widest possible access to the population. To do this, we need to consider the basic tasks of the museum, its mission and the peculiarities of its operation. In addition, timing, appropriate communication channels, location, age of participants, cultural and ethnic characteristics, socio-economic status and, if necessary, disability should be considered as a matter of priority.

Awareness is equally important in providing appropriate information, meaning that participants are regularly informed of all events, processes, decisions and outcomes. To do this, look for the most appropriate communication channels for the participants and develop a permanent and relevant information for everyone. For example, in the case of a longer process, we can launch a unique museum newsletter or even a magazine. Make the most of the communication channels used in our museum, as participants may be informed differently. We should strive for clarity in all written and oral texts, but without underestimating the participant. Be careful not to broadcast too much content at the same time and be proportionate to the length of the text: neither too short nor too long. Instead of individual museum communication, we can also provide information through community participation, in this way, our participants can become more involved and the information is solved according to their own vision, which can make our communication more effective.

Personal encounters are the most important means of community participation. Depending on the nature of the task to be performed at an event, the methods used for involvement, cooperation, and authorization levels should be selected. A community forum or advisory board meeting is rather appropriate to raise and discuss topics. For consensus planning and decision making, we should employ workshop-like methods, which are also present in the museum's methodology, with the use of a variety of small-group, often playful or creative techniques add the knowledge of all participants to a given question.

Information is also important for meetings. During the preparation – like at the rest of the museum's events – send an invitation to the participants, inform them about the program and the form of the meeting. After the event, send a reminder of the expressed opinions, about the decisions made and issues that need to be addressed later. Based on the reminder, make a note or brochure for the general public, which can be published through the communication channels of the museum.

---

[56] A group creative technique that aims to gather ideas as fully and quickly as possible and generate new ideas.
[57] The problem is described or sketched out by the community during a six-minute discussion of a team of six people.

Include informal occasions or celebrations in community involvement meetings, for example after successfully completing a task, even a family or an adult event which provide opportunities for casual conversation and getting to know each other. Such events can also reach those who have not previously been interested in formal meetings.

In one of her surveys, Adrienn Reisinger studied the new methods of community participation. Her list also includes opportunities based on personal and virtual relationships, which are already widely used in museums:

- publications, leaflets, photography;
- media, internet, blogs, online forums, web 2.0, mapping, public wall;
- forums, events, conferences, workshops, trainings, research;
- on-site visits, roundtable discussions, interviews, focus groups;
- participation in development projects, modeling, public opinion polling;
- scientific workshop, future workshop, world café.[58]

5.1.6. Step Six: Process Displayed in Museum Documents

In order to make community participation a success, the process of community development should also be formulated in institutional documents.[59]

Museum documents at the information level

The topics, target group, method, channel and person responsible for the information appear in the Organizational and Operational Rules of the Institution, OOR,[60] in the institutional strategy, in the communication and / or marketing plan and in the annual institutional plan. Information is reported in the annual report. The promise of information is stated in the mission statement.

Museum documents at the consultation level

The topics, target group, method, channel and person responsible for the consultation, the way the feedback is used, the person responsible for their processing, and the process are displayed in the Organizational and Operational Rules of the Institution, OOR, in the institutional strategy, in the communication and / or marketing plan and in the annual institutional plan. Information and feedback processing are reported in the annual report. The promise to utilize information and feedback is stated in the mission statement.

---

[58] Reisinger 2016 4.4.
[59] For a foreign example of community participation, see: Kershaw, Anne, 2013-2014. 3.
[60] Amendments to the Organizational and Operational Regulations may only be made with the approval of the maintainer under the Cultural Act. The process is described in Section 5.3. chapter.

Museum documents at the level of involvement

The subject areas, target group, method and person responsible for the involvement, as well as the implementation of the decisions made during the process are reflected in the OOR, in the institutional strategy, in the sub-strategies and in the annual institutional plan. Decisions taken with the involvement of the public are reported in the annual report. The promise of involvement is expressed in the mission statement.

Museum documents at the level of cooperation

The topics, target group, method, channel and person responsible for the cooperation, as well as the implementation process, appear in the OOR, in the institutional strategy and the sub-strategies and in the annual institutional plan. A report on cooperation is being prepared in the annual report. The promise of cooperation is expressed in the mission statement. The cooperation is formal, it is fixed in agreements.

Museum documents at the level of authorization

The topics, target group, method, channel and responsible for the cooperation, as well as the implementation process, appear in the OOR, in the institutional strategy and the sub-strategies and in the annual institutional plan. The annual report includes a report on the activities carried out by authorization. The promise of authorization is expressed in the mission statement. The areas of authorization are set out in the memorandum. Like the amendment of the OOR, the memorandum is prepared with the approval of the maintainer, in accordance with the applicable laws or regulations. As the museum manager has a one-person responsibility, he makes the final decision on the realization of the common goals at the authority level, knowing the law and in agreement with the maintainer.

5.1.7. **Step Seven: Strengthening community-based operation**

In order to achieve the right goals with the community participation process, we can set up a monitoring system for monitoring and a final evaluation system – considering our community role. To do this, think about what we are trying to achieve and how we know we have achieved it. Write down the information you need and how it is collected. Determine the most appropriate date for collection and whether an external expert's opinion is required for the evaluation.[61]

The participation equation[62] tells us that participation continues if the contributors have gained good experience and resources are still available. Another survey shows that experiencing efficiency and success, working together with friends and personal benefits and results can help participants to continue to contribute. [63] Community participation becomes sustainable from the

---

[61] Wilcox 1994 37-38, 48.
[62] Wilcox 1994 56.
[63] Sat 2018 131.

point of view of the participants, if its goals is understood, identified and supported by regular consultations.

5.2. Stages of community involvement in certain tasks of the museums. Good practices

The following table summarizes the activities related to the operation, basic tasks and services of museum institutions. Examples of possible activities include national or international good practice. The promise made to the participant and the tools used for each topic are similar:
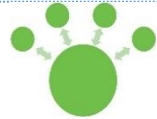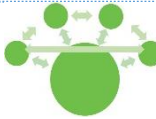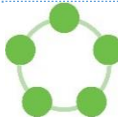
Promise, Tools	INFORMATION	CONSULTATION	INVOLVEMENT	COOPERATION	AUTHORIZATION
	Get up-to-date, easily accessible information about museum plans, decisions and processes.	The museum considers feedback from participants and utilizes it when making plans and decisions.	The planning and decision-making of the museum takes place with the active involvement of the participants who receive feedback.	Museum planning and decision-making on a given topic will take place at the advice of the participant.	The leader of the museum accepts the decision taken jointly in the community and implements it.
	Museum website, social networking sites, museum newsletter, local media, whiteboard / info wall or touch-screen info desk in the museum.	Website and social networking posts, questionnaire, museum guestbook, letters from visitors, unique verbal reviews, interactive interfaces of exhibitions. Focus group, survey, community meeting.	Workshops, voting, community meetings, residential forums, volunteers, integrated community and service space (IKSZ) addressing	Circles of museum friends, NGOs, informal groups, museum advisory boards, decision-making.	Residential, community decisions, delegated decisions, secret voting on specific issues.

Figure 13: Levels of social participation in museums

The application of the levels of COMMUNICATION – CONSULTATION – INVOLVEMENT – COOPERATION – AUTHORIZATION is presented through good domestic and foreign examples of museum tasks.

5.2.1. **Functioning of the museums**

The operation of museums includes plans, strategic documents, strategic directions, infrastructure development, professional competencies, organizational structure, etc.

- The Museu Marítím de Barcelona announces a social responsibility in its mission statement to create cohesion and peaceful coexistence with its participatory approach and collaboration.

- The Mission Statement of the Museo del Carmen Alto – Museo Cividad (Quito Equador) is committed to constant cooperation with different social groups. [64]

- Addressing concerns about the renovation of the museum garden at the Magyar Nemzeti Múzeum.

- The Local History Collection in Kunszentmárton has excellent connections with local organizations of people with disabilities who have tested the museum's temporary exhibition spaces. The Association of the Blind and Visually Impaired has been consulted on the design of the permanent exhibition's Braille inscriptions and the construction of a tactile map of the exhibition. During the development of their visual archives they collaborated with the Szőke Tisza home for the disabled designing signs and pictograms. [65]

- During the renovation of the Vasarely Múzeum in Pécs in 2010, the accessibility of infocommunication (installation of induction loop and Braille inscriptions) took place with the active involvement of disabled organizations.

- Community design for turning a locally preserved building into a country house and permanent exhibition. [66]

- The information desk in the foyer of the Szépművészeti Múzeum – Magyar Nemzeti Galéria is operated exclusively by volunteers. [67]

---

[64] Service Provider Museum 2018
 See 5.4.4. section.
[66] Chicken in 2017.
[67] https://www.friesmuseum.nl/en/collection/collection-strategy/

5.2.2. **Surveillance, expansion and registration of the museum collection**

- The Dutch Leeuwarden Fries Museum published both its collection strategy and its two-year purchasing strategies on its website. [68]

- In England, a volunteer opportunity was announced at the SS Great Britain Ship Museum in Bristol. The volunteer's job is to inventory the collection, scan historical documents, and enter data. [69]

- The collection of Szlovák Tájház in Kiskőrös is being developed in cooperation with members of the local community.

- The potential of community archeology in museum life. [70]

- Kenya-based TARA - Trust for African Rock Art preserves and promotes African rock drawings across Africa through empowerment of local communities. [71]

5.2.3. **Preservation of the collection: conservation and scientific processing**

- The UK's Falkirk Museums and Archives conservation strategy is available on its publicly accessible website, along with several sub-strategies. [72]

- The Ludwig Múzeum collected the necessary funds for restoring one of its contemporary works of art from visitors' sponsored tickets over three months.

- The National Museum of Iceland owns a legacy of a photographer who has photographed at official and family events around the country. Anyone could determine the characters, location, year and event of the exhibited images on the scene.

- The "Collectable Past" program of the Magyarhoni Földtani Társulat is realized through the cooperation of civil organizations, communities and various institutions. Every year, the general public chooses by voting online which mineral and fossils they want to learn about next year. One of the highlights is the „Legyél te is természettudós!" ("Be a Naturalist") interactive program, which is based on museum pedagogical methods. Teenagers are not only the target audience for the programs, but they are also facilitated by school community service students.

---

[68] http://www.ssgreatbritain.org/sites/default/files/_kcfinder_/_files_/_1509%_20Museum%_20Collection%20Volunteer.pdf
 See 5.4.6. section.
[70] https://africanrockart.org/community-engagement/
[71] http://www.falkirkcommunitytrust.org/heritage/museums/policies.aspx
[72] Arapovics 2017

- The portrait of Pálné Veres was funded with parental and grant support for the 200th anniversary of the foundation of the grammar school, and it was copied. [73]

5.2.4. **Museum exhibitions**

- In the US, the Indianapolis Museum of Art collects feedback from visitors and non-visitors to test their new exhibitions concepts. Numerous summative evaluations of exhibitions and activities are conducted. Feedback is collected and visitors' attitudes are assessed through surveys, interviews, observations, and analysis of written requests and visuals. From all these, they learn what the visitors learned from each exhibition. The museum will apply this knowledge to its next work. [74]

- During the construction and planning of the new permanent exhibition of the Jewish Museum, "100 Years - 100 Objects", the museum's director announced regular discussions where he explored and discussed current issues with the community and other interested parties. In the meantime, the objects of the exhibition "100 Years - 100 Objects" were already on the walls in a simple form. The community could prepare for the exhibition, unusual in every way, and add its own knowledge.

- The Dobó István Vármúzeum in Eger contacted and involved the organizations concerned to carry out his 1956 exhibition.

- Musée de la Civilisation, based in Quebec, Canada, refurbished its permanent exhibition of local indigenous people, involving 18 communities and 800 inhabitants, to present their past and future vision based on community knowledge.

- Most of the periodical exhibitions of the Dunaszentbenedek country house take place through donations from residents. There was also an example that the theme of the exhibition was suggested by the members of the pension club, but an exhibition was also prepared on the initiative of the mayor. [75]

- To celebrate the 30th anniversary of Pásztó becoming a city, the museum organized a community exhibition of photos of the city in 2014. The material presented has been collected and distributed by a local Facebook group. Many people were involved in identifying the exhibited photos and the locations regardless of the social networking site. The work was coordinated by the Múzeum of Pásztó, and the pictures were digitized there.

- The Kassák Múzeum, in cooperation with the homeless and the target groups concerned, produced a social exhibition entitled „Tettek ideje – Lakhatási mozgalmak a 20. században" ("Time for Action – Housing Movements in the 20th Century")

---

[73] https: //www.quicktapsurvey .com / blog / silvia-filippini-fantasy-qa-how-the-indianapolis-museum-of-art-uses-visitor-feedback /

[74] http://dunaszentbenedek.hu/kultura-es-sorakozas/tajhaz/ , and Bereczki 2017.-167, and Service Museum 2018

[75] http://www.kozossegi.ofi.hu/Contents/ShowContentById/106 ;about the program:
https://www.youtube.com/watch?v=tL0jEGOAaU0

- In the exhibition „Kő kövön" of the Néprajzi Múzeum, which introduced the way of life of rural Jews, secondary school students from Budapest intervened. The students exhibited items from the family's memories and detailed explanations. The creators of the exhibition added their own "pack" to their objects, not necessarily fragments of family ties, but rather of interest and emotional involvement. Thus, in addition to this confession hall, not only a vanished culture appeared in front of the visitor, but the story of more than four hundred thousand people killed, whether consciously or not, was passed on as their own. Questions and concepts on the wall were also posed by high school students, many of whom worked as student guides until the end of the exhibition. Thanks to their peculiar perspective, contemporaries were able to identify with the subject much better. [76]

5.2.5. **Digitization and virtual exhibitions**

- In its 2004 program, the London Museum of London regrouped 800 digitized pieces from its collection, linking them to 42 London-themed, ethnic, minority communities.

- The UffiziTouch mobile app for the Florentine Uffizi Gallery was completed in 2010 to help visitors navigate and learn more about the digitalized collection. Following the visit, guests were able to comment on the artwork using the social networking sites. [77]

- The Art Detective (http://www.artuk.org/artdetective) application is the award-winning development of UK public art collections. The free network connects members of public art collections and the public, service providers with expertise. The members of the network can start a discussion about the works and their origins, with the attention of a group leader.

- The Nádasdy Ferenc Múzeum in Sárvár own photo collection does not cover the entire history of the city, therefore committed to attracting all interested parties and asking them to upload their own photos. The Sárvár Anno Photo Collection contains all the interesting and exciting photos were uploaded by the users of the website, which were also accompanied by information. [78]

- In Finland, a proposal has been made for a strategy to digitize smaller heritage museums, which recommends the involvement and participation of communities and social media. [79]

5.2.6. **Knowledge transfer and interpretation: Events and institutional partnerships supporting leisure and lifelong learning. Museum andragogy.**

---

[76]

[77] http://sarvaranno.hu/ -

[78] http://samirbhowmik.cc/2013 / 11/03 / crowdsourcing-the-museum-a-digitization-strategy-for-small-museums-in-finland /

[79] http://vehiculum.hu/hmpage/content/kozhaszterv.pdf

- Among other things, the Vehiculum Ház in Besenyszög also made public the Community Culture and Museum Educational Utilization Plan (Közművelődési és Múzeumpedagógiai Hasznosítási Terv) on its website. [80]

- Visitors to the German Mindener Museum can fill in anonymous cards about services, programs and workshops. These are constantly evaluated, and their use influences the internal work. The suggestions and wishes are processed by the staff together and incorporated into the decision-making process and workflow. [81]

- Groups and organizations belonging to the sympathizers of Dornyay Béla Múzeum in Salgótarján regularly initiate programs. In connection with the Károly Kovács exhibition lectures were promoted with a lecturer in museology. An expert of the museum takes city walks to discover the artist's statues.

- The Open-Air Ethnographic Museum (Szabadtéri Néprajzi Múzeum) uses its living history knowledge transfer method in its two regions, where visitors can get to know the lives of the residents and the history of their homes in an entertaining way. [82]

- There is no difference between an outsider and a museum worker in the programs of the Helytörténeti Múzeum (Local History Museum) in Kunszentmárton. The residents and communities move around the museum cozy, working, having fun, helping kids: having fun. The museum would not be able to function successfully without it. [83]

- The Museum of Fine Arts – Hungarian National Gallery under the DOCENT Program, provides volunteer guides who present permanent exhibitions in English free of charge.

- In Debrecen, the Városvédő és Szépítő Egyesület (City Protection Association) regularly organizes lectures in the Déri Múzeum, which they organize themselves. [84]

- The New Media Group of the Museum of Fine Arts (Szépművészeti Múzeum Új Média Csoport) has entrusted one of its Museum + programs to young adults (16-25 years old) to organize a program for their target group. [85]

5.2.7. **Knowledge transfer and interpretation: Museum Pedagogy**

- Among other things, the Education and Participation Strategy of the Welsh National Museum is publicly available.

---

[80] http://www.museumsbund.de/auf-dem-weg-zum -partizipativen-museum-das-mindener-museum /
Page New-Infolt-The-El-Elasten Element
[82] Service Provider Museum 2018
[83] https://www.szepmuveszeti.hu/onkentes_tarlatvezetok
[84] http://ourmuseum.org.uk/wp-content/uploads/Learning-and- Participation-Strategy.pdf
[85] Lecture by Ilán Kustánné Hegyi-Füstös on the Skanzen knowledge transfer programs, on the Quarterly Methodological Day of the Action Communities project on 24.01.2018.

- Following the development of each new museum pedagogical activity at the Open-Air Ethnographic Museum (Szabadtéri Néprajzi Múzeum) a pilot session is held to refine the program in response to feedback from educators and students. [86]

- Museums regularly hold museum pedagogical openings throughout the country, with each museum presenting the current offerings of educators in the area. In addition, many museums are joining the Teachers' Night program set up by the Education and Training Center of the Open-Air Ethnographic Museum, a highlight of the Museum Autumn Festival. On these occasions, educators usually inform and express their opinions about the offerings of these museums in an informal way, through conversations and games. [87]

- In the Country House of Hosszúhetény, a museum pedagogy program based on local traditions was developed in cooperation with local kindergarten teachers, the program was held by the kindergarten teachers for the local and neighborhood kindergartens. [88]

5.2.8. **Museum services**

- Among other things, the website of the Open-Air Ethnographic Museum provides a detailed description of its complete service portfolio: for example, in the Skanzen train, horse-drawn carriage and bicycle help transport.

- The Hadtörténeti Múzeum (Museum of Military History) and the Open-Air Ethnographic Museum introduced a children's birthday service on demand.

- In the Attleboro Arts Museum in the United States, products are sold (postcards, books, souvenirs) produced by local communities and artists. [89]

- In the Dobó István Múzeum in Eger and in the Palace in Visegrád, spectacular historical exhibitions are organized in cooperation with non-governmental organizations of tradition.

- In Costa Rica's Santa Lucia de Heredia, members of the local community who have the right competencies – following business and cultural management trainings – run the tourist services of the Museo de Cultura Popular.

5.3. Displaying the method of public participation in documents defining the operation of museums

5.3.1. **Introduction**

The gradual spread of community-based methods is due to the proliferation of modern museum definitions (NEMO, ICOM), which describe the museum as an open institution for the community,

---

Page
 EFOP-3.3.3-VEKOP-16-2016-00001 Museum Sample Project: http://mokk.skanzen.hu/hatedhet-module-culturalism andthe-models-modern-modern-modern-models.html http: /
[88] http://attleboroartsmuseum.org/museum-gift-shop/
[89] TV CXL 1997 37. paragraph (2)

working with the community, open to dialogue, thinking and reflection. In Hungary, this type of approach is echoed in the several times amended cultural law.

According to the Cultural Law, the museum institution is described as a public service serving the community, which is open to the community and has an active relationship with communities and settlements, [90] therefore, almost all the documents of the museum institutions to be examined contain the above definition.

Although the importance of institutional engagement is clear and can be found in institutional documents, the representatives of the community, the way of cooperation and the forum are not defined. It is up to the museums to determine the way in which they are tailored to the specific institutional capabilities and responsibilities. However, this requires consideration of the many regulations on museum institutions. According to the CXCV of 2011 law[91] on Public Finances, the head of the budgetary authority is responsible for the performance of public duties in accordance with the provisions of law, the articles of association and internal regulations, and for the fulfillment of the statutory obligations of the budgetary authority. The head of the institution can therefore accept all community-based initiatives and decisions in one person and in compliance with the relevant legislation. Thus, the head of the institution can take all community-based initiatives and decisions in a single person and in compliance with the relevant legislation.

5.3.2. **Museum institutional operating license**

On the issue, modification, revocation of the operating license of the museum institutions, the Cultural Act and the Act 376/2017 on the Operating License of Museum Institutions. (XII. 11.) Government Decree. A request for the creation of a new museum facility and the modification of an existing one can be submitted to the Department of Museums of the Ministry of Culture of EMMI by completing the form entitled "Provision of Data and Proposal for Operating License to the Museum Institution". Operating license is based on this.

The operating license of the museum institutions includes the name, seat of the museum institution, the year of its establishment, its professional classification, its collecting area[92] and, in the case of a museum exhibit of public interest, the name and subject of the permanent exhibition, the name of the exhibitor or the owner of the cultural objects presented in his exhibition, and his maintainer's title and address. [93] The content and form of the license are thus bound. The document is the primary source of professional classification and thus forms the basis for the classification of museum obligations, opportunities, the composition of human resources, and the institutional

---

[90] Áht. 10. paragraph (1)
[91] Áht. 10. § (1)
[92] except for public exhibition sites
[93] TV CXL 1997 40. paragraph (1)

documents required by the museum type. The amendment of the data contained in the operating license is subject to the authorization of the Minister.[94]

Section 37 para. (2) of the Cultural Act defines museums in accordance with modern museum definitions. The 376/2017. (XII. 11.) Government Decree regulates the professional minimum required for the issue of operating licenses for museum institutions. Current expectations for community involvement and participation by museum institutions:

- provides community culture and museum education services which enhance local identity and fit local exhibitions and the National Core Curriculum;

- all museums have a professional institution which operates a website and provides visitors with online services;

- apart from the public exhibition site, the institution operates a research service for a specified period;

- depending on the institution's professional classification, it establishes the professional positions required for the performance of its compulsory activities.

One of the most common recurring intentions of community development is to strengthen local identity. Rural museums must provide public services that enhance local identity. However, this raises several questions: Does the museum agree on these services and, if so, with whom/which civil association? However, in the absence of conciliation, how does the institution know what services the local community expects from it?

In order to obtain an operating license (and, consequently, to retain it as well), the maintainer must undertake to employ a community culture specialist – depending on its professional classification – or to establish a position as a museologist with the qualifications of a permanent exhibition. During the opening hours, the collection can be visited in the presence of an employee with a specific job, who must also provide the community culture and museum education services related to the exhibition.

On the other hand, the Government Decree[95] also provides the possibility that the position of the museum community culture specialist may be filled by a teacher or a community culture diploma. For the settlements, compliance with the law, in principle, this cannot be a problem, but in practice it is often a problem to establish the status and finance the job. Community-based operation of a museum of public interest could be a solution (volunteering, delegating the task to a non-governmental organization).

Controlled opening hours are a problem in the case of public collections and museum exhibitions of public interest. Except for the period from 1 November to 31 March, three days a week

---

[94] 376/2017. . paragraph (1)
[95] 376/2017.

(including one of the weekend days), the museum institution must provide community culture and museum education program with an opening time of at least four hours. In many small villages, 12 hours a week is an obstacle which could easily be overcome within the framework of the public participation method.

Museums belonging to the category of museum collections of public interest are the least frequently independent institutions. These museums usually either the branches of a larger museum or complex cultural institutions such as the departments of general cultural centers, therefore mentioned in, and formulated as part of, the operating documents of the parent institution.

Due to its content and form, the operating license is therefore not suitable for modifying the principle of community-based operation.

5.3.3. **Articles of Association**

Each museum institution holding an operating license must have an article of association. The content of the article of association is contained in Government Decree 368/2011. (XII. 31.) Article 5 § 1-2. and this regulation is issued by the maintainer of the museum. The article of association includes the budgetary authority's (museum institution):

1. name, seat, establishment, professional classification;

2. sector classification and designation;

3. founding body;

4. the details of the management body, the maintenance body and the supervisory body;

5. the basic professional activities of the public service, and its marking by government function;

    5.1. statutory public task;

    5.2. a list of basic activities;

    5.3. designation of core professional activities and its marking by government function;

    5.4. competence and scope of activity;

6. property for the performance of its duties;

7. the order of the head of the body;

8. indication of the legal status of the persons employed.

Below the list of core activities, the maintainer can identify the tasks that the institution can accomplish as much as possible for the community on a community basis. A good example of this

is the article of association of the Gödöllő City Museum (Gödöllői Városi Museum), which includes, in addition to the usual templates found elsewhere, activities for the following topics:

"…*Helping to build and maintain relationships between the local society, community life, and intercultural relations. Improving the conditions for community development (...). Self-directing, self-training courses, learning opportunities, talent development. Facilitation of the activities of art educators, amateur artists, cultural communities, art groups, circles, clubs. Through its cultural mediation, it contributes to the process of lifelong learning. (...) Supporting children and young people's own projects, programs, and tasks related to state measures to promote the participation of young people in voluntary work. Providing the institution's premises for community culture and other community programs, events…*"[96]

The institution's "registry" data, management, supervision, public task, branch classification, and core activity do not provide an opportunity to express community-based operation. Under the heading "Organization and functioning of the budgetary authority", in addition to the employment relationship, the civil service relationship and the assignment relationship, it may be desirable to include a description of the voluntary status in the organization together with the name of the relevant legislation.

The community's influence on the museum can be enhanced by the ability of members of the community to express their opinions during the application and appointment of the head of the organization.

We must initiate the amendment of the article of association with an application, suggesting in which part of the document we intend to make an amendment, and what its contents are. In the case of municipal institutions maintained by the local government, the representative body decides on the modification, while in the case of state-run institutions, the minister through the Department of Museums of the EMMI. In the case of church institutions, the amendment must also be submitted to the maintainer, while in the case of museum institutions operating as non-profit and for-profit organizations (non-governmental organizations, business associations), the court of registration must apply.

5.3.4. **Organizational and Operational Regulations (OOR)**

Institutions with professional qualifications as a museum must have an organizational and operational regulation. The Act on Public Finances specifies that in the case of a budgetary body, the document must contain:[97]:

a) a full indication of the law establishing the budgetary authority, where such was provided for by law;

---

[96] http://godolloimuzeum.hu/wp-content/uploads/2014/11/GVM_Alap%C3%ADt%C3%B3-Okirat.pdf
[97] 13. paragraph (1)

b) number and date of foundation of the article of association of the budgetary authority;

c) indication of the principal activities to be performed and classified according to the function of the government, as well as regular business activities;

d) detailed list of the entities in respect of which the budgetary authority exercises the rights of founder, shareholder (member, shareholder);

e) the organizational structure and operation of the organization, the name of the organizational units, including the economic organization, its tasks, the organizational chart of the budgetary body;

f) the branches in which the heads of organizational units may act as representatives of the budgetary authority;

g) duties and competencies of the positions specified in the organizational and operating regulations, the way of exercising the competences, the order of substitution including – where the head of the budgetary authority and the chief financial officer are prevented, or if the post is temporarily vacant – the order of general replacement and the related liability rules;

h) apart from statutory provisions, the order of practice of the employer's rights, including the transfer of employer rights, and

i) a list of budgetary bodies in respect of which… tasks are performed.

The purpose of the OOR is to determine the institution's data, organizational structure, internal order and way of performing its tasks, the operating rules of the institution. The OOR comes into effect with the approval of the maintainers.[98]

Under the general provisions, it can be stated that the OOR was not only approved by the maintainer, but also by the local community, and recommended for approval. At the same time, mention should be made of the law on voluntary activities of public interest and the law on national public education, which includes the community service, as well as the laws governing the activity.

In the section dealing with the appointment of the head of the institution, the OOR can declare the involvement of the community.

In addition to the definition of the task, the names of those responsible and the deadline for implementation, it is useful to include in the detailed section of the annual work plan that potential civil partners and local communities are consulted during planning, implementation and evaluation.

Other documents should include framework agreements for cooperation, agreements (e.g. voluntary contract, job description of volunteers, other documentation of their employment, job task agreement) which support community-based operation.

---

[98] CXL of 1997 TV. Section 50 (2) b)

The scope of the OOR should extend to volunteers as well as to NGOs working in the institution, and the policy should apply to the communities in the building.;

The list of tasks should include the involvement of the community in decision-making at the levels of information, consultation, involvement, cooperation and authorization. Classification of its core activities according to the order of the general government professional tasks is the following:

- 910204 Museum community culture, public relations activities

- 082091 Community culture – developing community and social participation,

- 082092 Community culture – care for traditional community cultural values;

- 086020 Provision and operation of local and regional community space

In the chapter on organizational structure and management of the institution, the tasks of each job are described in the description section:

Director

- prepares the annual work plan of the institution with the involvement of professionals and local communities.

Cultural manager / Museum ducator / Community culture specialist / Cultural community developer

- Continuous and active contact with the local Community Culture Roundtable and participation in its meetings.

Leadership Forums section:

- Invitation of the representatives of the Community Culture Roundtable twice a year to the annual joint staff meeting.

The establishment of a "Community Advisory Board" of directors, made up of representative civil society organizations in the municipality, should be considered and made possible. The existence and tasks of the Community Advisory Board must also be indicated in the OOR. Possible tasks:

- Provides advice to help decision-makers in institution-related communities Contributes to the development of the institutional strategic plan.

- Contributes to the development of the institutional strategic plan.

- Contributes to the preparation of the annual work plan of the institution and to the opinion of the annual work report.

In the chapter on use of facilities and premises:

- Are there dedicated spaces for the local / regional community, how to access them, how to use them.

- Are there any units maintained by the local community in the institution, regulating cooperation.

- Does the institution serve as a headquarters for civil organizations and, if so, under what conditions.

The regulation of the use of premises should cover the clarification of access possibilities for communities and NGOs (both in terms of rights and obligations).

When defining the number of employees and jobs, the maximum number of volunteers should be included, the legal framework for their employment, their benefits, as well as the terms and conditions of their work, as well as the tasks which may be delegated to them.

As with the article of association, state, municipal and church-maintained institutions may formally apply for the amendment of this document towards their maintainer, while other museums may amend their OOR with the approval of the civil organization or business association or private individual.

5.3.5. Museum Mission Statement

Museum-classified institutions must have a mission statement approved by the maintainer.[99] It also defines the concept of a museum mission statement in Annex 1 of the Cultural Law, which is "*a written document establishing the professional activity of museums, which, in order to fulfill the tasks set out in this Act, records the museum's internal and external capabilities on the basis of its collections and professional and material infrastructure, and on this basis it sets strategic goals for its local social involvement,*".

The mission statement indicates the value system of a museum, the activities it pursues, and the purpose it seeks to achieve. Most of the Hungarian museums are based on the Cultural Law in the formulation of their mission statement. In addition to the basic tasks of the museum (collection, research, preservation, presentation), they emphasize the public service (perhaps promoting local patriotism), the importance of museum education, the support of lifelong learning.

If we want a truly community-based museum, we must include the representatives of that community in the formulation of the mission statement. By formulating their needs, they can help to define more precisely "for whom, what kind of activity, for what purpose".

Based on foreign examples, the following elements are included in the mission statement of community museums:

- the mission of the museum is to identify relevant social issues and problems which affect the lives of the inhabitants of a given settlement;

---

[99] CXL of 1997 TV. Section 42 (4) b)

- the museum's task is to promote mutual understanding and strengthen social ties;

- community museum, for the community, with the community;

- promoting the rapprochement of people and viewpoints by learning from each other, strengthening a community;

- active citizenship in documenting and using cultural heritage is an effective tool for creating and maintaining community and civic responsibility;

- strengthening local identity (local patriotism).

A common feature of community museums' mission statements is that they do not define themselves as institutions independent of or above the community, but as part of the community. In this approach, the basic tasks of the museum (enrichment, preservation, presentation, scientific research, museum pedagogy, community culture activities) also serve as tools for building the local community and strengthening the local identity.

Smaller museum institutions, such as country houses, do not yet have a mission statement, but if it becomes a practice, it could be stated in them that they maintain close partnerships with local cultural and civil society representatives in addition to their professional relationships.

It is true that the mission statement and its modification are accepted by the museum maintainer, but its modification is probably the least administrative and may contain the most important guiding content on community-based operation.

5.3.6. **Strategic plan**

Based on the definition of Annex 1 of the Cultural Act, the Museum Strategic Plan is *a written document that underpins the strategic tasks of museums, analyzing the social and economic environment of the museum in order to fulfill the tasks defined in this Act – in line with the museum mission statement. In addition, it defines the strategic goals to be achieved in collecting and accessing cultural goods over a three-year period, defines measures related to strategic goals, and quantifies the planned target values of the goals to be achieved, as well as the personal, material and budgetary conditions of implementation.*

Each museum-qualified institution must have a strategic plan, [100] approved by the maintainer. [101] Prior to adoption, the maintainer submits the strategic plan for city museums with county authority to the minister for approval.[102]

The preparation of the strategic plan is a complex, multi-stage process. As a first step, reviewing the external and internal conditions (where we are now?) preparation of the PEST analysis

---

[100] TV CXL 1997 45. paragraph (5)
[101] CXL of 1997 TV. Section 42 (4) b)
[102] CXL of 1997 TV. Section 50 (2) b)

(**P**olitics, **E**conomics, **S**ociety, **T**echnology, i.e. political, economic, social and technological factors), examining social and cultural environmental trends and stakeholder analysis examines the scope, intentions and goals of stakeholders including local communities.

The snapshot provides an overview of infrastructure and staffing conditions, in the latter case, the number of volunteers and the indication of the relevant legislation are also relevant; a SWOT analysis of both external and internal factors provides an opportunity to measure strengths, weaknesses, threats and opportunities from the point of view of community-based operation.

As a second step, we can define specific projects by means of resource assessment, strategic actions and programs (how do we want to reach our goals?). These need to be broken down into tasks, deadlines, responsible persons, financial conditions, evaluation.

The vision, the new challenges can provide a detailed way of recording the enforcement of community-based operation. If the intent of the maintainer or operator allows it, the model of the five-step scale of participation (information, consultation, involvement, cooperation and authorization) can be used to formulate the objective to be achieved by level and overall.

There is also an opportunity to reconsider the specific tasks of the strategy, the mission considering the aspects of community-based operation.

The mid-term and long-term projects (e.g. community archaeological excavation, community exhibitions, community digitalization, etc.) can be included in the operational plan by specifying the above characteristics. Projects based on community cooperation should be developed in collaboration with the representatives of the community concerned and the conditions should be set with them.

In the third stage of planning, when defining the values (where we want to go), we need to include our mission statement principles, which are formulated with community involvement in the case of a community-based institution with the community in mind.

The strategic plan can clearly state that the institution will be able to cooperate not only with other museums, cultural and educational organizations, but also with local communities. During its operation it responds quickly to changes in its environment, considering the emerging needs and reactions of the population.

Among the principles emphasized in the management of the museum institution the following principles can be linked to the community-based operation:

- a cost-effective approach (involving volunteers, external civil partners);

- developing a performance-oriented work culture which takes volunteers into account, team building;

- close contact with partners in connection with the country house;

- in addition to continuous analysis, exploiting the strengths of internal factors and eliminating their weaknesses.

When designing the composition of your revenue, you may find it a new opportunity to widen your program offerings which based on emerging needs, also relies on local helpers to increase revenue while minimizing costs. The development of a broad social base can contribute to increasing the income from 1% of personal income tax, and it can also multiply the success of donation campaigns for specific purposes (e.g. purchasing of works of art, necessary development, and restoration of damages).

In the direction of development, community-based operation can gain ground in the following areas:

Exhibition activity: The creativity needed to attract visitors can be imagined not only with internal resources, but also with the choice of themes, presentation, installation, communication strategy, it is expedient to rely on the potential of the settlement. The professional work done in this way reinforces the positive image of museums, exhibitions can be created to encourage both the local population and visitors from further afield.

IT, Digital Developments: The museum institution should strengthen local identity, ensure the availability of digital content (to the extent possible), and make its collections and databases accessible to all with appropriate content. Through its content should strive to meet real needs and make them accessible to people with disabilities.

Tasks of museum pedagogy, museum andragogy: As a community and "open cultural space", the goal is to reach out to as many social groups and age groups as possible and establish a living relationship with educational institutions that are crucial for local embeddedness. The workshops can basically be connected to the permanent exhibition, their goals are national and folk knowledge and social knowledge, which in our case can be based on local roots.

Specific contact points for the community-based operation of museums:

- Involvement of trainees and volunteers to carry out museum pedagogical tasks and, based on local knowledge, involvement of helpers in case of crafts and professional programs;

- making the museum pedagogical workshops tailored to visitors' needs, including in the form of an audience program, and public demonstration classes for those interested.

The museum institution as a tourist attraction: The museum is not only a participant in the cultural and economic life of the settlement, but also strengthens it. Good accessibility, a well-maintained building, access to knowledge and novel presentation are important for success. All of these can be strongly supported by the broad social base which owns the museum, sees it as a matter of prestige to provide the right conditions for its guests.

Specific tasks related to the tourism function – suitable for community-based operation:

- strengthening of informal and formal relations of the museum, establishing new ones;
- development, implementation and operation of programs which harmonize with needs and local conditions (e.g. joint exploration of traditions, reintegration into community life);
- significantly extending the museum's opening hours during the summer, providing flexibility on weekends (e.g. with the help of volunteers);
- defining and implementing forms of marketing activities (building relationships with local tourism businesses, creating the conditions for a positive news flow with the regional media…).

The local community should be constantly involved in monitoring and evaluating the strategic plan (community projects).

5.3.7. **Annual technical report and plan**

The museum carries out its professional-grade institutional duties based on an annual professional plan and draws up an annual professional report on its activities.[103] And the annual work plan is *prepared on the basis of professional indicators relating to service tasks, exhibition activities, collection and registration of collections, scientific research and the protection of works of art.*[104] The annual work plans of museums are set out in the 51/2014. (XII. 10.) EMMI decree on the professional indices required for the annual work plan of the museum and the national library and the county library.

The work plan and report must also be approved by the maintainer. In the case of city museums with county authority, the maintainer sends the document to the Minister for comment before it is adopted.[105]

In the annual report and plan, which is in line with the logic of the strategic plan, the goals can be formulated and fulfilled in a shorter term, thus, in principle, there is also the possibility of rolling planning and continuous correction and refinement. In the situation analysis (material and personal conditions) it is necessary to show the monitoring of the method of participation of the population and the recording of changes.

Suggestions for professional activity:

- In addition to the exhibition activity, in the case of museum institutions, the acquisition of collections and the organization of temporary exhibitions is also relevant at the operational level which can be done in accordance with the museum's institutional classification, as laid down by law and subject to conditions. In both areas, the involvement and activation of the population can be decisive and empowering.

---

[103] CXL of 1997 TV. Section 42 (4) b)
[104] TV CXL 1997 45. paragraph (5)
[105] TV CXL 1997 95./B. § (9)

- Civil organizations associated with museums can play an active role in preserving and protecting art objects.

- Community culture & public relations activity: The mapping of the main target groups of permanent and temporary exhibitions and the museum pedagogical activity can be used to improve the visitor base. Connecting to local events promotes the development of cooperation with the public and makes the role of the museum up to date.

- Communication: Local and regional communication with the written and electronic media is also the basis for museums, and it is important to make the most of this potential.

  Examples: A lively, community-based country house can attract the attention of both its narrower and wider environment, media interest and presentation reinforce local self-awareness, and for those who were previously indifferent to the work.

  The head of the museum institution can have a permanent section in the local newspaper, he can edit a local history book or create a calendar, a photo and video database with the involvement of the population.

This also applies online, on a website, on a community site, and on a blog. Digitization can make the collection available online, and in some country houses, it is common practice to select artwork of the week or month. Familiarizing these with community activities can become an experience or a game.

5.3.8. Annual evaluation, report

About the museum as a professional institution annual performance evaluation is also carried out.[106]

The operating frameworks of smaller institutions, such as country houses, differ from independent museum institutions, so they only produce annual professional work reports on their work.

5.3.9. Online interfaces

All Hungarian museums, as a professionally rated institution, must have their own website, where they also need access to online services.[107] The institutions operate websites with a relatively uniform data structure, but with a broad spectrum of design.

For existing websites, the classic solution (in the best case) contains the following sections:

- Opening hours

- Permanent exhibition;

---

[106] CXL of 1997 TV. Section 42 (4) b)
[107] 376/2017. .

- Temporary exhibitions;

- Programmes

- Museum Pedagogy/Education

- About us

- Contact, information

These could be expanded by presenting communities organized around the museum, the conditions for the reception of volunteers, school community services, and a gallery that presents the occasions of the living museum and the country house beyond the works of art.

The update of content, photos and videos is a weak point in museum institutions. A community-based museum can also carry out these tasks up to date, at the level of collaboration or even empowerment.

There are websites which are important tools for communicating with the public, including downloadable information, games, and interactive content creation capabilities. These are still rare, and the community which supports the country house can make the most of its suggestions to make these features available.

In the case of country houses, the online appearance is still in its infancy, which is an area to be developed as soon as possible. Most of them do not have their own website, they appear on the menu page of the maintenance municipality or the operating complex institution (community center, library) at worst, and they are only mentioned as sights. They miss a very important means of communication with visitors, including the local community. Creating a website is now a simple and easy-to-finance option with templates, either a young person who is on community service or a volunteer can create it, it is also an opportunity for community-based operation.

On the IAP2 scale, most institutional websites remain at the level of information.

Consultations are rarer, it appears most often on the institution's community pages, in most cases on its Facebook sites. There is a growing number of opinion and criticism about the institution on business and tourism sites (such as TripAdvisor, Google business, etc.) which operate independently of the institution. If we create a community museum, we must also consciously design and use the social networking sites of our institution, at least on Facebook and the Google business interface. The comments, questions, and criticisms that arise must be answered as soon as possible. On these platforms we can ask for the opinion and help of our online community.[108]

Institutions use the possibility of social networking sites (Facebook, Instagram, Pinterest, YouTube, Flickr, Daily Motion and Google Plus) to varying degrees yet more actively than their own website. Over the years, even small collections can build a significant community base, and

---

[108] See 5.4.1. section.

that how they can really get close to people. In order to have the desired effect, there is a lot of work to be done, and local supporters can help with this, as well as visitors who have had a positive experience with photos, videos, short reviews. The milestones of the timeline reliably signal important events, and the posts are not just for broadcasting information, but for starting real conversations.

Joining a museum-independent community digitization project (such as Forum Hungaricum[109] or TOPOTÉKA) may also increase the relationship between the museum and the community to the level of involvement and cooperation.

At country houses, digitalization is like web sites, and few use this opportunity, although visiting the house, the most important sights, viewing the exhibition in this way can be an essential part in the preparation of the real visit.

Where digitization has taken place, the collection is registered in a database (MONARI), and German nationality country houses (with support from the motherland) use a system called Museum Digital to make their collections accessible to the public and research.

These IT solutions also serve the "open museum" concept, widening the interface between the museum and its audience. During community-based operation digitization is a useful opportunity for involvement.

An increasingly important form of information sharing is the museum database which is used by not only experts but also by students and people who are interested in it. The Forum Hungaricum is a freely accessible, searchable metadata base which stores documents from state, municipal, church collections, private cultural values, and European cultural content, and also provides an opportunity for small museum institutions to introduce themselves to the public.

Some museums can achieve the authorization level by transferring editorial rights to an online social media site – such as their Facebook page – to volunteers or museum friends.

5.4. Methods

5.4.1. Evaluating community commitment in the museum

Definition

The Museum Assessment Program (MAP[110]) is an evaluation system developed by the American Alliance of Museums in the United States and the Institute of Museum and Library Services. It has three types of evaluation: organizational, collection and community commitment.

Purpose of the activity

---

[109] Previously: MANDA. http://forumhungaricum.hu/
[110] Museum Assessment Program: https://www.aam-us.org/programs/accreditation-excellence-programs/map-assessment-types/

The purpose of MAP is to help assess the strengths and weaknesses of museums and to plan their future. Within this, the institutional assessment of community commitment examines whether the museum understands its communities, how it interacts with them, and how the community views the museum.

Key terms

Assessment, self-esteem, museum, community, community commitment.

Conditions

- personal: own staff, volunteers, trainees, stakeholders involved in the evaluation;
- material: writing tools, forms, dictaphone, computer, printer for evaluation;
- financial: the provision of the missing material resources, the salary of the co-workers for evaluation;
- temporal: approx. it takes 80 hours from the leader of the evaluation, while the assessment team approx. 40 hours and contributors approx. 15 hours.

Applied tools and methods

To complete the survey, you must apply to the museum at MAP. To initiate the process, the program's museum commissioner and the participating staff must attend a self-directed training course, where they perform tasks in a workbook. After that, the survey can start which is based on self-examination so the museum staff do it.

The structured checklist for the survey includes the following questions, for which you should use a five-step scale:

Acceptance

Mission and Planning

- Do the employees and the maintainer clearly and unambiguously understand / interpret the museum's mission?
- Does the museum's mission statement summarize achievable goals?
- Does the museum's mission statement, vision and plans formulate the public service?
- Are existing plans used by staff to address the most important challenges and are they used to guide the museum's activities?

Audience, Participation, PR and Marketing

- Does the museum know, understand, and compete for its target audience?
- Does the museum make good use of its resources to promote its products and services?
- Does the museum have clear and appropriate goals for public participation?
- Does the museum have a marketing plan which effectively supports these aims?

- Has the museum clearly identified its target audience and are appropriate steps being taken to meet their needs?
- Does the museum collect information about the audience and visitors, use it for performance evaluation and for next plans?

Experience

Content, Ideas and Concepts

- Does the museum have a clear plan for the content presented to the audience, guided by its mission statement?

Visitor Services

- Does the museum provide the best experience for its visitors, which is at the center of its resources?
- Does the museum create a safe and accessible environment for visitors?

Exhibitions and Programs

- Are the museum's educational goals clearly defined and matched with its mission statement, are they relevant to the audience and its resources?
- Are exhibitions and programs tailored to the needs of the museum audience?

Participation

Community Participation

- Is the staff aware of the role of the museum in the community?
- Is the community active and supportive towards the museum?

Human Resources

- Does the staff know their job accurately?
- Does the training and performance of the staff address the needs of the audience and community of the museum?

Financial Resources

- What is the financial situation of the museum?
- Is the financial status of the museum and its design related to current and future needs?
- Does the museum have adequate resources for serving its audience and community, and for marketing and communicating the museum's services?
- What new or expanded financial resources are available and what can be obtained?

After the survey, the MAP experts meet with the staff, the management and the volunteers during an on-site visit. They jointly compile a report on the evaluation of the operation of the museum,

make recommendations and propose resources according to the criteria defined in the program. The entire process takes approx. one year.

Complete presentation of the program, evaluation and reporting, and mentoring by MAP experts detailed descriptions, frameworks, and guides are available on the American Alliance of Museums website.

Results, expected outcome

The assessment can be started if the museum has formal and approved mission statement, the existence of which is a clear institutional self-image which can be examined in the context of the community's opinion on the museum. The staff involved in the assessment should be experienced in self-study. The museum must also have a well-established institutional / strategic planning process.

Expected result of assessment:

- staff and maintainer knowledge expand:
  - about the communities and stakeholders of the museum;
  - about how the audience and the community view the museum.
- accordance:
  - the museum mission statement with the audience and the community;
  - allocation of resources to the needs of the community.
- within the museum can improve:
  - communication with the community;
  - serving the public;
  - identifying and developing the potential audience;
  - developing partnerships to meet community needs;
  - integrate community needs into the museum's long-term plans;
  - conducting a survey of visitors;
  - development of visitor services;
  - satisfying the needs of the audience with exhibitions and programs;
  - preparing or reviewing policies and procedures;
  - preparing a long-term museum interpretation plan;
  - preparation of an emergency management plan.

5.4.2. **Stakeholder management and analysis in practice** [111]

Definition

---

[111] The Text is Béla Czimbalmos: Stakeholder Analysis Cultural Community Development Practice Based on Action Communities Curriculum.

"The stakeholder means affected in Hungarian, stakeholder management means: in a given problem situation, every participant (individual, group, organization, institution, etc.) is affected, whether it is an interest, value or some kind of participation on the given problem."[112]

Purpose of the activity

On the one hand, stakeholder management identifies and balances the interests and needs related to the task, so that the task and goal definition can be accurate and the best solution for its implementation is selected.

On the other hand, maintaining the continuous management of the stakeholders, communication, change management, risk and opportunity management during the execution and fulfillment of the task.

Key terms

 Stakeholder, analysis, management.

Conditions

The main steps of stakeholder management are stakeholder analysis, stakeholder communication and stakeholder management.

The process of stakeholder analysis:

1. Pre-delimitation of the topic, identification of stakeholders.
    First, compile the whole circle, then (if necessary) narrow it down. In the latter, it may be helpful to divide into groups (based on interest) and select key people.
    Questions: Who are the stakeholders? What are their interests? How much influence do they have on the project execution process?
    Methods: e.g. brainstorming, interview etc. No one can be left out who can prevent the achievement of the goal.

2. Preparing for data collection. The boundaries of the task are clarified, and the real expectations are determined. (The stakeholder expectation is broader than the success criteria but there must be a significant overlap.)
    Methods: e.g. workshop, interview, questionnaire, etc. Collecting interests and considerations – expectations. It can help if the stakeholder weighs his or her expectations.

3. Expectation list, targeting, feasibility study

---

 http://tudasbazis.sulinet.hu/en/security/marketing-marketing/commercial-marketing-modules/modern-measures-research-models/modern-management-model-models-161678   http: //tudasbazis.sulinet.hu/en/security/marketing-marketing/market-marketing-modules/modern-measures-research-models/modern-management-model-model-models-141

After prioritization, clear, measurable, manageable targeting, functional specification. There should be no goal, no solution that could fail the stakes of some stakeholders.

4. Stakeholder Communication Management Plan

Communication management to meet the needs of stakeholders and to resolve their issues. It improves success if the project is not diverted and the ability to work together remains unaltered.

Applied tools and methods

Applications may require very different solutions depending on the nature of the tasks, projects, complexity, size, and characteristics of the organizational culture.
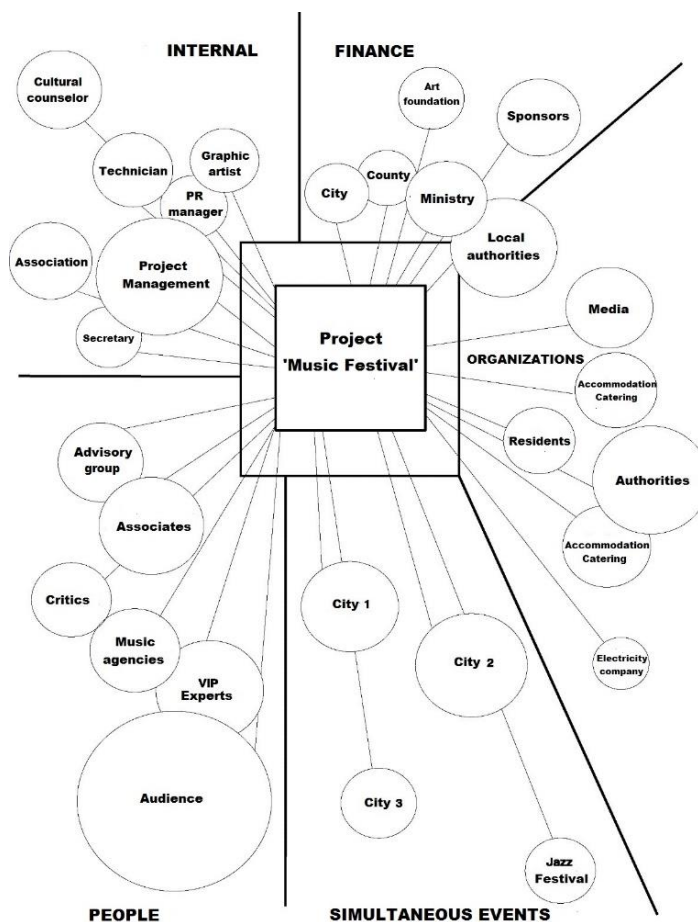
Figure 14: An example of a graphical representation of stakeholder analysis for an event project

Source: Study material of Béla Czimbalmos (manuscript[113])

Each circle represents different stakeholders, their size is proportional to their importance and their distance is proportional to the intensity of the interactions.

Stakeholder Communication

The purpose of stakeholder communication is to ensure the timely, appropriate form and content of the information necessary for successful implementation.

It is important to ensure that communication with the outside world is not incidental, and the necessary activities are incorporated into the process consciously.

All contributing team members in the implementation should be aware of what and how to communicate the task to the outside world.

Stakeholder name / role	Key interest, result	Required support, role	Communication channel: personal / electronic	Required messages, communication content	Action, communication regularity, deadline	Action, responsible for communication, realizing

Figure 15: The form of a possible application, an overview communication board

5.4.3. Museums and communities for exploring, preserving and presenting the cultural and natural heritage of the settlement

Definition

A series of organized, coordinated, ongoing activities by museums and communities of the settlement to discover, preserve, display and promote the cultural and natural heritage of the city. A prerequisite for cooperation is an open museum serving the community, working with and for the community, going beyond its traditional framework, it encourages dialogue, thinking, learning and reflection.

Purpose of the activity

Research, preservation, presentation and promotion of cultural, natural heritage – relevant to the

---

[113]Source: Educational Toolkit for Theoretical Teaching of Change Management Module of the Active Communities Community Initiative EFOP-1.3.1-15-2016-00001 Training for Change in Cultural Community Development Practice Module, Béla Czimbalmos, 2017.

community – with the involvement of the community to counteract globalization in order to build a local community, preserve local traditions and strengthen local identity.

Key terms

Community and social participation, community exhibition, community memory, cultural and natural heritage, cooperation, cooperation agreement, local history, local identity, topotéka, stakeholder analysis, project management.[114]

Conditions

- legal background: the Cultural Law on museums, public library services and community culture; LXIV. Act on the Protection of Cultural Heritage;
- institutional: an institution with a multi-disciplinary collection circle;
- personal: museologist, non-governmental organization, cultural community organizer, community culture specialist, volunteer, informatics;
- material: camera, dictaphone, laptop / computer, scanner, installation tools, display case, car;
- financial: construction of the exhibition, maintenance of the database, publishing costs, costs of organizing events.

Applied tools and methods

Domestic and international museums have implemented a number of community projects to achieve the goal stated in the title. One of the keys to the success of community projects is that museums recognize the community as an equal partner, creating a win-win situation for each party.

One of the most common forms of cooperation is when a community researches, presents and preserves its own history and its element with the help of the regionally competent museum.

Already during the preparation of the research - and later during the field work - the members of the community help the museum staff to find the informants, sources and objects. Numerous examples show that members of the community are involved and actively participate in several work processes during the research process, such as interviews, photos, drawings, transportation of objects, researchers, etc.

In many cases, the community has been involved in processing of collected data and objects (e.g. data entry, interviews, typing, photography, scanning, writing / sewing inventory numbers, etc.).

Achievements are almost always presented at a community exhibition for members of the community and those interested in the community. The technical preparation and installation of the exhibition is done jointly by community members and museum professionals, the captions and lyrics are written together. It is an experience that other objects and souvenirs arrive to this type of exhibition after the exhibition has been completed, just before the opening or during the exhibition

---

[114] Project Management Guide 2013

which on the one hand enriches the results of the collection and on the other hand may require expanding or supplementing the exhibition. It is worth preparing for this in advance.

In the restoration of the collected objects, in preservation and in the preventive protection of the artworks, the skilled, specialized members of the community can help the museum's restoration work.

Several examples in Hungary show the cooperation of city conservation / urban development associations and museums in organizing workshops, conferences, publishing publications, preserving and raising awareness of monuments and natural values. A remarkable initiative is to carry out thematic walks in the joint organization of associations and museums, presenting the unknown and lesser known cultural and natural values of their place to the members of the community and those arriving at the settlement.

Museums with collections of fine arts and applied arts cooperate with art groups and creative camps several times. During the collaboration, the museum provides an exhibition opportunity, promotion to the art community, in exchange, asking the creators to enrich the museum's collection with their works. Often, the museum and the art community together define the theme of the creative camp, which can be related to the place, local creator, the anniversary of the local community, etc. The museum staff organize lectures and workshops for the art community at the beginning of the creative camp, who will prepare their works with the knowledge gained in this way. Several museums give the community a free hand to install and organize their museum exhibitions.

Virtual space, community platforms, and specialized archives are essential tools for communities and museums to explore, discover, and promote the past of a community, settlement, or subdivision.

Creators, managers or active members of several museums are active members of thematic Facebook groups, where they collect and share digital material about the history of a settlement or community and ask for the help from the virtual community (e.g. when the picture was made, what / who is in the photo, etc.)

In 2017, Topoteka, [115] (Topotheque) a community digitization project launched in Austria, began under the professional guidance of the Hungarian National Archives. The aim of the project is to capture, process, and make available, in a unified way, local, historically relevant, privately owned photos, documents, and sound recordings with community involvement on a digital basis, Topoteka. Each community, settlement, or subdivision builds its own Topoteka, involving volunteers from the local community committed to local history, whose work is brought together by a Topoteka manager who is also the member of the local community (in most cases from a local museum or library) data publishing is also the manager's responsibility. The strength of the

---

[115] See Topotéka's entry on Wikipedia. And What is the topotheque?

platform is its metadata structure, based on international archival standards, and its ability to localize data, combined with ease of use and search experience. Since its launch in 2014, the project, which has more than a hundred members in Europe, has been continuously conducting meetings and further training. Topoteka "co:op – community as opportunity, the creative archives and users network" operates within the framework of a European project. Complementing the databases of public collections (libraries, archives, museums), Topoteka provides a unique and innovative way for preserving and sharing hard-to-access private historical documents, regardless of space and time. They contribute to the local and historical identity of communities.

The "bring your history"[116] events can be connected to Topoteka, which bring together members of the local community who share their memories, show each other their photos and sound recordings, etc. During the meeting, they scan the documents, record the interviews, which are then published in the local Topoteka. These types of meetings can also be hosted by museums so the museum staff can help with data recording or conducting interviews and new materials, stories may come into their view.

Domestic initiative is the database of Forum Hungaricum Nonprofit Limited Liability Company (formerly the Hungarian National Digital Archive) [117] which publishes the digitized cultural assets of Hungarian museums, archives, libraries, private collections, NGOs, cultural and educational institutions. The digital platform – like Topoteka – allows extensive collaboration between museums and communities.

Community funding (crowfunding) has become increasingly popular in the creative and cultural sector in Europe over the past few years, where virtual communities (individuals or organizations) are asked for a small amount of support to achieve goals, on an Internet-based platform. **[118]**

Numerous examples show that community funding campaigns – which are still in their infancy in our country – beyond primary fundraising can contribute to community development, community engagement, skills development, promotion, and market research.

Results, expected outcome

Results and expected outcomes from the institution:

- Stakeholder analysis, which is the basis for a stakeholder management plan for a particular project. The success of a particular activity – beyond fulfillment of goals, meeting deadlines etc. – largely depends on the satisfaction and management of the participants involved.

---

[116] Bring your history 2018

[117] De Voldere 2017

See: http://www.tajhazszovetseg.hu www.tajhazszovetseg.hu , , with further literature in the Country House Management Knowledge (Edited by Ibolya Bereczki - Péter Szablyár, 2012), as well as in the e-newsletter of the Country House Newsletter.

- The establishment of cooperative agreements with the supporters of the mission of the institution is within the scope of the museum. Project-based collaborations based on specific issues and goals can provide the institution with human, material, and technical resources.
- In the case of more than one of the above-mentioned collaborations, the institution may have access to new data related to its own research.
- The institution can increase its recognition and social embeddedness.

Expected results from the community:

- The community gets professional help to achieve its goals.
- A stronger community identity.
- The community is in the possession of new knowledge and competences.
- Local publicity develops.
- The range of active participants widens.

5.4.4. Community planning for the establishment of a country house and a permanent exhibition from a locally preserved building. [119]

Definition

Based on the needs of a village community, building on the integration and local identity of the local community, exploring, collecting, preserving the settlement's material and intellectual past, passing on its inherent knowledge, experiences, customs, traditions to the next-generation, in a locally preserved building representing local architectural values and in its exhibitions.

Purpose of the activity

At the initiative of local heritage conservationists, with the support of the municipality and professional organizations, ensure the preservation of the built, tangible and intangible heritage by exploring and inspiring the community's internal resources, maximizing capacity through community spaces and functions provided by the local country house.

Key terms

Involving stakeholders, informing, encouraging participation, cooperative resolution of problems encountered, partnership and delegation of tasks, local architectural value and interior design of the country house, development and use of the country house as a community space.

See: http://www.tajhazszovetseg.hu www.tajhazszovetseg.hu , , with further literature in the Country House Management Knowledge (Edited by Ibolya Bereczki - Péter Szablyár, 2012), as well as in the e-newsletter of the Country House Newsletter.

Conditions

- personal: owner municipality, local residents ready for action, volunteers, community culture and cultural institutions, church, businesses, professional overarching organizations, ethnographer, museologists
- material: community space, infrastructure necessary for operation, documentation and presentation tools, locally preserved folk architecture values, country house and its surroundings;
- financial: resources necessary for events, online and offline communication, expert fees, the budget background for the professional creation and maintenance of the building and environment of the country house.

Content Components (with a sample case study)

- Determination, a joint initiative for change: *According to the case study, the local initiative was preceded by the fact that a protected residential house became a municipal property with government assistance. Restoration work stalled due to lack of money, and for 20 years the condition of the building was constantly deteriorating, all in the center of the village, noticeably with increasing disapproval of the population.*

Rescuing and renovating the building has become an internal urge and goal for the members of the local community. However, in order to make progress, an external impulse, opportunity, resource was needed.

- Creating the participants' circle: *Thanks to a few active civil initiatives, a monument restoration program became available, this resource and the related professional requirements acted as a strong external impulse, broadening the range of individuals and organizations involved in the project. The attitudes, goals, values, competences and opportunities for action of the different participants differed but their relationship to the project process had a significant impact on community planning and its end result.*

- Developing a common plan: *The task and purpose was to professionally renovate the building on the property, to search for, collect, preserve and inherit the material and intellectual past of the village, exhibition and related utilization program for future generations, i.e. creating physical and community value in a way that ensures the long-term sustainability of the results.*

- Accounting for external partners: *The municipality accepted and supported the civil initiative, the staff of the national and county art conservation organizations helped the professional preparation and implementation, the local institutional system, the church and the population jointly supported the initiative. In the first phase of the project, the action researcher / community developer mainly provided a point of contact, gathered information, conveyed wishes from the bottom up, organized and documented local events.*

- Establishing the framework for operation: *A foundation was established for the protection and operation of the house, with infrastructure provided by the municipality.*

- Developing external and internal communication channels: *From the very beginning, the goal was to provide the widest publicity, and to give direct feedback to the community on the development related to renovation and design of the country house. As a tool social media (Facebook, web page, etc.) is the most obvious but traditional channels (newsletter, local TV) and verbal information are important in the rural environment. Reflexivity, adapting to local conditions, exploiting opportunities (e.g. joining other community events, interactivity, applying new technologies - video, photo) are important.* The involvement of ethnographers, museologists, local history researchers and art protection specialists among the external partners is justified and necessary. During the preparation it is advisable to make use of the advisory and knowledge transfer opportunities of the Association of Hungarian Country Houses (Magyarországi Tájházak Szövetsége), as well as the support of the Central Board of Hungarian Country Houses, Open-Air Ethnographic Museum (Szabadtéri Néprajzi Múzeum Magyarországi Tájházak Központi Igazgatósága).

Applied tools and methods

Community planning can only be interpreted as a process with the background of content components outlined from decision to implementation, the following methods are recommended:

1. Knowledge acquisition methods: Measuring the social / economic potential of cultural heritage – focusing on built heritage – using traditional qualitative methods: through literature review, participatory observation, case studies and structured interviews

2. Knowledge acquisition methods which interfere with the process under investigation: Carry out value preservation activities to have a positive impact on the local socio-economic environment, to find a good owner and to become sustainable in the long term. The methodology is implemented through action research and participatory video techniques which are widely used in the toolkit of rural development.

'Institutional' solutions *(local forums, consultations, opportunities for social learning)* can work for the community planning process and for the coordination of heritage, ethnographic and sustainability aspects. Different value and target systems can be discussed in local forums, participants can argue about historical aspects, concepts of use, and long-term sustainability of the project, while contributing to the conclusion of the problems encountered with common lessons and possible solutions.

It is advisable to use various process assist methods at meetings and events. Forums and workshops follow a pre-planned script, besides the usual process assist methods (visualization, presentation,

facilitated conversation, small group work, etc.), several innovative, unusual methods (community video, photography) can be tried.

The planning process of a country house requires careful documentation, it is important to have a photo document that reminds of the results of the organized events. Informal occasions, spontaneous conversations and common leisure activities with informants can help the process.

Direct preparation of community planning takes place through the involvement of local participants. Contact begins with the local government, NGOs, business leaders, and local opinion leaders. With structured interviews, personal conversations:

- receive information on the planned work schedule of the country house to be developed, on background and current events in the near future;

- exchange of ideas on possible future functions (script of the permanent exhibition, ideas for periodic exhibitions, base for hosting traditional groups, museum pedagogical location…);

- ask participants to discuss the project with those around them, and then return any new ideas or suggestions;

- explore who to involve in community planning, who to invite to the workshop (amateur local historians, people who know and live local traditions, groups, craftsmen, folk artists, teachers, kindergarten teachers from the settlement…).

The widest possible involvement and commitment of the local community concerned is key to success. You need to find the right way, time and opportunity to reach out to the community. When designing the "project core", it is advisable to win over those who are receptive to the issue, who can identify with the goals of the development, and who are willing to spend time and energy on setting up and maintaining the country house.

Extensive involvement of the local community is a long, slow process, and it is advisable to approach and win over the various segments and interest groups step by step. However, building a mass base is not a negligible area, and it is important that a significant part of the local community knows and feels the results. Throughout the entire duration of the project, it is important to gather experience and involve it in the methodology.

A further step in the involvement is the wider local designer workshop. People can be invited to this during personal interviews, but it is also recommended to formally invite potential interested parties, entrepreneurs, members of NGOs and other local residents through local communication channels.

In any case, the local forums should be carefully planned and properly prepared.

Obviously, the wider community cannot participate in the details of the process, but credible representation must be ensured.

To create publicity, it is advisable to create one or more online interfaces (you can create a website, community and blog site of the country house) from the beginning, where you can continuously document, share current events, developments and feedback.

A less common element in the methodology is the community video[120], a set of techniques which help a group or community make their own movie. Community video is based on the idea that filmmaking is now accessible to anyone and is a great way to get people to explore a particular topic in detail, solve problems, or simply collaborate creatively with each other. It can be a very useful method to transform a locally preserved building into a country house:

- it can document the past of the building, the history of its former owners, and its former functions through the living characters of local memory;

- older informants can provide credible information to decide which era and people should the equipment represent, whether the interior should display a weekday or a holiday, whether it should be related to a profession or life situation;;

- the casual and festive outfit of the age group may be important for the planned exhibition, this method is suitable for illustrating and recording these in detail;
- footage can be taken capturing the characteristics of the lifestyle and special crafts of the settlement;

- in its entirety it can illustrate the characteristics of a dialect;

- displays local traditions, customs and rituals.

As a method, filmmaking is about community development, capacity building, exploring and exploiting opportunities, resources, but it empowers the filmmaking team to shed light on their own situation, explore their capabilities and showcase it to their own environment.

Here are the steps for a social video: Members of the group will learn how to use the camera in simple steps (such as recording an introduction). After that, the subject of the film will be chosen – in this case, obviously, the exploration, collection, preservation of the settlement's material and intellectual past, and the transmission of traditions may be the focus. For this, a schematic script

---

[120] Participatory video avagy közösségi filmkészítés.

is prepared, based on which short movie clips and reports are recorded. Publishing the completed film(s) on the project website can produce the best results in horizontal communication, but it can also be used in vertical communication (in relation to decision makers). The method encourages users to capture themselves and the world around them visually while telling their own stories and opinions, thus it is invaluable in local history and, moreover, it is capable of documenting and evaluating ongoing development.

Results, expected output

- Thanks to work based on visualization, involvement and empowerment, coordinated by a process facilitator, an expert in folk architecture and an ethnographer, participants take the task seriously and contribute with "heart and soul".

- Involvement brings sincere enthusiasm on which we can continue to be built on (in operation and maintenance)

- Participants think of opportunities in a complex way, taking into account a variety of circumstances, and new participants come up with new ideas;

- A professional renovation of the buildings is being carried out, a clear, transparent exhibition will be created after the participants have been introduced to the heritage and ethnographic values (mindset, added value, etc.) at the very beginning of the process. It is important that the professional tasks (exhibition script, collection of objects, registration, protection of works of art, recovery plan…) are always carried out under the guidance of an ethnographer and museologist. The combination of community involvement and professional guidance is the guarantee of an excellent, long-term sustainability.
- Renovation will bring a significant change in the community's living space for decades. The image of the village changes (both for visitors and residents), and the local identity is strengthened.

- Adapting and interpreting permanent and temporary exhibitions, forms of knowledge transfer to all age groups are born, conditions of community life are improved, and the settlement is enriched with a space which accommodates local groups and organizations.

5.4.5. **The role of a community organized around a country house in exploring and bringing to life local traditions**

Definition

The concept of a **country house** is a crucial starting point for the community and tradition: a collection of museum value that features a traditional folk architecture of a settlement in a locally preserved building, presenting the items of the collection with interior equipment in at least one

room of the building; which carries out the transfer of knowledge based on local traditional knowledge in its own spaces, is open to visitors and serves community functions. [121] From the point of view of the methodology to be described, the concept of tradition is interpreted as the sum of the knowledge and experience of a given community. This knowledge supports the survival of the community and is embodied in its attitudes and habits. It is not inherited between generations, but is integrated into the life of the members of the community through the process of learning (observation, experience, and imitation) and shaping their holidays and everyday life.

Purpose of the activity

Revitalizing the traditions of the community of the country house, which are still alive in memory, but has already been abandoned in practice, associated with holidays and special days of economic life. Transferring knowledge, creating an open network of collaboration between individuals, organizations and generations.

Key terms

Local tradition, common celebration, special days, value-preservation approach, [122] identity search, ability to renew, community memory, intergenerational connectivity, national identity, network of country houses.

Conditions

- Personal: cultural mentor, program organizer, ethnographic museologist, country house leader, senior citizens, activated civilians, volunteers, local preschoolers, schoolchildren;

- Material: written sources for revealing habits (local history publications, local papers, documents of libraries, archives, museums, church …), film and audio materials, a video camera or voice recorder and camera to capture memories, and the supplies needed to revive the habit;

- Financial: rent of community space (e.g. rehearsal room, handicraft workshop), external contributors' fees (e.g. band, invited performers).

Applied tools, methods

When planning the authentic events of a country house, local traditions do not just refer to the so-called church or other celebrated days, but also:

- rituals, customs from birth to adulthood and weddings to funerals that are part of everyday life in a small community;

See: http://www.tajhazszovetseg.hu www.tajhazszovetseg.hu , , with further literature in the Country House Management Knowledge (Edited by Ibolya Bereczki - Péter Szablyár, 2012), as well as in the e-newsletter of the Country House Newsletter.
[122] National Environmental Education Strategy

- any socially or economically determined routine (for example, events related to specific days, such as St. George's Day animal rides, bans on things, or days that define certain tasks; fasting traditions…);
- even organized behaviors and activities that allow people to connect with supernatural forces (St. Ivan's Night Fire, making Luca's chair...).

Nowadays, a good country house is by no means merely an exhibition place, but also a living scene of intellectual heritage transmission, a community-forming force, and sometimes a tourist attraction, so it is important to welcome its visitors with authentic content typical of the given settlement. We believe that this function can only be fulfilled through the involvement of local civil community and the implementation of its initiatives that is why it is important to involve, assess and plan with them in the process of exploring the traditions that underpin future programs.[123]

In the case of community spaces, such as country houses, involvement is a great cure to possible passivity and indifference. This involves first addressing directly those who seem to be relevant (known to be traditionally receptive) and then gradually expand the scope of those involved:

1. Collecting and analyzing information as a starting point

- Literary exploration, review of available written documentation is obvious. These may include the settlement's monograph, local history sources, hereditary notes in the manuscript, booklets. In order to make this process as complete as possible, it is necessary to explore the database of the local library, church, country house or other ethnographic, local history collection; learning, processing and digitizing residents-owned family records through direct (meetings, conversations) or indirect (website, community site, institutional bulletin) communication channels.

- Interviews:[124] We strive to make discussions not only in general, but systematically, according to predetermined aspects, according to the topics. Create an interview plan which can be used as a basis for a detailed set of questions to help conducting consistent interviews.

It is advisable to test the interview questions in advance on a smaller sample or on our friends, or to discuss them with some members of the target group in the survey. You can find out whether the questions of the questionnaire are understandable, whether the wording of the questions is correct.

At the beginning of the interview, it is important to have a helpful atmosphere (confidence), to create harmony, to create a relaxed atmosphere which is conversational and encourages the respondent. The purpose and expected duration of the interview should be stated. We need to ask for permission to use video and audio. In addition to activating the already involved circle, we can

---

[123] http://www.tajhazszovetseg.hu/t%C3%A1jh%C3%A1zi- Acad% C3% A9m ;
 István Szonda 2009 3.
[124] Sztárayné

also ask the help of the local educational institution for their high school students to talk to their parents, grandparents and great-grandparents about the habits and traditions that were still alive in their childhood but now are abandoned. Every tiny detail or fragment can matter, a piece of memory, a short rhyme is just as important as the more detailed materials from the 1970s and 1980s. (Based on visitor reactions, we also recommend exploring the traditions of the past decades, as the 20th century is becoming more and more historic, and guests can more easily identify with their own childhood or their parents ', grandparents' youth.)

In the case of retired communities, heritage groups, and civil organizations, we should also be open to group interviews, which are essentially structured discussions along the lines of the interview questions. (The group interview requires more preparation and more focus. Care should be taken to ensure that members of the group interpret the questions in the same way, the interviewer must "keep the conversation going" and must listen to everyone.)

- Summary and analysis of the answers given to the questions: The answers recorded during the interview can be summarized by questions, we can highlight the common, mutually reinforcing moments, when analyzing the answers of different people to specific questions, the same answers clarify and reinforce the image of the area, but any contradictions must also be taken into account.

- Documentation of the interviews: We must always record the interview, the effectiveness of the written note is questionable, after a few weeks, we no longer remember exactly what it meant in the note. For technical problems related to voice recording, or if it is not possible to record something for some reason, take notes as well.

2. With the right database, information collected and processed, the next step in our possession can be the organization of forums, workshops

- Let's focus on preparation: It is necessary to systematize, thematize and ensure the presentability of the documented traditions. Involvement of stakeholders, both formally and informally, is a condition for involvement: make invitations, send them in person, they must appear both on online and local community platforms, but it is worth generating the event to become a topic of local rumor, in which all interested parties are expected to attend.

- First, thorough, detailed information (formulation of the goal, presentation of the participants, summary of the results so far) is important, followed by targeted consultations.

- The participation of a moderator on forums is extremely useful, as his presence gives the opportunity to involve all stakeholders in the process of planning, problem solving and finding ways. It helps if the participants work together effectively with the goal and process in mind, so that working together is easy, effective, inspiring and joyful.

3. Feedback is required after each event

Feedback includes the publication of a completed report or memo, sharing it with stakeholders, providing the opportunity for written comments, running an online forum, and displaying current

developments on a website and community site.

Results, expected output

With the widest possible involvement, local traditions can not only be explored, but a complex program can be put together to bring them to life, adapt them to local communities and to the country house.

The process is a two-way process, combining local and expert knowledge, the exchange of knowledge and information between the individuals and communities is realized in a common learning process.

It is great for building relationships, establishing and developing relationships between key participants, for this reason, the tradition thus explored and revived has a greater social acceptance, any issues which may arise can be managed quickly and efficiently.

You can create a maintenance plan that is adapted to local conditions, which allows the explored traditions to be re-embedded in the life of the community, not to be a single flare up.

Success can be affected by:
- reaching stakeholders, lack of data;
- credibility of community planning;
- responsibility for social inclusion (methodological aptitude, objectivity, impartiality);
- forum organization and communication;
- risk of creating too high expectations.

5.4.6. **Possibilities of community archeology in the life of museums**

Definition

Although the exact definition of **community archeology** has not yet been established in Hungary, its practice dates back more than a decade in the life of Hungarian museums. Perhaps we can best describe the concept with the following definition: *Community archeology is the joint collaboration of amateur (civil) researchers, communities and institutions with archaeological excavation rights in the research, preservation, restoration and promotion of archaeological heritage.*[125]

---

[125] Booze 2016, Bíró - Zoltán 2017, Laszlovszky 2017, Rácz. T. Á. 2017, Szabó - Bertók - Gáti - Szajcsán 2016,

Community archeology triggers unexpected delight. 2005, Pro Archeology Awards 2017.

Purpose of the activity

Involve amateur (civil) researchers and communities in the collection area of the institution (museum) with the right to explore, preserve, restore and promote the archaeological heritage, to create new resources, to build community, to strengthen local identity and to preserve heritage.

Key terms

Archeological heritage, archaeological finds, archaeological excavations, archaeological sites, archaeological relics, monuments, field exploration, exploration with metal detection equipment, involvement, local identity, local knowledge, local history, public collection, (community) exhibition, cultural heritage, museum institution, volunteer, volunteering.

Conditions

- Legislative background: Act LXIV of 2001 on the Protection of Cultural Heritage; Government Decree No. 496/2016. (XII. 28.) on rules relating to the Protection of Cultural Heritage;
- institutional: institution (museum) with archaeological excavation rights;
- personal: archaeologist museologist, restorer, archaeologist technician, GIS analyst, residents ready for action, volunteers, cooperating authorities, cooperating (area) owners;
- material (ranges from low-budget archeological fieldwork to higher-budget archeological exploration and presentation): GPS, metal finder, car / jeep, field excavation equipment (hand tools, bags for packing findings; for field documentation: camera, drawing tools, graph paper), laptop / computer (with necessary software programs), tools and chemicals for restoration, (community) exhibition equipment, screens;
- financial (ranging from low-budget archaeological fieldwork to higher-budget archeological exploration and presentation): costs for archaeological site excavation, restoration costs, (community) exhibition costs.

Applied tools, methods

About community archeology there is a great deal of disagreement in Hungary, particularly between museums and amateur metalworkers. Government Decree No. 496/2016. (XII. 28.) on rules relating to the Protection of Cultural Heritage obliges the user of a metal detector to enter into a "contract or cooperation agreement with a qualifying institution".

As a result of the legislation, museums have been "overwhelmed" by amateur archaeologists seeking cooperation. It is common experience that a significant number of metal detection equipment holders are not aware of the details of the legislation and there is no uniform interpretation of the law by museums and heritage protection authorities. On the side of museums, the situation is aggravated by the lack of established procedures, qualified experts and resources to deal with the need for co-operation after the tightening of the law.

Because of the above, the "zero step" in the institution is to appoint an archaeologist-museologist, archaeologist technician who deals with community archeology. Internal policies, regulations and procedures should be developed in accordance with the law, so that the museum professionals can handle the requests. Based on domestic experience, we should be prepared that a significant part of the working time of the museum colleague(s) dealing with community archeology will be spent on amateur archaeologists.

Domestic experience shows that – due to the above-mentioned legal regulations – mainly amateur researchers visit museums with the intention of collaborating. Contact can be facilitated by the declared openness to community archeology on the institution's website, community sites; by the contact details of the designated staff members and information how to contact them.

Several national museums also organized a roundtable discussion on community archeology, addressing museum professionals, amateur archaeologists associated with the museum, and metal-seekers who are still averse to the museum. The forums are the means of sensitization, the sites of member recruitment. Their dates are often linked to the Day of Hungarian Archeology or the National Cultural Heritage Days. The Pro Archeology Prize, founded by the Hungarian Archaeological Association, is presented on the Day of Hungarian Archeology, which in 2017 was taken over by the volunteer instrumental discovery team of the Herman Otto Museum.

Some museums developed a training program for amateur metal seekers. After completing the theoretical and practical training, the institution concludes a contract with those who have successfully completed the program, who will be able to carry out long-term exploration of the museum's area of competence and they can prepare documentation independently according to the required professional protocol.

It is a good practice to seek the help of those interested in archeology (not only metal explorers) in field exploration, instrumental research of a specific area and archaeological sites. Attempts have also been made to develop a methodology which can be developed into a protocol during the 1-3 day short term work. In some cases, during plan excavation, the local community is involved in the excavation work in longer term, and takes part in the care, preservation and promotion of the site.

The results of community archeology work is presented to a wide range of local population through lectures organized by museums and amateur researchers, museum pedagogical activities, and traveling exhibitions in the museum's collection area.

Results, expected output

Foreign and domestic examples report that, due to community archeology, previously unexploited human, material and technical resources are brought into the horizon of a given museum. By using these resources in a planned, thoughtful, research-oriented way, the institution can expect the following results:

- The most common practice in Hungary is community-based mapping or collecting of findings. The number of documented archaeological finds in museums has greatly multiplied for each of the archaeological field trips. New, previously unknown archaeological sites have been added to the museum's horizons and then to public records, enriching our national and universal cultural heritage.

- In the case of several Hungarian community archeology projects, it has been reported that the museum has organized a (community) archaeological traveling exhibition of the findings from the community archeology projects, thereby increasing the number of visitors and visitors.

- Utilizing the human resources of community archeology the cost of archaeological field work can be reduced and researches which require more human resources can be completed in less time.

- Amateur archaeologists bring their own knowledge and modern technical equipment to the service of the museum.

- Some museums increased their web activity by publishing new archaeological finds from community archeology, increased their internet followers and built an online community.

- Based on community archeology, several museums have launched a volunteer program, where participants have been involved in archaeological material processing and museum pedagogical activities.
  In the long term, community archeology can change the community's attitude towards local, national, universal cultural heritage, contributing to the protection of our cultural heritage.

Individual / Community results:

- Several individuals / communities who had previously been involved in illegal metal detecting activities have legalized their activities in cooperation with the museum without having to give up their favorite hobby.

- Some museums provide training for community archaeologists, allowing amateur researchers to broaden the technical, practical, legal, and (local) historical knowledge of their hobbies.

- Formerly lonely amateurs become part of an active community.

- Archaeological memories and the related community archaeological activities can be determinative identity-forming factors of a small community or settlement, which can contribute to the establishment of associations and NGOs which are independent of the museum but also cooperate with it.

- For many people the archaeological works represents the experience of discovery, the joy of finding and active recreation.

5.5. Methodological guide for museums and museum institutions

Community Museum is the institution where the inhabitants of the settlement, the local community and NGOs are actively involved in the planning, implementation and evaluation of the activities of the museum institution, and community-based operation appears in documents defining the internal operation of the institution.

The essence of social participation i.e. community-based operation, is to have the museum work in partnership with the various communities and to realize its activities.

Within the framework of the priority project *Acting Communities – active community involvement (EFOP-1.3.1-15-2016-00001)* a methodological guide was developed in the form of a test which helps to think about what institutional participation means in practice. The questions all point to one particular aspect, while also pointing out that it is not outside the scope of the museums in practice, they have the basic elements and just have to incorporate them into the operational documents. During evaluation, the community participatory action model helps inspire institutions to move forward consciously, incorporating all this into their organizational and operational rules, mission statement and other documents. Developing and incorporating community museum activities into the day-to-day operation of museum institutions is a longer process, with different stages. Further steps can bring more and more results through ongoing development processes, and make the museum's basic mission more efficient, while also helping to strengthen the relationships between museums and their communities and expand them into new areas.

Please complete the test for your institution and send it to us (közösssegimuzeum@skanzen.hu), which also makes a major contribution to assessing the role of communities in your institution's daily operations, and at what stage the museum is in the community-based operation. It takes a maximum of one hour to complete the test.

It is worth double point in the test if the practice is documented in the institutional operation, indicating that the formulation of different community goals is complete if it affects not only informal cooperation but also appears at the organizational level.

Complete the test, think about whether your institution operates in community-based mode and what you can do to improve your community participation.

Name, registered office, address of the institution, museum institutional classification: _____

_____

Name, position, electronic contact of the responding person: _____

TEST Check if you work in a community museum. Find out if your institution is community-based. True self-esteem is based on a sincere answer.		Yes 1 point	NO 0 point
Foundation, Operation, Colleagues	During its founding, collection growth, difficult moments and celebrations, did the museum build on its social relationships, community and community support?		
	Has the history of the museum been shaped by decisive donators, helpers, volunteers?		
	Are you aware of the current role of museum in the settlement?		
	Is the local population active and supportive towards the museum?		
	Do the activities and training of the staff address the needs of the public and the community?		
	Do museum staff welcome civilians in their work?		
	Does the museum provide a safe and accessible environment for the public and the community?		
Mission and Strategy	Do museum staff and the maintainer clearly and equally understand / interpret the mission of the museum?		
	Does the museum have mission which it can accomplish?		
	Are the mission, vision and plans of the museum aimed at serving the public?		
	Are existing plans used by staff to address the most important challenges and direct the activities of the museum?		
	Does the relationship with communities / civil organisations appear in the OOR?		
	Does the relationship with the communities / civil organisations appear in the founding charter?		
	Does the relationship with communities / civil organisations appear in the mission statement?		
	Does the relationship with communities / civil organisations in the annual plan and report?		
	Are the principles of community-based operation, relations with municipalities / NGOs reflected in the strategic plan?		
Finance	Does the museum's financial situation and its draft ensure that current and future needs are met?		
	Do you have adequate resources for serving your audience and community, and for marketing and communicating the museum's services?		

TEST Check if you work in a community museum. Find out if your institution is community-based. True self-esteem is based on a sincere answer.		Yes 1 point	NO 0 point
	Is it possible to obtain new financial resources?		
Museum audience	Do you know the current audience of the museum?		
	Do you know the needs of the museum's current audience?		
	Are the appropriate steps being taken to meet the needs of the target audience?		
	Do you know how your target audience views the museum?		
	Does the institution address with its programs and exhibitions? • families with small children or single parents?		
	• people living in deep poverty?		
	Are the needs of the museum's different age groups taken into account?		
	Does the institution work to meet the special needs of people with different disabilities?		
	Do you think about the nationalities, Roma people, subcultures, and religious communities during the collection, exhibition, public education, strategy of the museum?		
Knowledge Transfer	Is there a possibility of formal learning in the museum in connection with public and higher education institutions? (e.g. part-time or evening classes in public education)		
	Is there a possibility for non-formal learning in a museum (courses, professional trainings, vocational trainings)?		
	Is there a way for informal learning in the museum (free university, conference, guided tours, etc.)?		
Collaboration	Do you identify and rank potential partners of the museum?		
	Have you already used stakeholder analysis (stakeholders, partnership analysis)?		
	Is there a patron, sponsor, donator who supports the museum?		

TEST **Check if you work in a community museum. Find out if your institution is community-based.** **True self-esteem is based on sincere answer.**	Yes		NO
	informal way 1 point	formal way, supporting document[126] 2 point	0 point
INFORMATION			
Does the museum regularly inform the inhabitants of the settlement about its….			
• operation?			
• their collection work?			
• scientific results?			
• their conservation activities?			
• exhibitions?			
• activities, programs and knowledge transfer activities?			
• its services?			
Does it use financial or human resources for information?			
Does the museum have a regularly updated website or newsletter?			
Does the institution have own profile in social media (Facebook, Instagram, Twitter, etc.)?			

---

[126] If you can document your cooperation with a document, enter two points! It can be a program booklet, a website, a questionnaire survey, a contract, an agreement, a registration that justifies the claim.

TEST **Check if you work in a community museum. Find out if your institution is community-based.** **True self-esteem is based on a sincere answer.**	Yes		NO
	informal way 1 point	formal way, supporting document[127] 2 point	0 point
CONSULTATION			
Does the institution conduct a questionnaire or other survey, measure satisfaction, or organize a public hearing, focus group discussion or community meeting at least once a year?			
Does the museum regularly take into account the use of individual visitor and retail feedback…			
• to determine the operation of the museum?			
• to determine the direction of collection?			
• to define the theme of scientific processing?			
• for its conservation strategy?			
• to select, design and execute exhibitions?			
• to select, design and execute activities, programs, knowledge transfer activities?			
• to develop new services?			
• to the message, way, content of communicating with communities?			
Is the public informed about the use of feedback and ideas?			
Do you have a guest book?			
Is it summarized? Are guestbook entries analyzed?			
Do you respond to the opinions and ratings that visitors express spontaneously on social networking sites (Facebook, TripAdvisor, Google, Instagram, etc.)?			
Are they asking for feedback on your projects?			

---

[127] If you can justify your cooperation with a document, enter two points! It can be a program booklet, a website, a questionnaire survey, a contract, an agreement, a registration that justifies the claim.

TEST **Check if you work in a community museum. Find out if your institution is community-based.** **True self-esteem is based on a sincere answer.**	Yes		NO
	informal way 1 point	formal way, supporting document[128] 2 point	0 point
INVOLVEMENT			
Is there a joint workshop, group discussion, brainstorming, opportunity to comment with civil organisations and communities?			
Does the museum regularly involve local residents, communities, institutions or organizations… • in defining the operation of the museum and its implementation?			
• in the decision of collection strategy and its process?[129]			
• in the direction for scientific processing?			
• in developing its conservation strategy?			
• in the theme selection, design, execution and operation of exhibitions?			
• in the selection, planning and implementation of the activities, programs, knowledge transfer activities?			
• in designing their service portfolio, operating services?			
• in designing and operating the communication of museum activities?			
Has the museum ever had any examples of co-decision with civil organizations?			
Is there regular consultation with the various non-governmental and cultural communities about the operation of the museum?			
Do they provide opportunities for school community workers? What?			
Does the museum have volunteers and a volunteer program?			
Is the museum supported by a friendship group or associations?			
Have there been any community projects in the past on community initiative?			

---

[128] If you can justify your cooperation with a document, enter two points! It can be a program booklet, a website, a questionnaire survey, a contract, an agreement, a registration that justifies the claim.

[129] For example, local history collection (object, photo, interview, etc.) with the involvement of locals

TEST **Check if you work in a community museum. Find out if your institution is community based.** **The true self-esteem is the based on a sincere answer.**	Yes		NO
	informal way 1 point	formal way, supporting document[130] 2 point	0 point
COOPERATION			
In partnership with local residents and by joint decision… • determine the directions of museum operation and its implementation?			
• develop and implement a collection strategy?			
• indicate the directions of scientific processing?			
• plan conservation work?			
• determine the theme and design of new exhibitions and its implementation?			
• define the themes and plans for the activities, programs, knowledge transfer activities and organize them in cooperation?			
• design and operate new services?			
• plan and manage museum communication?			
Does the museum have formal co-operation (agreement, other document) with cultural, educational, civil, tourism, social, etc. organizations and institutions?			
Have common projects and events been implemented?			
Has the museum implemented a program, project, exhibition, etc. on a residential or community initiative?			
Does the museum provide a discount or free room for different communities?			
Has the museum issued a discount card, or did the museum advertise a special discount scheme while joining others?			

---

[130] If you can justify your cooperation with a document, enter two points! It can be a program booklet, a website, a questionnaire survey, a contract, an agreement, a registration that justifies the claim.

TEST **Check if you work in a community museum. Find out if your institution is community-based.** **The true self-esteem is based on a sincere answer.**	Yes		NO
	informal way 1 point	formal way, supporting document[131] 2 point	0 point
AUTHORIZATION			
Under the responsibility of the head of the institution and the opportunities provided by the law, do the population or local communities regularly participate in the museum's decision-making? … • about the mode of operation?			
• about the direction of collection strategy?			
• about the themes and ways of their scientific activities?			
• about their conservation strategy?			
• about exhibition themes and plans?			
• about the topics and plans of its activities, programs, knowledge transfer activities?			
• about service development?			
• about communication?			
Has the museum concluded a community culture agreement with the municipality for the transfer of tasks?			
Have civilians, professional communities operated a long term virtual online project for museums?			
Are there any online interfaces of the institution which are edited by civilians?			
Is there a non-governmental organization which operates a buffet shop in the museum?			
Is there a specific task that the institution entrusts to a non-governmental organization, community or population?			
Is there a museum program, service which is planned, organized and executed by a non-governmental organization, community or a local resident?			

---

[131] If you can justify your cooperation with a document, enter two points! It can be a program booklet, a website, a questionnaire survey, a contract, an agreement, a registration that justifies the claim.

Evaluation

between 60-70 points	Institutional level: information. This level means that we provide objective information to visitors and the local community, we help to understand problems and alternative solutions. This level does not mean that the community is involved in the operation, but it receives information about the activity as a whole, so can understand decision making processes. This level highlights the importance of information and information transfer. Merely the strengthening communication can also be an achievable level, as it will launch community participation. This level is not equal to the PR campaign of events. It means conscious and continuous information, helps transparency. The goal and promise is that the public/local community receives information about the operation of the institution. For example, when organizing an exhibition, we make it clear what sources, with whose help, it was made possible or what professional compromises are due to the shortness of time, the scourge of resources and infrastructure conditions.	Your museum does a lot to keep in touch with the communities in your settlement. Feel free to contact us if you would like to know what improvements are needed to become a community museum in every respect.
between 70-80 points	**Your museum is at Level I of community-based operation.** Institution level: consultation. We provide feedback from the public and the community, survey opinions, hold consultations to make alternatives and decisions. This means a minimum level of community participation. The purpose of community participation is to get the opinion of the community and to take it into account in decision-making. An important element is that we provide information about decisions made as a result of feedback. The promise: the opinion of the community reaches the decision makers and we give feedback on the decision.	Your museum is in close contact with various civil organizations, communities and even interested in their opinions. Just a few steps to become a community museum. Waiting for your application.
between 80-90 points	**Your Museum is at Level II of community-based operation.** Institutional level: involvement. It means direct, collaborative work with communities, that the positions taken are incorporated into the decision-making process. Communities are invited to the implementation process, preferably from the planning stage, and community opinion is reflected in the preparation of the decision, thus influencing the decision-making process. The community goal is to work together, to form direct opinions and to participate in the preparation of the decision. The promise: community opinions appear in alternatives and we give feedback on the decision.	Just a few innovations, and your institution will be a community museum. We can help you, please contact us.
between 90-100 points	**Your Museum is at Level III of community-based operation.** Institutional Level: cooperation. This level is about the realization of a partnership, listen to each other's opinions before making important decisions, develop alternatives together, take into account innovations, select feasible ones, integrate opinions as fully as possible into the decision, and make consensual decisions where possible. The goal is to jointly design community-based operations, and partnership in all decision-making processes. The promise: the joint development of opinions and alternatives on key issues, the consideration of innovations, the selection of feasible ones, and the fullest possible incorporation of opinions into the decision.	**Congratulations, your institution is a community museum! Apply and we tell you what to do for the "Community Museum" title.**
over 100 points	**Your Museum is at Level IV of community-based operation.** Institution level: authorization, empowerment. Your museum is a highly a community-based institution with the ability to involve communities in decision-	**Congratulations, your institution the community museum is community-based,**

	making, and to accomplish tasks in each area through the conscious, continuous and active involvement of communities. The purpose of community involvement is to make the population/local community decide on the issue, the institution respects it, accepts these decisions and implements a program designed with community involvement. The promise is that the final decision and implementation will be made with the full involvement of stakeholders, the institution implements and implements the decision through active community actions within the legal framework governing the operation of the institution.	**realizes the idea of a community museum. Apply for a "Community Museum" title.**

FOR MORE INFORMATION CONTACT THE STAFF OF THE SZNM MOKK ACTING COMMUNITY PROJECT.

www.cselekvokozossegek.hu

6. The process of community participation in libraries

Mária Boreny Benya - Pumerschein's Zóra Bedekovity - Sándor Oros - Máté Tóth

6.1. The process of community participation in libraries

In the field of libraries community-based operation is a method of providing a framework for the involvement of the residents of the settlement in the definition and/or evaluation of the institution's activities. Community development and community-based operation cannot be interpreted as activities for themselves, but libraries can carry out their well-defined professional tasks while striving to achieve the highest possible level of community-based operation in the given circumstances.

In this guide, we took some typical practices and proven methods from the library area related to the steps in the community participation process in Chapter 2, which are either present in the daily practice of institutions and therefore can be directly used in the daily work or serve as a model for rethinking library-specific activities and processes on a community basis.

Consideration of local conditions is of key importance to all institutions, organizations so it is possible to apply the information in this guide only if they are known. Before planning processes, in addition to the needs of external partners, it is also necessary to take into consideration the internal ideas of the employees, so that the activity does not become formal.

6.2. The general model of library community operation

Before describing each sub-area, we consider it necessary to formulate the general model of community operation of libraries, which can be derived from the model of community operation of cultural institutions.[132]

In the following, we will review the specific processes for each step.

6.2.1. Step One: Prepare the process for community involvement

The importance of careful preparation cannot be overemphasized, with a high percentage of process success being due to prior planning and careful thought. Several segments of the preparation process can be identified.

a., Defining library identity

---

[132] The applied model was adapted by the International Assotiation for Public Participation (IAP2) Community Participation Model and the Five-Level Participation Scale by Mária Arapovics in Action Communities EFOP 1.3.1. using the experience of project workshops. Description of the Participation Model in the International Cooperation Public Participation Guide: It was created and developed using Process Planning Public Participation Guide. https://www.epa.gov/international-cooperation/public-participation-guide-process-planning [download: June 8, 2018]

The identity of libraries can be derived in part from their "historical mission", which has been defined by many people in many ways, on the other hand, from user-defined needs and expectations. Walt Crawford and Michael Gorman stated more than twenty years ago that "the role of libraries has not changed in the last millennium, nor will it change in the future: to acquire, preserve, make knowledge and information available, whatever medium it appears on, and to help people who want access to it".[133] Behind the often quoted sentence is the thousands of years of history of the libraries, in which our institution's system of functions has shifted its focus from preservation to accessibility and the development of services based on new approaches.

The mission empowers us to offer our services through the resources of the community (state, local government) that maintains the institution, as part of an information system that provides equal opportunities. Social needs have created new demands on libraries. Currently, libraries are considered to be one of the defining institutional systems of the welfare system, which contributes to the well-being of the population by providing information, culture, education, recreation, and community-building services. The system of public libraries provides users with equal access to the full range of published knowledge, quality cultural products, educational contents and entertainment documents with free basic services. In addition, libraries provide a place for community activities, for people of different backgrounds to meet and be together.

Defining the library's identity is key to understanding our role in the life of the community and the values that we carry within the community.

b., Examining the Library's Community Operation

It is a common experience that libraries are typically already on the path of community-based operation, even if they are not necessarily aware of it from the very first moment. They did this with the well-conceived interest because they found it necessary to lay the foundations for community action to meet the needs of the community they serve. There are many ways we can examine the library's social function, and a SWOT analysis can be particularly useful which points out our weaknesses in which we can see possible directions for development.

c, Planning partnerships

In library operations, conscious management of partnerships is not only essential for planning community operations, the first step is to look at the potential partners and deliberately segment your target audience. We need to think about who we want to implement community-based operations with and how involve them. Obviously, the first step is to review the list of already contacted partners, this should be followed by enumeration of new partners to be involved. Addressing and involving the latter takes longer, but is essential for development. People are welcome to join the community participation process if they are motivated, they have a reason

---

133 Crawford, Walt - Gorman, Michael 1995 Future Libraries, Dreams, Madness and Reality, Chicago and London, American Library Association.

to participate and have the resources (not only financial but also time and mental) to enable them to take active action.

Participants need to be convinced that involving in the process also benefits them. Participation and partnership can be encouraged, among other things, in the CLEAR[134] self-assessment method.[135]

d) Approval of the maintainer

For libraries, a key partner is the maintainer who oversees the services offered by the institution. The maintenance of public library services is a mandatory task of all local governments. If this function is performed through an independent institution, we must inform the local government about the systematic introduction of community participation. In many cases, we have a formal approval of our intentions, other times it is necessary to convince the maintainer. In the latter case, we should outline the most important arguments in favor of community service with a short, concise document or targeted communication, and show that it serves the interests of the maintainer as well as the library.

e., Ensure that community action is needed and achievable

It is essential for libraries to design their services to the needs of the community. This is also a precondition for members of the community to find the library relevant and eager to take advantage of the opportunities it offers. Mapping the needs of our target audience is also a precondition for community action, which also determines whether this process is achievable in the way we imagine.

The needs of the community can be mapped in an informal way (especially in the case of smaller institutions, it is more fortunate to reach out to the members of our target audience in person) and can be achieved through systematic research. The latter purpose is served by the public demand surveys frequently carried out by librarians, but with the explicit intention of promoting community action.

From the community development methodology, questions[136] from the community interview (for example: What does the library mean to you? What would you change? How could you contribute to the change?) we can get answers about each of the subject areas to which community action can be applied, and the willingness of community members to participate, and the degree of real willingness to do so.

---

[134] English acronym: Can, Like, Enabled, Asked, Responded.

[135] Lowndes, Vivien - Pratchett, Lawrence - Stoker, Gerry 2006 The CLEAR Framework. In: Social Policy and Society 2006/06, 281-291. Https://www.researchgate.net/publication/231914301_Diagnosing_and_Remedying_the_Failings_of_Official_Participation_Schemes_The_CLEAR_Framework
https://www.researchgate.net/publication/231914301_Diagnosing_and_Remedying_the_Failings_of_Official_Participation_Schemes_The_CLEAR_Framework.

[136] Mária Arapovics - Ilona Vercseg (ed.) 2017 Community Development Methodological Guide. Budapest, Open Air Ethnographic Museum - Museum Educational and Methodological Center, NMI Cultural Institute Nonprofit Ltd., National Széchényi Library

f) Formulate promise(s) to the community

The community expects us to make a tangible (and even demandable) promise of what form community action will take and what concrete results it will bring to them. All of this depends very much on what is stated in the previous paragraph, namely, what intentions of the target audience has, what they expect from us, and what they can or want to do to make the changes they imagined.

Most important is the conscious and regular communication on which the various ways of co-decision and action are built. We can promise that they will be kept informed of the processes which affect them, and we receive and utilize the feedback we are honored with. Of course, we can also make much more ambitious promises (such as involvement in decision-making), but we must keep in mind that accountability is enhanced in community operations. If we cannot keep our promises, the process will be reversed and may lead to a loss of trust in us.

In addition to the above, the promise may also apply to activities which are specifically feasible on a professional level as an opportunity to build new relationships, experience new cultural experiences and develop knowledge and skills. In addition to the promises, we also need to think through and clarify what we expect from the promise given to the community in terms of the functioning of the institution.

g., Identifying and securing the required library resources, ensuring employee commitment

Creating community involvement is an additional task at the outset of the process, which can be rewarded many times in the future, as our institution becomes more accepted, and the community's commitment is strengthened and in the tangible help that community members give to our institution. This requires the identification of resources, of which we distinguish human, infrastructure and financial resources.

Promoting community participation can only be successful with the collaboration of the entire staff team, so by no means do we try to entrust it to just one person who – in the worst case, despite the resistance of other employees – endeavors to perform all duties related to participation. There is a need to sensitize all employees and facilitate joint action. However, it is important that you have a responsible person who can see through all the processes and be able to determine which employee and what kind of activities would be required to move forward.

Areas and skills to be developed during staff sensitization:

- Communication and networking skills to work with community members.
- Organizing and developing conflict management skills to manage conflicts in the process.
- Developing problem-solving skills.
- Developing a facilitating approach to find synergies and the role of participants in the process.

166

The most important infrastructural resources required for the purposes of community participation are community meeting spaces and technical tools for working together (e.g. computers, internet, photocopying). In providing these, we must pay particular attention to ensuring that those involved in the community process feel equal to the other employees even if in some cases a sacrifice has to be made. Provide them with spaces which are friendly and familiar to them (such as a reading room), but they can use the meeting room if needed. If they indicate their need to use photocopies, projectors or other technical devices in the interest of our work, do not obstruct them. The trust you give is often rewarded with community participation.

While finding human and infrastructure resources tends to work, financial opportunities for most libraries are quite limited. If additional funding is needed to facilitate community participation (this is not always the case) try to persuade the maintainer to present our needs with as few demands as possible.

6.2.2. The second step: Identifying and reaching stakeholders

a, Determining the range of stakeholders

Each management process involves defining the scope of stakeholders and the preparation of a "stakeholder-analysis". Stakeholders' roles, interests and influence on our institution can be very different. The stakeholder list is definitely the maintenance, the partner institutions, the collaborative organizations with whom we strive to work together to achieve our goals, and of course, this includes different groups of users. In the relevant analysis, it is advisable to classify our list into one of the following four groups:

1. They have a big impact but they have little interest;
2. Their impact and interest are small;
3. Their impact is small but their interest is significant;
4. Their impact and interest are both significant.

Each stakeholder circle requires a different type of partership. It is important for our institution that the first group be satisfied then they probably do not try to steer our activities in another direction. For the third group, the right level of information is the most important. Libraries typically classify users into this group. The question is whether it is right, since their impact on the institution can be very significant if they "vote with their feet", that is, if more or less people appear in the library, they may also affect the interests of those with more direct influence (such as maintainers).

The most important is the fourth, group, i.e. those who have an impact on our institution and their interest is significant. The participation of this circle can influence the operation of our institution on a strategic level.

b, Ranking of relevant partners

Stakeholder analysis can help us understand what kind of relationship we need to strive to establish with our partners, and what form of community-based operation we can expect from our partners.

c, Building Partnership

Following these two steps, we also need to develop the right partnership with those involved. In this case, the key is not a general management activity (to which the stakeholder-analysis is also used) but to facilitate participation. To do this, we need to convince those involved that there are clear benefits of their participation. The precondition for persuasion is to try to think with their heads or to reach persuasion in an interactive way through dialogue with them.

Stakeholder dialogue also provides them an opportunity to learn about and understand the historical mission of libraries, their margin and all the aspects along which they made decisions in the past. After learning about the special features of library operation, we can expect to develop a conceptual framework for cooperation by thinking together, taking into account our perspectives and opportunities.

6.2.3. **Step 3: Set the appropriate level of participation**

After getting to know the partners, we need to determine the level of participation we want to achieve with each partner. This decision is influenced by the topic, our capabilities and our limitations.

The five levels scale of social participation and increasing public awareness can be achieved at five levels. The following figure illustrates these steps.

Figure 16: Five levels of social participation and increasing public awareness

The implementation of each level may be different for each stakeholder, subject, or activity. Neither level is better than the other, an optimal solution must be sought across the entire spectrum of library operations from individual sub processes to strategic decisions. However, community participation does not happen from one moment to the next. Its appearance is likely to be identifiable with each sub process (for example, if the library takes user needs into consideration when purchasing), while in other cases implementation will be the result of conscious decision and long work. Creating mutual trust is key in every community participation process, ensuring that decisions are made bias-free and with maximum commitment to the community.

6.2.4. **Step Four: Community involvement in library decision-making**

Decision-making mechanism may vary from institution to institution, as well as who, to which extent is involved in these processes. Each decision is a challenge and a potential source of danger, therefore – depending on the organizational culture – it is typically concentrated in a few hands. Involvement of the community in decision-making means uncertainty and less predictability for all employees.

We need to be aware of our goals, the situation or problem to be solved, and the potential solutions. With these in mind, the involvement of multiple participants increases the quality of decisions, so community involvement does not increase but reduces uncertainty.

The community decision-making process involves the following steps:

1. Determining the problem or question related to the decision.
2. Multi-dimensional examination of the problem to be solved. Stakeholder involvement can help us to understand the issue from many angles and in its entirety. In order to become aware of a problem, everyone involved needs to share their knowledge of it.
3. Finding solutions, generating alternatives. One way to do this is to identify the possible solutions you come up with during a brainstorming session and identify those which deserve more serious consideration. Proven group decision-making techniques are the nominal group method or the 635 method in addition to brainstorming.
4. Decision-making. The consensus in the participation process means that the participants work together and try to find a solution that is beneficial to everyone. As we seek consensus, it is worth identifying the remaining issues and repeat the process if necessary.
5. Feedback after the execution of the decision. Asking questions such as: Did we manage to solve the problem? Did we find the best solution?

The last step often generates new issues and problems, so the above mechanism can be understood as a recurring cyclic process. Community decision-making is also a learning process, in which participants receive information not only about the problem to be solved but also about the community, the work and the environment, which strengthens the cohesion between members and increases the level of commitment to the library.

The community decision-making mechanism is based on informing the participants, publishing all information on the issue, the solution and the opportunities within the group. Without openness and mutual trust, the process is inconceivable, which presupposes a fitting organizational culture. In many cases, it is not easy for a manager to outline, even to his staff, the problems to be solved and all aspects of them, but when engaging community members, he must do so with stakeholders who are even less part of the organization. Keep in mind, however, that not all information is concentrated in the hands of the manager and the institution. By being

open and trusting, we not only provide information, but we can also obtain information that we would not receive without reciprocity.

Community decision-making requires the involvement of a facilitator who is able to strike a balance between interests, convictions, arguments and counter-arguments, and help build consensus even in the most difficult situations. Finding a good facilitator is the responsibility of the institution. Often, the step-by-step involvement of the community reveals the sensitivity and ability of a member of staff to perform such a task, which can be a great treasure for the institution.

6.2.5. Step Five: Coordinated goals and tools for community operation in the library

A wide range of new forms of social participation can also appear in libraries which can be built on both personal and virtual relationships. Nowadays, since the launch of web 2.0, not only physical but also online spaces can be suitable for teamwork, to support cooperation or – if we are targeting a lower level of participation – to gather feedback (blog, forum, social media opportunities). These are basically communication channels which allow us to provide broad access to information, also provide two-way communication, feedback, and even critical comments. Whatever the level of community involvement is, we should aim for the widest possible access to the population in terms of goals and tools. This requires consideration of timing, appropriate communication channels, as well as the location, the age of the participants, the cultural and national characteristics, the socio-economic status, or other circumstances which may affect their abilities.

We must consciously notify participants of all events, processes, decisions and outcomes affecting them or the community which is associated with the institution. Many libraries have blogs, Facebook pages or newsletters which provide quite a wide range of information. However, let us not forget those who prefer paper-based communication channels. For them, posters, face-to-face meetings and conversations can be an opportunity for orientation. It is advisable to send the same messages to those interested in multiple communication channels so everyone can find the information at the right place and time. In addition to a variety of communication channels, it is important to make the message clear: the length of the messages should be proportional to the content and should not be long or too short. However, it can also be a mistake to underestimate the capabilities of participants, which can reduce the quality of our own messages and cause distrust.

Information tasks can also be achieved through community involvement. In this case, the participant may feel the messages we want to convey are his or her own and increase the level of involvement.

However, the most important tools – even with the ever-expanding electronic capabilities – are face-to-face meetings which can help build trust and awareness more quickly. Depending on the nature of the task to be performed, the methods used for the levels of involvement, cooperation, and authorization should be selected. A community forum or advisory board

meeting is rather appropriate to raise and discuss topics. Forms requiring personal contact are workshop-style methods, small group discussions, and personal conversations. On these occasions, it is possible to use creative techniques or playful methods which allow participants to add their knowledge to specific issues and gain experience by contributing to the goals of the community. It is also worth making a reminder of these, which can be used to make announcements to the general public about results, decisions or issues to be solved in the future.

Informal events, informal conversations, or events to get to know each other can also contribute to a stronger sense of community and motivate participants to share their knowledge. On these occasions you can often address those, who do not feel comfortable with formal co-operation opportunities.

6.2.6. **Step Six: Process displayed in library documents**

The commitment of the institution to community participation must also be reflected in the basic documents. In this way, we can reinforce our intentions towards the community we are involved in and the maintainer at the same time. A later chapter discusses on how our community-based operation intentions can be reflected in documents. In all cases, the following documents should be reconsidered:

- Mission Statement;
- Collecting Rules;
- Organizational and Operational Rules
- Library Use Policy;
- Annual Work Plan
- Annual Report
- Online interfaces

Of course, the content displayed in official documents does not guarantee that we have made the organizational culture change needed to strengthen community participation, but publicly expressed, explicit intentions reinforce trust and legitimize our aspirations.

6.2.7. **Step Seven: Strengthening community-based operation**

In order to achieve the right goals, we need to develop a monitoring and final evaluation system to track the process of community participation, taking into account our own role in the community. We have to think through what we want to achieve, and identify the points at which we believe that we have achieved the desired goals. In practice, this means the systematic collection of information. We need to determine at what times, in what form, by what method, what data we collect. When collecting data, you also need to be aware of what data to compare, when it is necessary to generate time series. It is often advisable to involve external experts in the evaluation of the data to avoid influencing our previous perceptions of processes which can mean something else to the outside eye.

Sustainability is also key to participation. The process can be considered sustainable if the contributors have gained good experience and are still willing to make their resources available. For this, it is important for participants to recognize the indirect or direct benefits of working together, involving, and mobilizing personal resources for common goals.

6.3. Possibilities for community development in library workflows - Examples and good practices

In this section, we show how to start the process of community-based operation in three different areas. Although the examples refer to general workflows carried out by all libraries, they are still sufficiently general for the institution to apply them to its own environment.

Of course, beyond the above, there are many opportunities for community-based operation, community involvement and strengthening participation. These examples only serve as examples, it is up to the institution to decide on the form in which it can or will take steps to strengthen participation.

The above topics are discussed in the following structure:

- Purpose of activity
- Key terms
- Conditions
- Applied methods and tools
- Results, expected output

If the institution decides itself whether a particular workflow should be operated on community-base, we recommend to rethink the activity in this structure.

6.3.1. Library stock management in a community-based institution

In the course of library stock management in a community-based institution, the points where community involvement and involvement of the users can be achieved are clearly identified when carrying out file-forming (collecting, stocking, stock patching, stock control, and stock analysis), file-sorting and conservation activities. Institutions use different methods and techniques to achieve the desired level of social participation and possible social circumstances.

Purpose of the activity

1. Establishing and providing a library collection best suited to the needs of the community the library is serving, regard to the basic functions of the library, its place in the library system, its role and the resulting responsibilities.
2. Stronger integration of the library into community consciousness.
3. Increasing the library's public image, reputation and recognition.
4. Expanding the range of active local participants.

Key terms

- collectors,
- collection policy;
- assessing user needs,
- purchasing suggestions
- satisfaction survey
- volunteer helpers,
- supportive and advisory groups,
- foundations;
- interests
- equal treatment
- reducing inequality.

Conditions

The following conditions are required when planning an activity:

- allocation for purchase,
- qualified and committed librarians,
- maintainer's commitment,
- group creative techniques
- knowledge of individual and group interview procedures,
- living institutional relationships with users and
- members of the community to be served.

Applied methods and tools

One element of the stock management group is better and the other less suited to the actual implementation of some level of public participation.

Updating and periodically reconsidering the collection policy is difficult to imagine without some degree of community involvement. It is possible to conduct some kind of interviewing procedure, questionnaire, interview, focus group interview or workshop, brainstorming, etc. applied, libraries directly involve members of the local community in rethinking collection policy. The use of *workshops* and *brainstorming* already means that community-based operation is achieved at the level of involvement, as librarians meet with proposers, members of the local community are involved in developing alternatives for implementation. If we only analyze the demographic data of the local society based on the statistics, the cultural and library usage habits and their changes, and in the light of these, we modify the collection policy, we cannot speak about community-based operation. The minimum is to *consult* with members of the local community, for example through a *questionnaire survey*.

It is a common practice in libraries to collect readers' suggestions (desiderates) for documents to be obtained. This can be done in a traditional way, but the library can also provide an opportunity to formulate wishes electronically. If the library regularly collects suggestions from readers and takes them into consideration in its purchasing decision, then it can be said that in the field of stock raising, the library achieves a level of consultation with public participation. This means a minimum level of community participation. The goal of community participation is to get to know the community and take it into account when making decisions.

Involvement of users, the local community in purchasing can even reach the level of involvement, as happened in the Helsinki City Library, for example.[137] In the so-called participation selection, online voting was held among the general public. Over a one-week period participants were able to vote over the available books for the English-language collection from the selection list for a total of € 15,000. As a result of more than five thousand clicks, the library ordered 520 books. Voting statistics were posted on their website so anyone could make sure that the library took maximum account of users' votes. The action was so successful that they plan to involve the population regularly in the selection process.

In many cases, objective factors can hinder community-based activity. For example, if there is an extremely short time available to spend on the amount of the tender available for stock enhancement then the process of community-based operation cannot start because there is no time to consult with the community in any form. In this case, the lowest levels of the five levels of participation in the IAP2 model, (International Assotiation for Public Participation) communication can be the target. By staying with the example, this level means providing accurate information to the users, the local community from what tender source, what documents were obtained and on what basis we selected them. At the level of communication, our goal and promise to the public is to get real information about the operation of the institution. This, in itself, can be an incentive for the population to become involved in the life of the library.

Special forms of collection construction that are very suitable for community involvement include topotheques, collections of settlement history documents on the internet. The primary purpose of topotheques is to collect and share the memories of families and organizations (photos, documents, films and sound recordings). Topotheques involve the community at work at the level of cooperation. Community members can decide whether they share their memories, and together with their topotheque decide on the digitization and publication of the resources.

Creating special collections is a particularly good opportunity for community-based operation. Depending on the nature of the collection, it is possible to cooperate effectively with different social groups and organizations. A good example of this is the autism collection in Somerset, UK, where librarians worked together with autists and the National Autistic Society, the Somerset Parent Protection Forum and other health and social care providers. Books contain

---

[137] Hopeakunnas, M. 2014 Residents keen to select books for the library. Scandinavian Library Quarterly. Volume 47. NO. 4 2014

information, advice, and much more about autism, which can be useful for those who are directly involved in this issue and those who simply want to know more about autism.[138]

Of the stock management activities, the legal frameworks for stock patching and stock control provide relatively little scope for community involvement, but there are certain sub-activities where community-based operation may be conceivable. For example, judging the obsolescence of document content is often not an easy task for librarians, especially if they are not familiar with the subject. In this case, it may be of great help if the librarian can involve competent people in the decision. This cooperation can be formal, for example in the form of a library committee, library clubs, library support foundations, consultants, or it may involve occasional involvement.

It is also possible to involve the community in the activities of the library during the arrangement of the stock and during storage. When designing library spaces, you may want to ask users what layout or spaces they want in the library using an online or traditional polling method. This is the level of consultation, but it can even be surpassed by asking the most active proposers for workshops or brainstorming to work together on possible alternatives.

Volunteers can also be of great help to the library in organizing the stock and maintaining the stock order. In fact, the involvement of volunteers is already achieving the level of social participation in the cooperation. Volunteers and community service applicants are still present in libraries, but a community-based institution must build on many more potential partners to share its responsibilities.

The local community can also assist the library in the design and execution of information boards and signs for storage and orientation. Community involvement can also be achieved from the level of consultation to the level of cooperation.

The area of file protection also offers opportunities for community involvement. For example, the community may be consulted about which book or books to restore in a given year in a tight budget.

You can count on the communities, such as retirement clubs, retirement homes to repair damaged or recoverable books.

Certainly, the adoption of books that are important to the community may increase the community's willingness to get involved in the life of the library.

Digitization for conservation purposes can also be a good platform for community-based operations. The priority of the documents to be digitized can be established either with the active participation of the community, by voting or by online voting.

It is not yet widespread in Hungary, but the so-called makerspaces and community workshops have become popular in many places abroad. [139]

---

[138] GOV UK - Somerset autism collection. 2015 Department of Digital, Culture, Media & Sport
https://www.gov.uk/government/case-studies/somerset-autism-collection
[139]What is a makerspace. https://www.makerspaces.com/what-is-a-makerspace/

If the library has such a workshop, it is beyond question that they can involve the community in their activities through file management and many other areas.

Results, expected output

- Library stock management in a community-based institution has many benefits for both the library and the local community:
- You can create a live library collection that takes the utmost account of community needs. This in itself can significantly increase the number of library visitors.
- The library can become a familiar and welcoming environment for many members of the community from what it considered to be a mystic, not a place for them.
- Getting to know the library work can have a positive impact on the institution's social acceptance.
- Activities in or for the library can provide an opportunity for meaningful cooperation, building on the knowledge and expertise of collaborators.

- As a result of the library's activities, the range of local participants may further expand. Acting groups and communities can be created in and around the library.

6.3.2. **Library public relations in a community-based institution**

Library public relations (PR) is a system of activities between the library and its environment. In doing so, the library is systematically, sustainably and consciously develops its relationships with its immediate social environment to gain understanding, trust and support from the public, and to organize and manage their activities with the active involvement and participation of local residents and their communities.

Institutions use different methods and techniques to achieve the desired level of social participation, as well as the level which can be achieved in the circumstances.

Purpose of the activity

- To gain the respect and support of the local community, to build trust and cooperation.
- Formation and redefinition of libraries in society with the involvement of the community.
- Increasing public appreciation, reputation, social prestige and recognition of the library.
- Expanding the range of active local participants.

Key terms

- public relations,
- image,
- corporate identity elements,

- communication,
- personal communication,
- online communication,
- events
- communication plan
- complaint management
- volunteers

Conditions

The following conditions are required when planning an activity:

- qualified and creative librarians,
- leadership commitment,
- knowledge of individual and group interview procedures,
- using online communication channels
- living institutional relationships with users, members of the community and media representatives.

Applied methods and tools

The ultimate goal of library public relations activities is to gain the trust of the community, to cooperate, in other words, to operate with the involvement of the community. In principle, building public relations should not stop at the point where the library informs its community about its operation. According to the definition of PR, the relationship between the library and its environment, i.e. the feedback, is a mandatory element of the activity.

Libraries use many of the tools and methods of public relations. There are many of these activities where social participation can take place at a high level. At the same time, we should not forget that it is the task and responsibility of the library's current manager to direct the library's public relations. Thus, it would be unfortunate if the institution's aspects and messages were to be ignored by choosing an unacceptable level of involvement, due to the unreasonable extent of community involvement. An external participant cannot take over or receive the final decision-making power from the management of the library, so a community cannot be authorized to shape the library's PR activities.

It is important that the institution has an external and internal communication plan in order to be consistent and effective in its PR activities.

Personal communication is an important element of public relations. Social involvement may not and should not be a goal, but personal communication can do a lot to involve the community. The most important thing in personal communication is to provide credible and helpful information and to maintain personal relationships with members of the local community. The

guideline[140] states that the professional profile of the staff of a community-based operating institutions should characterize animator traits; in relation to the participants, visitors, users of the institution instead of "for them", activities "with them" that is, support, encouragement are the desired professional behavior.

It is a precondition for effective community-based operation that library staff know the community they are working for. It is important for the local community to be familiar with the management of the library and its staff, to participate in local public affairs, events and public events of the local government and other institutions, non-governmental organizations.

It is important that library staff know and apply procedures for the prompt and satisfactory handling of user complaints.

The corporate identity of the library expresses what the library wants to convey to its environment. Therefore, when planning and redesigning the library image, it is essential to involve the community. It should be clarified which level of community-based operation can be achieved during the implementation of the activity. The planned level of community-based operation will determine what the library promise to the public and may also depend on the degree of community involvement. For example, if we promise the community only to inform them about who creates the new image, from what source, and from what concept, we cannot yet talk about community-based operation because there is no involvement. At the same time, this level can be a goal to be achieved in a given community, as it can contribute to increase the social awareness and credibility of the institution.

If the promotion of social participation is aimed at making decisions about the change of image by knowing and taking into account the suggestions of the stakeholders, then we are at the second level of the scale, on the consultation level. This means a minimum level of community participation. We can request suggestions through questionnaire surveys, focus group interviews, community meetings and we can also start an online voting.

If there are personal meetings and discussions with stakeholders, for example, in the form of workshops, brainstorming or brainstorming, where there is an opportunity to develop each other's thoughts and ideas, and to jointly design new image elements, we can talk about the level of involvement. Thus, the stakeholders' suggestions are integrated into the decision-making process. If the goal of social participation is defined by the library that they want to develop a new library image with their partners, for example, with the school teachers and students of the local school, or with the library support foundation, to select the best possible options and to reach a consensus on what to do, that is the level of cooperation.

In principle, it is possible, but not desirable, to involve the community in PR at the level of authorization. An external participant cannot take over the final decision-making power of the library.

---

[140] Beke M. 2017 Socialized Operation of Cultural Institutions: Methodological manual

Perhaps the biggest part of the library's PR activity is the events, and there is a great opportunity to implement them on a community basis. The most typical library events are library walks, user trainings, writer-reader meetings, campaigns, open days, night of libraries, project closing and opening events, conferences, trainings, etc.

All events can only be realized at the level of information, where we only inform the community about what, when, on what subject, what source, who are involved and we welcome those interested in the event only as participants. If the library asks for feedback on visitor satisfaction by some method, such as a short questionnaire or scoring at the end of the event, the community will be involved at the consultation level.

Campaigns are usually organized around topics that are important to the society and the local community, making it easier to get community members involved. The library can create opportunities for members of the local community, NGOs, and partner institutions to participate in the planning phase. The institution can organize workshops, brainstorming and idea competitions to really focus on issues of importance to the community. For example, in a healthy lifestyle campaign, the institution's natural partners can be local sports clubs, PEs, nurses, and dieticians.

Courses intended for users do not necessarily have to be carried out by the library on the basis of their own human resources. For example, a digital competence development course may be successfully held by volunteer IT students. In this case, we can talk about the level of cooperation. Asking a few experts from the local community for the same course to help setting up a modern training program that means the level of involvement. By staying with this example, the level of consultation is where the training thematic prepared by the library can be suggested by those interested and / or participants may comment on it at the end of the course.

Online communication as a PR tool has recently become a major issue in the life of libraries. What is said about the design of corporate image elements is equally valid for the online appearance of the library. The online communication channels cannot be bypassed by the library, as they can reach the widest community and audience, especially through social networking sites. It is through these channels that the community can be most involved in the life of the library at the consultation level of community-based operation. Of course, different collaborative surfaces also provide the opportunity for involvement.

Results, expected output

Library PR work in a community-based institution not only seeks to make the community aware of the importance of the library, but also the importance of the community to the library. There are many benefits of recognizing this:

- The awareness and recognition of the library is growing, and the image of credibility among the population can be further improved.
- The library can become a familiar and welcoming environment for many in the community, considered by many to be mystical, not true to them

- The library can provide local community members with useful work experience through regular involvement of volunteers and facilitators.
- Getting to know and participating in library work helps members of the local community learn useful skills and competences in the world of work.
- Activities in or for the library can provide an opportunity for meaningful cooperation, building on the knowledge and expertise of collaborators.
- As a result of the library's activity, the range of local participants can widen. Acting groups, communities can be created in the library and around the library.

6.3.3. Creating a local knowledge database in a community-based institution

The basic function of libraries – to collect, organize, reveal, store and then provide adequate information – remains unchanged. The user is at the center of all these functions. Our goal is to provide the best possible service to users and potential users. To do this we need to know the target group. The best way to get to know them is to involve them in the preparation of our decisions, in some cases in the decisions. However, our main partner, the library user, can help us not only in making decisions, but also in shaping it. Such a case may be the creation of a unique file unit or an own collection. Local residents may feel most involved in developing a collection of local knowledge based on local values, so they can provide the greatest help here.

Purpose of the activity

- Creating a local knowledge collection best suited to the needs of the community to be served by the library.
- Creating the most appropriate database for the needs of the community to be provided by the library.
- Stronger integration of the library into community consciousness.
- Increasing the public esteem, reputation and recognition of the library.
- Expanding the range of active participants, thereby promoting the library.

Key terms

- allocation for purchase,
- satisfaction survey,
- demand analysis,
- volunteers,
- supportive and advisory groups,
- foundations,
- equal treatment,
- reducing inequality,
- legal regulations.

Conditions

The following conditions are required when planning an activity:

- legal regulations,
- maintenance regulation,
- budget
- knowledge of individual and group interview procedures,
- living institutional relationships with users, members of the community and media representatives.

Applied methods and tools

Developing such a comprehensive database requires a long professional planning. This is a library industry and IT issue (if we are planning to create an electronic database). At this preparatory stage, a level of community-based operation is not necessarily realized. However, when building a real collection, the library can rely on the different groups in society and it is advisable to do so.

All public libraries have a legal obligation to collect and process local knowledge.[141] Of course, its levels also depend on the size of the library.

In each case, the local collection of libraries is a very special file unit. Designing, collecting, processing and storing is a special task for libraries. In each of these, you can rely on the library's partners to achieve different levels of community-based operation. The process of designing is a librarian task with the support of the maintainer, and its creation is prescribed by law. Processing is a special task again, however, external partners can be involved in the implementation process. Some workflows can be done either through social work or through a partnership with an external partner. This is usually some kind of operational work (scanning, photocopying, using OCR programs). The level of involvement can be realized here, as our partners are involved in the concrete work. In this case, we do not grant decision-making rights, but we provide and ask active participation from the community.

Storage is primarily the task of the library, but it is also possible the help of the community here. Of course, not in physical storage, we can count on the help of the local residents rather in creating storage facilities. Whether in design or implementation, we can also involve the public in the decisions.

Collecting material provides the most active community participation. This time the level of cooperation will be fully realized. Local knowledge documents are very diverse, that is why the library needs the active involvement of the community. A large number of documents, pamphlets, etc. appears, which can only be added to the library with the help of volunteers.

---

[141] CXL of 1997 TV. http://njt.hu/cgi_bin/njt_doc.cgi?docid=30818.347586

It is worthwhile not only to count on possible social assistance in the creation of the collection, but also to cooperate consciously, planned and organized, efficiently with existing local knowledge organizations and groups. Most cities and towns have such groups, which are sometimes self-organizing. Contacting them can greatly help our work. In this case we can talk about deliberate file building. We can extend this work and create new groups with the help of the library. In this case, an even closer cooperation can develop, which can bring new success to the library and bring it even closer to community operation.

Creating a digital database and online accessibility is already a basic requirement in a modern, 21st century library, especially for special collections. We can count on community participation in building of this database. On the one hand, we can involve the population with the already mentioned physical help, and on the other hand, we can make more serious decisions together.

An electronic database is appropriate if it can be really used by those interested. Therefore, the involvement of an external partner is absolutely necessary to establish one. It is fortunate to be able to create the right user interface together. Ideally, even the authorization level can be realized here. However, this is only partially recommended, as the creation of such an interface, database, requires considerable financial resources and, as such, falls under the responsibility of the maintainer. So, it is more fortunate for us to work with our users here at the collaborative level, but this can also include creating, editing and uploading content to the database. Not only is it possible to collaborate with a small local community in an online database, but in a typical case the library can also count on the physical and ideological help of the descendants of the settlement. Some digital documents can arrive from distant locations, and we can get significant help from people all over the world in identifying photos, locations on photos, and participants.

In the course of the above, we can establish many relationships with the community of the settlement, thereby strengthening the social role of the library.

It is primarily through personal contacts that these partnerships can be established. It is very important that the library find the channels through which it can reach the public. It is important to emphasize that the whole population is the target group, it is not enough to focus on library users. The widest possible range of social groups need to be addressed and reached. This requires the use and conscious building of most communication channels. First and foremost, personal relationships, existing partnerships, can be used to reach wider sections of the society. It is important that we are able to use the local print press, the online newspapers properly. Social media plays a key role in the creation of electronic databases, and the library is in great need of purposeful use of these channels. We have to build consciously on which channel, which application we can reach which target group.

Results, expected outcome

Although we cannot grant decision-making power to our partners in this area, however, we always provide active participation and even wait for their help. Thus, it is worthwhile and useful to reach the level of cooperation with the involvement of society.

Efforts should be made to ensure that the institution operates on a community basis, in conditions that meet the needs of users. To do this, we need to reach the widest range of society, involve them in our decisions, and work with them to create the most optimal library environment within the existing legal framework.

If the social groups around the library see that they have the opportunity to customize the library they use, we can say that we really serve our users. The process is self-sustaining, as it expands the range of our partners and increases the number of users. The more groups can be addressed and involved in our decisions, the more will see that it is worth expressing their needs and establishing a partnership with the library.

Not only will society be an active part of the library system, but the library will also be an active part of the society.

6.3.4. Establishing library operating conditions in a community-based institution

The (public) library provides according to its basic definition. Whatever public library it is, its primary purpose is to serve the interests and expectations of the users, in the broader sense of the word, the public. As such, the library should strive to maximize its responsiveness to the physical appearance of both the services and the host location. This requires to know and understand the needs.

In this case, the physical environment (furniture, equipment spaces) and the service environment (opening hours, accessibility, etc.) can be considered as operating conditions.

The establishment of appropriate operating conditions determines in each case what level of community-based operation the institution applies in order to achieve the desired goal.

Purpose of the activity

- Creating a library environment best suited to the needs of the community.
- Establishing library opening hours that best meet the needs of the library community.
- Stronger integration of the library into community consciousness.
- Increasing the public esteem, reputation and recognition of the library.
- Expanding the range of active participants, thereby promoting the library.

Key terms

- user need assessment,
- allocation for purchase,
- satisfaction survey,
- volunteers,
- supportive and advisory groups,
- foundations,
- equal treatment,

- reducing inequality,
- external experts,
- legal regulations.

Conditions

- legal regulations,
- maintenance regulation,
- budget
- knowledge of individual and group interview procedures,
- living institutional relationships with users, members of the community to be served, media representatives.

Applied tools and methods

One of the elements of designing operating conditions is better the other is less capable of actually achieving some level of social participation in its implementation. Therefore, it is important to examine separately what level of community-based operation can be achieved in each area depending on the level of (library) users' influence on the outcome decision. The same defines the methods used.

Operating condition is a very diverse and difficult to define concept. Actually it means the circumstances of the service. From the users' point of view, it is worthwhile to distinguish between the service scenes and their availability periods, to simplify the opening hours.

The level of consultation is definitely desirable when defining the service scenes. However, it can rarely rise to a higher level. The library should strive to provide its users with the most appropriate equipments. This requires the library to know and get to know potential users, especially the local population or the various groups of students, who may be present in the settlement, and their library use patterns. It needs to know the local natural conditions, opportunities (light conditions, temperature conditions, etc.) Mapping of these groups does not necessarily require the involvement the groups of the society. However, knowledge of these is also needed to create the right environment. If these are already known – and the library management has the opportunity to design the premises based on this knowledge – then the process of community-based operation can begin, since potential users need to be known. There are still various demographic and sociographic surveys and analyzes which can be used to make a suitable questionnaire or some kind of needs assessment. Analyzing them can help you create the right environment.

However, the above mentioned analyzes and data can also help to reach the next level. If a special user group is known based on these, they or the organizations or associations representing them can already be involved in the planning, and together we can create the most appropriate conditions. In this way, the level of involvement can be achieved. Any

disadvantaged group can be mentioned as an example. If you have a significant number of visually impaired or reduced mobility users in your environment, you should contact their representative organizations. These groups have the expertise and network to help library management.

If this relationship becomes deeper, organizations will be able to participate also in the implementation. A truly cooperative and successful partnership can already mean the realization of the right spaces, by this time the level of cooperation can be realized. This may mean that we can work together not only in the preparation of the decision but also in the concrete implementation. At this level, however, the issue of financing becomes more and more prominent which can have a significant impact on cooperation and social involvement.

Library architecture and interior design also require considerable financial resources. The current economic situation does not really allow to create the best conditions but we must strive for the most optimal solution.

When designing the interior of a library, we can easily reach the level of cooperation with proper planning and networking, building good partnerships, in fact, it is desirable to target this level. Of course, when designing any interior, it is important to consider the relevant laws, regulations and fire protection regulations. Therefore, it is not advisable to achieve a level of authorization in this area as the library management is responsible for compliance with these rules.

The other key operating environment where we can see the role of involving the social groups is the availability and opening hours of the libraries. In the 21st century this could be an outdated term, as users' expectation and practice increasingly require constant availability. This is natural for some services.

The library is partially available on-line. However, another very important feature of the modern library is its function as a community space. This was already a very important and inevitable fact when designing the internal environment, but even more so in the physical and real opening hours. This is the operating condition that the library can change most and easily knowing the needs of the users. Of course, the social context in which we place our imaginary library is even more important here.

There are different options for a metropolitan library, a community library, or a small community service location. This social environment can also determine the depth to which the public can be involved in the decision-making and opening hours.

It is highly desirable that library management involve users in decision-making, since it is necessary to keep the library open according to their needs. Just think of the situation of an aging settlement or an industrializing big city. For example, in small towns, reading habits are still influenced by agricultural work.

Naturally, the establishment of proper opening hours is also a matter of legislation and a financial issue – longer time requires more human resources and longer working hours require adequate allowances. It is the responsibility of the maintainer to determine the opening hours

and to secure the financial resources. However, the library management can influence this decision with good arguments. These proper arguments require to know the needs of potential users to involve them in the decision. This way we can quickly reach the level of consultation and involvement again.

The consultation process requires preparation. A commonly used analysis (political, economic, social, technical, and legal) can help us understand our environment then we can assess the needs with a proper questionnaire. It is very important to reach to the widest section of the society, as this will enable us to gain new readers and library users. Thus, the completed questionnaires should be distributed to the entire target population if possible both in electronic and printed form. It should not be forgotten that all such surveys contain extreme needs. It is common to have excessive demands towards the library. After summarizing and analyzing the surveys (consultation level), it is possible to involve partners in the design of the new opening hours.

Opening hours that are custom-made must be approved and accepted by the maintainer. Voters are also (potential) users of the library, so the maintainer becomes interested in meeting their needs.

Ideally, the decision makers themselves are also our users and thus our partners. If the target group has been properly selected, it may also be possible to reach out to the decisive and dominant interest groups of the community. If this succeeds, we have reached the level of involvement and, in some cases, cooperation. However, this is already rare, and more common in small settlements. In fact, library legislation also makes this possible and supports this mechanism.

Results, expected outcome

All in all, it can be worthwhile and useful to strive to reach a level of cooperation when setting up the library's operating environment. Efforts should be made to ensure that the institution operates on a community basis, in conditions that meet the needs of the users. To do this, we need to reach out to the widest range of society, involve them in our decisions, and work with them to create the most optimal library environment within the existing legal framework.

If the social groups around the library see that they have the opportunity to customize the library they use, then we can say we really serve our users. The process is self-sustaining, as it expands the range of our partners and increases the number of users. The more groups can be addressed and involved in our decisions, the more will see that it is worth expressing their needs and establishing a partnership with the library.

Not only will society be an active part of the library system but the library will also be an active part of the society.

6.3.5. **Library event organization in a community-based institution**

Library events: writer-reader meetings, book presentations, educational presentations, commemorations, exhibitions, user trainings, open days, quizzes, competitions, club meetings, project opening and closing days, conferences, etc.

Purpose of the activity

- Building a library image, redefining the community image of a library with community involvement
- To gain the respect and support of the local community, to build trust and cooperation.
- Increasing public appreciation, reputation, social prestige and recognition of the library.
- Increasing the number of volunteers in the library and expanding the range of local activists.
- Reaching potential readers.

Key terms

- event
- community organization,
- image,
- communication,
- personal communication,
- online communication,
- public relations
- PR,
- demand analysis
- satisfaction survey,
- volunteers,
- cooperation.
-

Conditions

The following conditions must be available when planning and implementing the activity:

personal conditions:

- librarians
- cultural organizer,
- volunteers
- local cultural institutions,
- civil organisations

material conditions:

- public space,

- suitable furniture,
- presentation tools,
- sound system,
- microphone,
- camera,
- cabinet.

financial conditions

- resources necessary for the organization of events (e.g. artist fees, hospitality costs, material costs, sound system – if own resources are not available, PR costs).

Applied tools and methods

Community involvement in the organization of events can take place at all levels of the public participation scale (communication, consultation, involvement, cooperation and authorization).[142]

At **communication level,** the library informs the local community about the program to be held at the institution.

Tools:

- invitations,
- posters,
- newsletters,
- website,
- community sites,
- advertising in the local media (TV, radio, newspaper),
- personal communication,

Methods

Librarians advertise programs through their personal contacts, and the library sends invitations (print or electronic) to potential participants, and uses traditional print and online platforms (posters, leaflets, newsletters, etc.).

The information notice must provide the following information:

- the exact location of the event,
- time
- contacts
- phone numbers

---

[142] Beke M. 2017 Socialized Operation of Cultural Institutions: Methodological manual

- sponsors' names.

At **consultation level, the** library requests feedback on the event and awaits suggestions for future programs.

Tools:

- satisfaction survey
- demand analysis
- brainstorming
- website
- community sites
- personal communication.

Methods

The satisfaction survey allows the institution to get feedback on what participants were satisfied with and what needs to be changed to be more successful. In the short questionnaire, ask about program information, circumstances (clarity, light, volume, etc.), and communication of the organizers, problem-solving skills, positive and negative experiences. An even easier way to get feedback is to give the visitors, for example, a happy smiley and a sad smiley note and ask them to drop it in the appropriate box provided for that purpose at the end of the event. Online interfaces can easily provide the facility to send feedback. An online questionnaire (Google Form) is a great way to do this.

Demand analysis helps the library learn and gather the needs of the local population. The questionnaire should ask the respondents about their leisure habits, interests, age, gender, open-ended questions about which program they are interested in, and which writer / lecturer they would meet in the library. The document can also be easily submitted as a Google form.

Make the satisfaction and demand surveys available in print and online version. Give opportunity to evaluate the programs later. In addition to publishing the questionnaires on the website, they should also be published on community sites to reach potential users.

During a brainstorming a small group (e.g. a club from the institution) gathers ideas on a specific topic.

Another online option is the use of forums. This is only recommended if the library has the capacity to moderate these as well.

At **involvement level,** the library organizes events with volunteers and community service students.

Tools:

- personal communication,
- website,
- community sites,

- media
- cooperation agreement

Methods

Volunteers can be of great help even in the preparation phase: preparing and distributing posters, invitations, furnishing the event space and photography.

At the **level of cooperation**, the library organizes an event about a specific theme with cultural institutions and NGOs of the settlement.

Tools:

- workshop,
- personal communication,
- website,
- community sites,
- media

Methods

Cultural institutions, the local government and NGOs in the town hold regular meetings to coordinate their programs. In the course of working together, institutions and organizations can make suggestions to each other. They can jointly organize a series of events around a topic and support each other's programs with human resources.

The library can relocate to the programs of other institutions – it can offer magazines and literature related to the topic (e.g. wine festival, running competition, 20th August, children's day, etc.). Volunteers and students who have school community service can also assist the library in its implementation.

At **authorization level,** the community implements its own programs in the library with the personal, material, and financial support of the institution.

Tools:

- cooperation agreement

Methods

The library hosts a working community, allowing space for the program they organize. It is important to lay down the frames and boundaries in writing in advance.

Results, expected outcome

If the library, as a community-based institution, involves the local community in organizing events, it has the following benefits:

- In the local society, the image of the library improves and its prestige grows.
- The library can expand its users.
- The local embeddedness of the institution grows, partnerships with other cultural institutions and non-governmental organizations improve.

The institution could become a "third home" according to Ray Oldenburg (1989):

- brings together people living in the neighborhood;
- a 'community gateway' for newcomers and visitors;
- helps the formation of different groups;
- brings young people and adults closer together;
- promotes the development of the neighborhood;
- reduces the cost of living;
- entertains;
- gives the gift of friendship;
- important for retirees.[143]

6.3.6. **Provision of special user groups in a community-based institution**

Due to their status (long-term patients, people with disabilities), labor market status (mothers, job-seekers), and age (elderly) the library provides special services to certain user groups. When planning these services, the library takes into account the needs of the group and asks for continuous feedback. Volunteers and students take part in the implementation. The library cooperates with NGOs, cultural institutions, educational institutions and the local employment center.

Purpose of the activity

- Promoting access to information and knowledge for all with library tools.
- Reducing the isolation and exclusion of people with special needs – people living with the same or very similar problems in the community should form a supportive community.
- Reaching potential readers, library users.

Key terms

- disadvantaged,
- special need,

---

[143] Tóth M. 2015 Library and Community. Budapest: Argument

- event,
- community organization,
- communication,
- personal communication,
- online communication,
- demand analysis
- satisfaction survey,
- volunteers
- • cooperation

Conditions

The following conditions are required when planning an activity:

personal conditions:

- properly trained and empathetic librarians,
- volunteers
- civil organizations
-

material conditions:

- accessible community space,
- special tools (e.g. audio books for the blind and partially sighted, Braille books)

financial conditions:

- for the purchase of special equipment (if not available),
- resources necessary for event organization (e.g. artist fees, hospitality costs, material costs, sound system – if own resources are not available, PR costs).

Applied tools and methods

During the provision of special user groups to the library, community involvement can in principle take place at all levels of the public participation scale[144] (communication, consultation, involvement, cooperation and authorization). However, the authorization (transfer of ultimate responsibility) is not advised on the basis of the proposal in this guide.

At **communication level,** the library notifies the target groups specified in the definition about the specific services available at the institution.

Tools:

---

[144] Beke M. 2017 Socialized Operation of Cultural Institutions: Methodological manual

- personal communication,
- online communication,
- community sites,
- website,
- local media.

Methods

Librarians reach out to people with disabilities they know and show them the services available.

The institution provides information on services for special user groups on its website, for example a list of services for the elderly (books with larger letters, home delivery, computer and internet usage courses, help with submitting applications for the Erzsébet program, Otthon melege program, library events). It is important to indicate the names and contact details of those in charge.

At the **level of consultation,** the library requests feedback on the service it uses and asks for further suggestions.

Tools:

- satisfaction survey,
- demand analysis,
- brainstorming,
- website,
- community sites.

Methods

The satisfaction questionnaire provides the institution with a picture of how the individuals concerned about the service package offered to them. From the point of view of customer satisfaction, the following questions need to be asked: trustworthiness, reliability, understanding, availability, security, compliance, politeness, cordiality, appearance, atmosphere, cleanliness, comfort.[145]

Demand assessment helps the library learn about and gather the needs of the local population.

During the brainstorming relevant individuals and NGOs provide ideas for expanding the service portfolio. Record every idea, even those which seem to be incapable. Evaluate it afterwards.

At **level of involvement,** the library involves volunteers and community service students in the implementation of the services.

Tools:

---

[145] Skaliczki J. - Zalainé Kovács É. 2003rd Quality management in the library

- personal communication,
- website,
- community sites,
- media
- agreements.

Methods

Volunteers can help with invitations for events, distributing the invitations, furnishing the event space, and event photography. Volunteer can help shipping books. Computer and internet use courses can be provided by volunteers who have the appropriate knowledge. Keep in mind that volunteers involved in services for special target groups must be empathetic.

At the **level of cooperation**, the library organizes an event with cultural institutions and NGOs in the settlement around a specific theme.

Tools:

- workshops,
- personal communication,
- website
- community sites,
- media,
- cooperation agreement

Methods

At the initiative of one of the parties, a joint meeting is organized by the library, the employment center, the nurse network and non-governmental organizations who require special library services. The outcome of the meeting is a cooperation agreement in which the cooperating parties record their commitments. For example, the library organizes a workshop for jobseekers. The nurses hold an event at the local cultural center on World Milk Day. Librarians are asked for help in compiling the program. In realizing this primary school students are involved. The library will create a reading corner at one point of its hall where it promotes baby and family programs and gives new members the opportunity to sign up. Volunteers and students who are on school community service can also assist the library in carrying out collaborative programs. Another way to collaborate is to place a library deposit – for example, a small file of audiobooks and braille books can be placed in the office of the association for the blind and partially sighted. The terms of use must be precisely stated in the agreement.

At the **level of authorization,** the community implements its own programs in the library with the personal, material, and financial support of the institution.

Tools:

- cooperation agreements

Methods:

The library provides an opportunity for a group of people with special needs to run a program organized by the group. It is important to lay down the frames and boundaries in writing in advance. It is preferable to deal with this possibility at the level of cooperation (without transferring ultimate responsibility).

Results, expected outcome

If the library serves as a community-based institution for special user groups, it has the following results:

- A group of people with special needs is formed into a self-help community.
- The volunteers involved in the implementation can become more inclusive and take this effect with them, thus making their own micro-environment more inclusive.
- The library can expand its users.

6.4. Displaying Public Participation in Institutional Documents

The concept of **community-based operation** is relatively new in the library world, but the method itself, community development, and community existence have been an integral part of library life for decades. It is an increasingly accepted fact that a library is not only a storage of books, a custodian and processor of accumulated information, but also a community space.

This trend can be observed in all types of libraries. All we need to think about is the official name of the KSZR service locations: Library, Information and Community Space[146] (Könyvtár, Információs és Közösségi Hely). This is also evidenced by the practice, in almost every library, the number and benefit of community events has increased significantly. Libraries always worked for the community, collected information for them, tried to discover and retrieve it as accurately as possible. Regardless of who the target audience was.

It was also quickly realized by the librarian society that the best thing to do for a community is to get to know it, to know its needs and wishes. There are/were countless methods of this. The most perfect is the daily personal relationship. However, these relationships can only work in a small community: a small settlement, a corporate library, and research centers with special needs.

During the 1990s, quality assurance also appeared in the library world. Corporate management systems, different management expectations and directions have led to more conscious library management and organization. Existing governance mechanisms became more conscious.

---

146 39/2013. (V. 31.) EMMI decree on the operation of the Library Supply System

Quality management expectations brought about changes in both mandatory and recommended documents. Social, political and economic changes over the last three decades were accompanied by the renewal of libraries.

Formerly document-oriented thinking has turned more and more towards the users, the community. Social changes of our country have brought significant changes in the civil sphere as well. Local cohesive communities became more prominent. It was inevitable that the two processes would meet and excite each other. As a result, libraries placed an even greater emphasis on community building, local communities were increasingly involved in library process planning, and were increasingly becoming organized and planned processes in library life. By this time we can talk about conscious community-based operation.

Public participation in libraries is not new. Our institutions have long welcomed volunteers and community service students. Community-based operation is in the interest of both the library and the user. With the help of the community, the library can replace its missing resources (human resources or equipment). By participating in the planning, implementation, the local population really gets the service they need. This is also reflected in the statistical data, since this type of operation is also expected to bring in more potential readers and visitors to our library. Social media can also reach out to people who have never met the library before.

Furthermore, it is our duty under the cultural law to take this approach, since the law mentions among other things the organization of community programs as one of the library's core tasks and that the institution organizes its services according to the library quality management. A library, which takes into account quality management aspects, knows its environment (PGTTJ, SWOT macro- and micro-environment analyzes, produces statistics, analyzes them) and the opinion of its environment (regularly performs user satisfaction survey, demand survey, considers received complaints as help) which are integrated into the workflows, thereby constantly change and improve the quality of services. The library prepares a communication plan outlining its partners and communication tools. It keeps the partner list up to date.

It concludes cooperation agreements with partners (other cultural institutions, educational institutions, NGOs). The library concludes a contract with volunteers and school community service providers. The library collects all its quality documentation (not only those mentioned above) in the Quality Manual. Based on this, we can already expect that the institution does not only inform, but also involve the public at the level of consultation, involvement and cooperation. In some cases, it may be possible for participants to be authorized (e.g. a local history club is authorized to organize and coordinate a local history event), but the transfer of ultimate responsibility is not advised as suggested in this guide.[147]

As this process has become more and more conscious, so appeared and appears in documents that govern the operation of libraries. Of course, it should not be forgotten that these documents constantly change and that their preparation and structure are often subject to legislation.

---

[147] Beke M. 2017. Beke M. 2017 Socialized Operation of Cultural Institutions: Methodological manual

Accordingly, not all documents can reflect these changes, and although their appearance is recommended, they are not yet a practice in libraries.

The following documents show what information is included during community-based operation:

- Mission Statement;
- Collector Rules;
- Organizational and Operational Rules (SZMSZ);
- Library Use Policy;
- Annual financial statement;
- Annual work plan;
- Online interfaces.

Of course, beyond these documents, the institution can also consider how it can itself express the importance of participation and community involvement.

6.4.1. **Mission Statement**

The mission statement is formulated by each library itself. In its form, it tries to formulate in a few lines, in a few sentences the most important virtues, goals, that is, its mission. However, it is advisable to include in these few sentences that everything the library does as its mission, is in the interest of the community. Most mission statements – by their very nature – define the library itself and focus on itself. However, it is desirable for the formulator to reverse this viewpoint and investigate that everything is done for the surrounding community. It does not serve the community, but involves it in the process of achieving its goals. It takes the service provider to a higher level in community development.

It is a good idea to show the areas where the library wants to work actively for the community, because it makes it clear to everyone in what activities they are willing to work with others. With such a message, the institution can also draw the attention of potential partners.

Examples:

The mission statement of a community-based institution may contain the following elements in textual wording:

- The library's mission is to contribute at the level of individuals and communities to cultural and creative enrichment, improvement of reading culture, digital access and literacy, life fulfillment, healthier and happier lives, increased well-being and to create more resilient communities. The library pursues these endeavors with the active participation of the community and the highest possible level of community involvement in the operation of the library.

We can see similar ideas in the Boekenberg Library Mission Statement, but it lacks the idea of community involvement.

The mission statement of the library serves to set the institution's overall goal in a few sentences: what the library's role in a given settlement is, and what it provides to users. It does not show a goal to be achieved, but a reflection of the real, the reality.

Community-based approach must be included in the mission statement of the community-based library:

- The library emphasizes that services are organized according to the needs of the local community.
- It concludes cooperation agreements with partners (other cultural institutions, educational institutions, NGOs).
- The library strives to become the user's library.

6.4.2. **Collection policy**

Collection rules are a much longer and more expanded document. It has both formal and substantive requirements that must be met. The policies of city libraries with greater county coverage are 20 page documents. For reasons of volume, it is no longer part of the OOR (SZMSZ), but appears as a stand-alone attachment, which provides more opportunities for detailed community participation.

Since this policy is subject to acceptance by the maintainer, it is very important that our ideas and plans are clearly defined in writing.

It is worthwhile to include textually in the unity of the general principles how we want to involve the community in the formation of our community. As the expansion of the stock, the acquisition of the stock is an economic process, it is also necessary to record the depth to which we want to make use of community relations. That is why it is reasonable to formulate our expectations in the main section up to the level of involvement. So, in this case, we involve the community in some of our decisions, but the library is not committed to ongoing collaboration, as there may be objective factors that prevent this from happening.

As there are several chapters in a larger library's collection policy, broken down into file units, some level of community-based operation may appear in them. Most often the library can count on the help of local communities in collecting local knowledge and building up their files. In this chapter it is worthwhile to include what kind of help we expect from the population and from the local groups. Of course, it is very important to note that the library cannot commit itself, since as a responsible business organization it has to be taken into account that it works from public money, for the benefit of the public.

Such a special collection can be, for example, an audio library collection, where it can be stated textually that the library relies on the needs and opinions of the local association in the provision of the special target group (visually impaired), and takes into consideration their expertise and needs when purchasing new documents. This will not only involve the community, but also work with them.

In the introductory part of its collection policy, each library clearly states the social, economic, cultural, demographic factors that significantly influence its collection, in addition to the basic tasks of the library type, its role in the library system, and the maintainer expectations.

In this section, it is worthwhile to include some ideas on how the community can be involved as much as possible when updating the collection policy.

At the time of creating and updating the collection policy the library the library is obliged to explore the state of its social, economic, cultural and demographic environment to the fullest extent possible. The minimum requirement is always to consult the public and the partners, for example by means of a questionnaire survey. Wherever possible, personal contact with the population should be sought and reach out to partners who are relevant to collection policy, to participate in the process as collaborative partners.

This may reveal the key areas and trends that the library should consider when defining its collection scope. For example, if the library cooperates with local elderly care professionals, it can be explored what the needs of the elderly in the worst condition are.

The idea of community-based operation may also appear in the so-called detailed collection instruction section of the collection policy. It may be worthwhile to involve the community in defining the guiding principles. For example, it is worth asking the general public for information on what types of documents the library should collect, in which foreign languages to obtain documents, on which topics to collect more intensively and which ones to less. At least the consultation aspects of the detailed collection instructions should also be discussed with the community.

Typically, a growth plan is part of the collection rules. This basically describes the rate at which the library spends its resources on document growth, document types, genres, and other considerations. At this point, the greatest help to the library is if it involves certain individuals in the work. These individuals, or rather the organizations they represent, may even be named. Alternatively, the library can establish a library committee of, for example, teachers, civilians, members of the public, and other partner institutions and engages that committee in rethinking its policy of growth.

The special case of file creation is the issue of content obsolescence, which is also regulated by the rules of collecting policy. Librarians usually seek expert help in deciding on content obsolescence. The operation of the library committee can also help, and a strong level of involvement can be achieved through its involvement.

The collection policy depends on the function of the library, its place in the library system, the social environment in which it operates. Among other things, the library sets out in this document the aspects which are taken into account when creating the collection (enlarging, decreasing). One of the basic documents of the operation of the library is the annex of the OOR (SZMSZ). Following the trends and demands, it is necessary to constantly monitor, revise and change, where appropriate.

Examples:

Socal participation can be presented in this document in the following ways:

- One of the goals of collection development in the community-based library's collection policy is that it builds a user-driven stock, therefore, the policy should mention the demand assessment as one aspect of collection development. It is necessary to state that the library has the right to overrule the needs of the public and is not obliged to obtain all the documents which arise as a result of the request. (For example, excludes language-free pornographic publications.)
- The library may include it in the collection policy if it regularly cooperates with other institutions and non-governmental organizations in the development of special collections for special target groups.
- For example, it handles audiobooks, books with larger letters, and Braille books as separate collections. He collaborates with the association for the blind and visually impaired in creating this special collection.
- It is necessary to indicate exactly what the cooperation means. When designing a special collection for special audiences, make sure that the library obtains user input and applies suggestions. The library must indicate that it is able to take into account the needs of the cooperating party according to its financial means.

6.4.3. Organizational and Operational Rules (OOP)

The purpose of the Organizational and Operational Rules is to record the data and organizational structure of the institution, the duties and powers of the managers and employees, and the rules of operation of the institution. As such, it is a well-regulated document that is fully compliant with the law. As a result, it offers relatively little space to record new thoughts.

As this policy includes the responsibilities of the leader(s), the community building role may also appear among the tasks. The OOR does not provide an opportunity to elaborate on these tasks in the long term, but at this point it is possible to state in text that the manager is not only in contact, but it is also his responsibility to involve partners in certain decision-making processes.

The OOR is a comprehensive document with many annexes. These appendices and rules contain the thoughts that appear in the main section. An institution which has been serving the community for many years has the opportunity to record partnerships and community relations in its separate rule, thus reflecting the steps of community-based operation in its rules.

The OOR is a document which basically regulates all material operating conditions of an institution and becomes effective with the approval of the maintainer. There are many aspects of community-based operation and community involvement which fundamentally require clarification of responsibilities and authority. Many maintainers already have significant

influence over the institution at the level of communication, not to mention the levels of consultation, involvement and cooperation.

As an appendix to the OOR, it is worthwhile to prepare a so-called *Community-based Operation Guide of the Library* or the *Community-based Operation Program of the Library*, which record all relevant circumstances of community involvement. Its maintainer's approval would create a clear situation for all those involved in the community-based process.

Examples:

The Community-based Operation Guide of the Library or the Community-based Operation Program of the Library can consist of the following elements:

- The main activities of the library for which community-based operation is conceivable. The minimum and maximum achievable level of public participation within a given activity group. In accordance with the levels of participation, what the library promises to the community should be worded.
- During community-based operation it is possible to identify existing or potential partners. Even the main activity groups that are considered to be community-based can be considered as partners of the institution.
- The library and librarians' living contact with the local community. Ensure that librarians get involved as much as possible in the activities of the local community, organizations, civil society and decision-making bodies. In many cases, the false stereotypes about libraries and librarians are the reasons why a community does not know enough about its library. For example, when setting up local Hungarian value registry committees in many settlements, the need for a librarian to be a member of the committee was misunderstood. An authorization such as a guide approved by the maintainer could greatly improve the situation.
- Community-based operations also require well-trained staff with the necessary competencies. Maintenance support is important so that employees can acquire the necessary competencies through in-service or in-house trainings, and develop them as needed. It is inconceivable to reach out to the community effectively without well-meaning, empathetic staff.

Sooner or later, an institution that is consciously engaged in community-based operation is likely to experience a lack or scarcity of human resources. The library needs to clearly state in the community-based operation guide or program who it relies on for community involvement as a human resource - for example, librarians, volunteers, community service, and civil society.

There may also be additional costs for reaching out to the community, consulting, involving and collaborating. We need to think about and plan the level of financial resources required and the possibility of sponsorship.

In describing its basic tasks, the institution should mention that it provides his services with user needs in mind. (Level of consultation)

The relations of the institution, the basics of cooperation developed in the course of the activities and the list of related organizations are published. (Level of cooperation)

If there is a club (e.g. reading club, local history club) in the institution, it is recommended that the conditions of the clubs be set out in the OOR.

It can only work during opening hours – if not, what are the conditions (e.g. librarian staff must be in the building).

Does the institution provide the clubs with the necessary equipments (furniture, ICT equipment, folding screens, etc.)? If so, in what circumstances?

What are the clubs' right of proposal regarding the operation of the institution?

It is advisable to operate the clubs at the level of cooperation. In some cases, authorization may be conceivable, but the transfer of ultimate responsibility is not recommended.

6.4.4. **Terms of Use**

Paradoxically, it is possible to reflect the individual steps of community building in a specific regulatory document listing responsibilities. The regulation, as its name implies, limits what the user can do, what he must do, what he cannot do. It lists obligations and liabilities.

However, it is only a matter of perception and formulation so that opportunities also appear – not just obligations, but opportunities, points of influence. A new chapter may be drafted, describing where and in what way the external partner has the opportunity to cooperate and influence.

In a separate passage, the library can also discuss how someone can advise and get involved in the decision-making process. One or two ideas may come into play that the library expects community involvement, its intention to involve the reader and the potential user in the decision-making mechanisms, and the library also has an interest in working with its most important partner, the user. Its way is recorded in another document, which can be referred to here. This would simply be an extension of the "general rules" menu item in the document.

Due to rapidly changing conditions of use, the Terms of Use are updated annually. For this reason, this document may be an opportunity for libraries to encourage their users to play an active role in it.

One year ahead, you can think about it relatively well what level of community involvement the library wants to achieve – this must be included in the annual work plan. Based on this, messages could be formulated in the terms of use that stimulate users to become active. These messages could even be included in a separate section.

In its Library Usage Policy, the institution sets out the conditions under which a visitor can use the library's services, whether or not for free. The rules usually only include the duties of the reader, not their rights.

Examples:

The Community-based institution should indicate the possibilities for participation:

- The library user can make suggestions for purchasing documents, organizing programs and trainings. (Level of consultation)
- The library is awaiting user feedback. The user has the right to complain. The complaint is perceived by the institution as assistance. The library sets out how to handle complaints in the Complaints Management Policy. (Level of consultation)
- The library welcomes the help of the local community (involving volunteers) in carrying out certain activities (e.g. preparing the venue, photographing programs, etc.). (Involvement level)
- Here you can enter specific rules for members of clubs in the institution (e.g. reading club, local history club). (Level of cooperation)
- It is not a practice either, but it should also appear in the policy that the library user can initiate a change to the library policy.

The following examples can be incorporated in the text:

- In the given year the library renews its stock-raising policy, which seeks to validate user ideas and awaits user feedback. It would be possible to specify the form in which comments are expected and from when they receive users' feedback on developments.
- The library celebrates the anniversary of its founding in that year, and would like to do it by involving the widest range of users and incorporating their ideas. Users can be informed about the possibility of a brainstorming session and the expected date of brainstorming with the best brainstormers.
- The library would need volunteers in a given year to accomplish certain tasks. Even the fact of recruitment could be mentioned in the terms of use.

6.4.5. **Annual work plan**

If the institution is serious about organizing its activities on a community basis as far as possible, this commitment should be reflected in the annual work plan in an operational way. This is a document where it is possible to decide for each planned professional activity whether or not the level of community involvement will be achieved.

One of the priority objectives for the year should be to identify the areas of major importance in which the institution plans to have a strong community involvement.

Then, when planning each professional activity, it is necessary to determine what level of social involvement they want to target, what activities are needed, what potential partners,

collaborators are needed, and what is the promise to the community. It should also be considered whether community involvement has extra resources or, conversely, what savings the institution has in community involvement.

If, for each professional activity, the institution reconsiders whether community-based operation can be considered in the given conditions, and if so, at what level, then a clear action plan is prepared for a full year.

After that, it becomes obsolete to record separate points in the annual plan, such as the number of planned user satisfaction surveys or the planned number of partners and partnerships. These activities and partnerships are detailed in the annual work plan, where appropriate, in each professional group, according to the level of community-based operation it seeks to achieve. Depending on the level planned, the methods of community involvement will be used. If they want to get involved and think together, they will, for example, invite the public to a brainstorming session, but if they just want to consult, they will ask for their opinion through a questionnaire. In a community-based operating institution, it is not possible to interpret how many users plan to measure satisfaction because it only makes sense in the context of the intended level of involvement for that activity.

The purpose of the annual work plan is to make the fulfillment of the institution's tasks continuous and predictable and to enable them to be monitored. It is accepted by the institution's collective and subject to the approval of the maintainer.

Examples

For a community-based institution, the following should be included in the work plan (based on the work plan template issued by EMMI):

- Include in the executive summary as a strategic goal that the library wants to activate the local population.
- Among organizational issues, indicate the number of volunteers and community service students with whom they have an agreement.
- The text description of collection development should include user needs: planned surveys, collaborations with NGOs.
- What kind of cooperation does the institute plan with the nationalities living in the settlement? (e.g. event organization)
- How do they imagine the involvement of the local population in the organization of the event? Since we are talking about a community-based institution, they are doing more than communicating, for example:
- It assesses the needs of the population.
- Requests feedback after program implementation.
- Programs are implemented through volunteers, community service students.
- It cooperates with other cultural institutions, educational institutions, non-governmental organizations (e.g. retirement club, association for the blind and partially sighted, large family association) in the settlement.

- It provides space for cultural groups and operates clubs.
- Do they plan the measuring user satisfaction?
- The work plan should quantify the number of cooperating partners (e.g. NGOs, cross-border libraries, entrepreneurs).
- It carries out tenders in a consortium (jointly with another cultural institution, NGO).

6.4.6. **Annual financial statement**

These are the obligatory basic documents where the social aspirations of a given library can be presented in the most detailed and accurate manner. In fact, the two documents must be consistent. The work plan should already reflect the management's vision of how and where they want to involve the local community in their work.

It is recommended to identify the following areas in the work plan and guide them through the methods:

- collection organization;
- special collections;
- services designed for special services, target groups (visually impaired, deaf, physically disabled, autistic, etc.);
- reading development, reading promotion;
- when planning a PR / marketing area;
- preparation of the event plan.

Of course, it is possible to reach out to the general public and the community around the library in many other key areas. We can also easily see that there are different levels of community-based operation in these areas. However, a level of cooperation is available for each of the above topics.

When drawing up a work plan, it should always be borne in mind that it is primarily the responsibility of the maintainer to account for the work plan, but since it is a public document, it is also our main partner, the library user who can account it.

It is worth including in the work plan not only the level of community-based operation but also the methods. If we want to consult with local groups, we also need to define the methodology (individual, anonymous, group, online, personal, etc.).

If the community is to be involved in the decision-making process, it is also necessary for them to know our plans so it is important that the work plan must be public and made available.

In any case, the annual work plan must also include the institution's partnerships.

The annual report is intended to present the institution's work during the previous year.

If the local community is truly involved in the work of the library, this will be reflected in detail in the work plan which will be reflected in the annual report. This way, both the maintainer and the (potential) user can see and feel the commitment of the management. If community participation in the library's annual work is realized and successful for both parties, then the next year, the next level of participation will be available.

Examples

The annual report is in fact a reflection of the work plan. In the annual report of the community-based library, the aspects expressed in the work plan are reflected as accomplished tasks.

This should clearly indicate for each activity group whether the planned level of involvement has been achieved and, if not, what factors have prevented it. Lessons can be drawn from this, as to whether there is any community involvement at all in one activity or even at a particular activity, or at what level it may be realistic. This is where the success of the partnerships and the experiences of cooperation are reported. I do not consider it a fortunate solution to record only the number of partners, but the experience with them is not integrated into further operations.

The report should also take into account the resource needs of community involvement and how they have been solved.

6.4.7. **Online interfaces**

The library's online interfaces, such as its website or Facebook page, are perfect platforms for encouraging members of the community to work actively together. This is the platform through which the well thought activities planned for a year or more and found community relevant for community-based operation can be published, but at the same time it is also possible for the library to find partners for the implementation of relatively spontaneous ideas based on the target level of engagement.

In all cases, the mission statement must be located in an easily accessible location on the library website.

In terms of presentation, the online interface cannot really be separated from other communication channels. Mandatory documents (public information) must also be published on the library's website. They are also available here for the general public and the maintainer.

Even the Hungarian term for social media carries the term community. In any case, these communication tools build on the power of the community. Libraries can take advantage of this and need to take advantage of it. These tools provide many opportunities for library management to truly engage community members in library life. Just think about commenting, labeling, (relatively) free expression. A large number of such services are available to libraries, but the practice so far shows that it is also a dangerous weapon. It is no coincidence that even enthusiastic representatives of freedom of expression use editorial moderation.

However, when used wisely, these programs offer many opportunities. In extreme cases, the community can help with the processing and exploration of the stock. It is the user who can best define the subject matter of the documents he or she is looking for. Of course, here too, it is worth striving for the level of cooperation, so some moderation is needed here as well. The user, the community, is given the opportunity by the library to tag a particular document and then use these tags to collate what is really relevant in a subject-word system. In this form, this is already the level of cooperation.

This method is best used for exploration of special files and supplying metadata.

Similarly, users can be involved and even invited to cooperate in the exploration and collation of the most specific non-traditional documents. Consider, for example, photos that are common in local collections. In many cases, comparing the locations and characters in the photos is a huge research effort, but the power of the community can multiply the task and divide the amount of work and time spent. I emphasize that the level of authorization is not desirable in these areas of work.

Also, remember that online interfaces are accessible from anywhere, anytime. This will further expand and enrich the library's services.

The online interface offers many other options. On the one hand, it is technically a fast and easy communication interface. The reader may at any time have access to information concerning him or her and express his or her opinion. It is a fast and easy interface for collecting and processing reader opinions, whether organized or guided or free. This way, the level of consultation and involvement can be achieved quickly and easily.

If the library deliberately uses these forums, it really does its best to build community. More and more online communities are sometimes formed on an ad hoc basis and sometimes as a result of conscious formation. These include the groups created by the moly.hu site close to our profession, or the successive online local knowledge groups, but there are countless other examples. It would be advisable for the libraries themselves to become such a formative force, to unite and guide these self-organizing communities. This would increase their own community power and influence, which could reinforce the already strong relationship between communities and libraries.

The use of such online interfaces should also be included in the library's work plan and strategy.

Examples

In the case of a community-based library, the following elements appear on the website and the social network sites operated by the library:

- The institution may also conduct needs assessments using online tools (e.g. Google form). Through the social media this also reaches people who do not visit the institution. If they are willing to say what they need and the library can satisfy them, they can win new users.

- The Google form is not only for needs assessment but also for collecting feedback and suggestions.
- The library creates a chat platform and runs a forum. Chat allows the user to initiate a real-time online chat with the librarian. The forum is a very good tool because people interested in the same topic (for example, a literature suggestion) can talk to each other. Continuous moderation is extremely important for the forum. If the library does not have the capacity to do so, it is not recommended to run a forum.
- Collects photos, local history information and data from residents and publishes them. Social media is also a great tool, as members of the community who have already deserted the community may also be invited. The community can also help to identify who can be seen in the photo, where it was located, or what part of the street.
- The library creates a municipal Wiki, e.g. Gödöllő Wiki. The institution may request the assistance of the community in the creation of the lexicon and in the uploading of articles. The Municipal Value Registry Committee, the secondary schools, the Local History Club and people interested in local history can be involved in the work.
- It recruits volunteers through the library's website and community sites. (e.g. call for school community service.)

The methods and examples presented above, in addition to libraries forging communities, also serve the purpose of gaining the trust of the general public and increasing the reputation of the institution.

6.5. Summary

It can be stated that libraries wishing to work consciously with the communities which surround and use them must also present these plans in writing. Primarily in the strategic plan of the institution, in the concrete work plans. If the plans in the work plan are realized, these practices can be gradually introduced in other documents. First of all, we need to clearly define the goals, the steps we take for the community, the methods of doing so. Indeed, a work plan is the most appropriate for this. If the work plan is also approved and accepted by the maintainer, what is planned can be implemented.

It must be stated which communities, at what level and in which library areas the library wishes to work with. These plans should be communicated to and consulted with the partners, involved them in the preparation of the decision-making process, cooperating in the implementation process and, where possible, authorize members of the community to implement it.

If we can do this, we can talk about the library's real social participation.

7. The process of change

Béla Czimbalmos - Adrienn Rátkai-Füzesi - Andrea Málek - Mária Arapovics - Márton Beke - Éva Dóri

The community-based mode of operation offers many opportunities, it can also be the completion of our community development activities or the starting point of our community development activities. However, its application – like any complex professional process – has its pitfalls and difficulties. These are discussed below, and we will look at how we can prevent and solve them.

7.1. Organizational development, change management

The transition to community-based operation of cultural institutions will bring a change in the organization. There is a separate chapter in the management literature dealing with change management. We do not intend to present this in its entirety, but simply give a brief guide to understanding and managing the process by presenting a known model.

One of the first, best known change models is the three-step model of Lewin (1948). According to this, three successive steps are needed to make the planned change a success:

– in the thawing phase, we create the conditions for breaking away from the old state,

– in the moving phase we get from the old to the new state,

– In the consolidation phase, we ensure the conditions for the change to become permanent.

– According to Lewin (1948) every change is characterized by a certain psychological field. There are driving forces which help make the change, and there are braking forces that inhibit it. The change can only take place if these driving forces prevail over the braking forces and thus move out of the equilibrium position. It is a step-by-step type failure is one-sided concentration on propulsion without any attempt to eliminate or at least alleviate braking forces.

The key to the success of this change is

- Have a common known dissatisfaction.
- Have a vision of the future we know and accept.
- Have a plan for who, when, what, how, why to do.
- Reduce the resistance to change;

Criteria for a successful change:

1. meets the expectations of the organization,
2. meets the expectations of individual members of the organization,

3. it took place without over-spending of the organization,
4. it took place without too much effort on the part of some members of the organization.

Organizational change is based on *personal* changes. The most important thing for personal livelihood is that change is *wanted* or *forced*.

In an organization, when it comes to introducing a system other than the usual one, it is worth considering what kind of preparation can be made to facilitate the adoption of a new form of operation, how to overcome the resistance that may result from the uncertainty of change.

According to the literature on change management, the following four factors are essential for organizational development:

- o Current status of satisfaction;
- o Imaginary future;
- o Planning and taking the first steps, i.e. the strategy and action plan to realize the ideas;
- o Obligation;
- o the above offsets the resistance associated with the changes

A change is successful if the four factors are collectively greater than the resistance to change, that is:

Dissatisfaction x Imaginary Future x First Step x Commitment> Resistance

If any factor in the product is zero or the left side is smaller than the right, then there will be no change.

Commitment to change: If change is our responsibility.

Not Committed	Committed to
• if "they" want it, "their" thing • if we get in the way: it doesn't work • "they" did something wrong • "why it won't work" attitude	• we have the responsibility • we have to overcome obstacles • success is also ours • the "how to" attitude works • energizes

Figure 17: Negative Response to Change (Conner, 1993)

A successful process will be implemented when there is a large pool of supporters who help to persuade the neutrals.

Stages of the Change Process[148]

1. Demonstrating the urgency of change - Examining market and competitive realities.
2. Creating a change management team - Building a powerful team / Teamwork.
3. Developing a vision and strategy - Developing a vision for change.
4. Communicating the vision of change - Use every possible mediator to communicate the new vision and strategy.
5. Empowering employees for comprehensive action. Removing obstacles to empowering employees.
6. Making quick victories. Public recognition and rewarding of those who win.
7. Consolidate results and achieve further change. Recruiting, promoting and rewarding people who are capable of realizing the vision of change.
8. Rooting new solutions in culture. Further training of managers and ensuring succession of managers.

7.2. Specifically: What are the barriers to community-based operation and how can we overcome them?

7.2.1. Inactivity of the population

When we think of community-based operation, passivity and disinterest are the first thoughts in everyone. However, there are several reasons for inactivity, so our most important task is to explore and outline these reasons. There have been many references to these in the previous chapters. According to the experience of institutions operating in community-based form, passivity is typically due to the following reasons.

7.2.2. We try to reach the public through inappropriate channels

The most common and simplest problem lies in simple communication situations. Our information does not reach the right target group or the needs of individuals and their communities do not reach us, so there can be no community solution. If the special disinterest is just for us and the programs of other institutions in the town are full then this is likely to be the case.

Suggestion:

- Let us personally visit the local communities we want to reach, initiate a dialogue, get to know their real needs;

---

[148] Kotter 1999.

- find and reach out to those who can express their opinions through personal interviews;

- strive to get to know and understand the aspects of our target audience, exploring these and try to meet their expectations as much as possible, to create attractive experiences for them together;

- assess and join – where possible – the effective communication channels of others (such as local civilians, other institutions);

- rethinking our previously used marketing and PR clichés, as a new form of service feel free to use social media tools but only with conscious planning and continuous updating.

7.2.3. **Local customs, traditions, cultural characteristics**

It is more difficult for us if we find that other programs have not been visited in the community either, indicating a more complex and deeper exploration difficulty. It can be very difficult to involve if there is no custom, tradition of social participation in local culture, or it may have been deliberately suppressed by a former local elite. In these cases, there are a maximum of a few sports circles and hobby groups in the community, which are not or less concerned with social, community issues, and they are well-defined and closed communities.

Suggestion:

We could also say: "It's nice to win from here!" Through active and passive tools used in community development and community planning, we can try to involve the existing local civil and business sector and the local population. Here are some of the possible ways to do this in our Community Development Methods Guide, but here are just a few of the key steps for your Dear Reader:

- exploration of initiators in the process: exploring and reaching out to a few existing hobby circles, communities, as we are likely to find some of the active people with whom we can start in the community;

- exploring the causes of inactivity and ideas for the future through interviews, personal and focus group consultations, and questionnaire surveys;

- workshop with stakeholders, situation assessment, exploration of development opportunities, resource mapping, vision and projected results;

- public discussions for commenting on the plans, widespread social acceptance, collecting and utilizing the latent experience and knowledge;

- formulating concrete action plans based on community involvement (the first step in the life of a small town can be for example a smaller value day, where a community photo gallery from old family photos, cooking competition, recipe gathering action with the preparation of one or two authentic dishes, or an exhibition of old objects can be organized with minimal financial effort, the point is that anyone can get a role and opportunity to get involved);

- implementation of a specific community program based on citizens' involvement.

7.2.4. **Social deficits, anomie, lack of communities, social problems in the settlement**

As in the previous point, general passivity is characteristic of the settlement. In this case, however, hobbies are also rare. Especially in disadvantaged communities and settlements it is typical that social problems also affect their everyday community relations. Livelihood problems, meeting everyday needs, take precedence over community thinking. Another typical case is the situation of sleeping towns, whose inhabitants are located in the nearby big cities during the day, and there is no local community, and a maximum of one service is used locally. Typically the population of the settlement has swelled in a few years, the neighbors do not know each other.

It should also be noted that while in a settlement, parents with small children and retirees can be more easily moved, it is rather difficult to reach the active age population, who among other reasons are less involved in institutional life.

Suggestion:

- Initiate joint social inclusion programs which can start the community development process, e.g. sewing course, dress repair, use of scraps, rags, involving well-crafted people in the community who can pass on knowledge to others; community garden in the courtyard of the community center – maybe children can get vegetables, fruits etc. in summer activities. It is important that organizing and activating is not undertaken by the institution, but by helping the members of the communities in its implementation.

- Find partnerships with social workers who can provide a bridge between the target group and our institution and support us in encouraging activation.

- When it comes to passivity due to disadvantage, it is also advisable to shape our own approach: what others see as a semi-empty glass is something that we consider as a semi-full glass. Pay attention to what the community, the individual is doing well, what their strengths are, and how this can be made a community resource. The exploration of individual strengths and abilities, the collective utilization of passive knowledge are the prerequisites for people to become the engine of their own activity.

- For sleeping towns, it is practical to help get the local community involved with weekend neighborhood programs, even with a "neighborhood picnic" invitation in the park, which can be addressed with creative but simple ideas (don't wait to come to the facility, but visit us). Baby-mum clubs and interactive family programs are typically successful, and larger community initiatives can be built on in the long run.

The technical bases and applicable methods of cultural and community activities in the above-mentioned settlements and regions with a lot of socio-economic difficulties are discussed in our methodological background reviewing the issue of equal opportunities.

7.2.5. **Conflicts between local communities**

A common problem is conflict and rivalry between communities. Sometimes a community is not involved in an initiative simply because it is organized by another community. Unfortunately, disintegration is a common problem in our society today, and it can only be relieved by doing tremendous work, constantly balancing it.

A typical source of problems is that if not all communities are equally involved (which is not possible), perhaps the will of a person will prevail, etc. The narrow path of democracy has to be balanced through cooperation where professionals have to have excellent conflict management capabilities[149].

Suggestion:

- try to prioritize the most effective, cooperative, interest-oriented approach that seeks a solution which is acceptable to all parties involved and which provides a chance for a "win-win" type of solution. [150]
- persuade people who are neutral in a given conflict, who may have a good relationship with both camps and who can help identify needs and develop professional "answers".

7.2.6. **Trust issues – in local communities and professionals**

Lack of trust can occur in smaller and larger settlements. There are many examples of beautifully restored but closed country houses (under the heading "not to be ruined"), and in larger cities, communities may only use the building to carry out their own programs during strict opening hours. Trust is important not only for the institution, but also for the community. Both the individual and the community must trust the institution. If someone has reported a problem many times, he has come up with a number of ideas, expressed his opinion at the request of the institution but these have been ignored in succession and has not received any meaningful feedback;

Suggestion:

- Step by step, try to transfer as many responsibilities as possible to the local community: supervision of a room, device during use, full implementation of a small program, etc.

- When evaluating a claim or requesting an opinion in any form, always give feedback to those who express the opinion. If an idea cannot be realized, explore the cause (financial reason, lack of resources or assets, legal barrier, etc.), and encourage them to think

---

[149] *Community Problems Management* was published in 2015 by the National Institute of Education as a methodological manual, which provides a lightning-fast professional guide to conflict management and problem-solving:
http://kozossegimododszerar.nmi.hu/storage/upload/Publishers/7.%20Kozossegi_problemakeskeles_v2.pdf (last download: 22/08/2018)
[150] A win-win result is when the outcome is more positive for the parties than for a zero-sum game, where one party's profit equals the other's.

together and seek new solutions where the community may face obstacles and difficulties.

7.2.7. **Criticism of expected quality – Shield Gaps (Gap Model)[151]**

If there is a discrepancy or gap in the quality perceived by the population and in what we consider to be our participatory activities and services, we must initiate bug fixes, all of which are aimed at modifying, improving, and addressing our citizens' complaints. According to the so-called gap model, there are six reasons for this deviation, which are also areas of intervention for error correction:

1. Knowledge gap (institution does not know well the needs of the population)

2. Performance gap (Population quality expectations differ from experience)

3. Internal communication gap (the institution's communication promises something other than what it can accomplish)

4. Perception gap (population perceives participation opportunities, service received differently)

5. Interpretation gap (the public does not interpret the institution's communication as they thought it would)

6. Service gap (population expectations and participation opportunities available, service received differ).

The central element of the Gap Model is gap 6, because the population may not participate in the activity or receive the service they expected. This is, on the one hand, one of the most serious problems that an institution may face and, on the other hand, it can be minimized by reducing the size of the other five.

Recommendation: Quality improvement and prevention

Activity-service gaps, and thus public dissatisfaction, can be predicted from the institution's activity and service processes. As a tool for forecasting, the so-called has been available for two decades now. The SERVQUAL model is used to function as a general-purpose tool for measuring service quality.

The model identifies five dimensions which can be analyzed together to describe the quality of a service:

- Tangibility: the appearance of the institution's staff, equipment and communication tools.

- Reliability: the ability of an institution to deliver the promised opportunity and service accurately and reliably.

---

[151] Cserpes 2011. 19.

- Responsiveness to the needs of the client: the willingness of the institution to assist the population and provide immediate participation and service.

- Assurance, trust: the knowledge, knowledge, politeness and ability of the employees of the institution to convey trust and confidence to the population.

- Empathy: The personalized "caring" attention which the institution brings to the population.

The above-mentioned difficulties and the possible means of preventing and solving them are summarized in Figure 19.

Inactivity of the population	
Possible Typical Difficulty	**Solution Suggestion**
We do not reach the population in the right way	Personal contact, getting interested
	Persuasion of gossipers
	Connecting to effective communication channels
Community activity is not part of the local culture	Some community definitely works in the settlement, let's start working on them.
	Let's generate on the group of inhabitants what is known as the so-called low-threshold initiatives (such as involving young people, seniors in local family album photo collection, family recipe collection and "taste competition", etc.) these can be further developed and exemplified.
Social problems	Organize community programs which make life easier for people.
	In the case of sleeping settlements, social events are scheduled for the weekend.
Community conflicts	We should also deliberately involve local citizens who have a high level of public trust in our activities, and open communication to help them work together (public questions: what to change and how).
Lack of trust between communities and institution	Give confidence: hand over responsibilities to local communities.
	Let us give a meaningful response to any request or suggestion.
"Shield Gaps"	An analysis of the participation opportunities and services provided by our institution, with particular reference to the extent to which we respond to the public's needs (SERVQUAL model).

Figure 18: Difficulties and their prevention, resolution and possible tools

7.2.8. **"My Castle ..."**

If a community gets a role at any level in running an institution, it can enrich it with a number of resources: human resources, providing resources, ideas, organizing programs, etc. However, the group also benefits from the institution's resources: infrastructure, equipment, professional assistance, financing, etc.

Nevertheless, these resources are also finite. The more communities use them, the less they get. A typical strategy is that the involved groups try to commit to the resources of the institution as much as possible. However, it should be noted that if we actually succeeded in involving only one or two small communities, this is not yet a real community-based operation.

Suggestion:

- Regularly place communities around the table that play any role in running our institution, and collectively review who has what role, who needs what from our institution, what might not be us, but organizations can help each other, etc.

- We formalize the system of encounters: offer to communities as a non-formal or formal organization for the establishment of the "XY Institutional Community Roundtable".

- It should be made public to the citizens of the settlement and to other communities, who and what contributes to the operation of the institution. Even in such a way that the roundtable always holds its discussions openly – not within the walls of a given institution, but, for example, at a restaurant in our town.
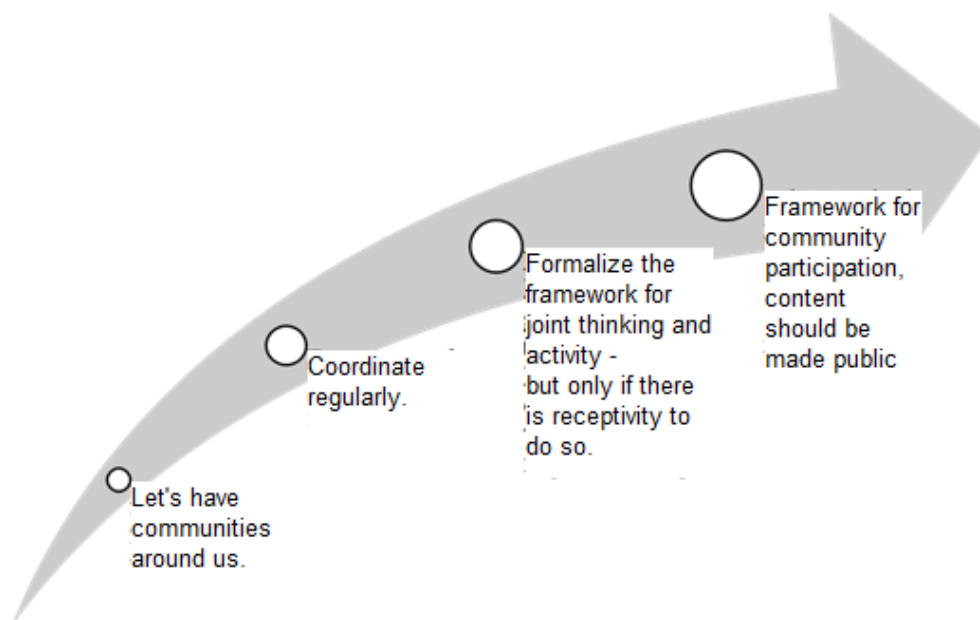

Figure 19: Possible ways and steps to avoid lockup

Legal liability

The operation of an institution also entails legal and criminal law liability. Just think of copyright, for example. (In the case of amateur groups, a work may be used without prior

permission for a program which may cause discomfort to the institution.) Criminal liability includes compliance with the safety rules for events. Knowledge of the ever-tightening rules and regulations requires preparedness.

In the case of transferring the responsibilities special care must be taken either the staff of the institution assumes organizational responsibility or the responsibility is given to a representative of the community.

7.2.9. **Maintenance Will**

Perhaps the most difficult problem to deal with is influencing the will of the maintainer, transferring the idea of community-based operation to the maintainer. But not impossible. If the staff of the institution is committed to community-based operation, some reference programs can demonstrate to the maintainer that the resources available can be multiplied by involving the communities.

One of the main reasons for maintainer resistance is that even today, some maintainers misinterpret the role of community-based cultural institutions: they see them as their "event organizing company", whose sole function is to organize events which are dreamed by decision-makers. In community development processes, they see only the strengthening of other prominent figures who pose a political threat to their position and opinion-forming role. According to the rules of democracy, this is usually the case if political decision-makers are not partners in the dialogue with communities and in the involvement of communities. However, dialogue with previously unheard individuals and communities is actually an opportunity for local decision makers, precisely for what we care about: serving people better.

In longer term, there may also be a conflict between the user or the NGO and the maintainer. In such cases, it is in the interests of both parties to resolve these conflicts as quickly as possible without the involvement of civilians as the house may become empty, rendered meaningless, and other civilian community houses may emerge in the settlement and become "competing" with the institution. At the same time, an institution with a stable maintainer background and a dedicated team of professionals, in which civil society is solely responsible for filling the content, provides security and predictability.

7.2.10.   **Decrease in motivation of institution and its staff**

If the institution moves towards community-based operation, it can initially generate a significant sense of success. Communities "thank for attention". Countless ideas, innovations, volunteers and other resources can come within the institution's horizons. However, over the years, the dynamism of communities may diminish, ideas run out, and they start thinking again about templates and proven solutions. Volunteers may also be running out of time, so institutional staff will have to take over old or new tasks. But that's not surprising, so it is in so many areas of our institutional life.

There may also be risks in the differences between the goals and motivations of professionals and volunteers. The need or lack of qualifications, the problems of affordability and

volunteering, and different perspectives can cause problems in professional self-esteem, as failure and rejection can insure self-organizing processes.

Part of the solution:

- on the one hand, the *"3.1.7. Strengthening community-based operation"* this chapter refers to the applying the Kotter model;

- on the other hand, regular meetings between professionals and volunteers, even on informal occasions, in environment;

- and third, awareness in ourselves, professionals that openness, institutional receptive attitudes, professional humility are all essential elements of an expert approach – referring to our introduction: our expertise – which can consciously approach institutional, civic and community viewpoints.

In addition, we can keep the motivation of our own institution or our collaborators in the most effective way by **constantly involving new communities and volunteers** who bring us new ideas and new dynamism. Young people are the eternal sources of this renewal as they are able to serve their community with immeasurable energy during their growing up, before they start a family and often afterwards. Of course, this requires that we address them year after year. So the process of community-based operation never ends, we never reach the "ready" state! But that's what's great about it: we move together, we get along with the local citizens and their communities. And as in every community, there will be heydays and nadirs. But what can be more exciting and more secure than having your institution live with the local community and as a result, a valued, important, and constantly demanding member of it?
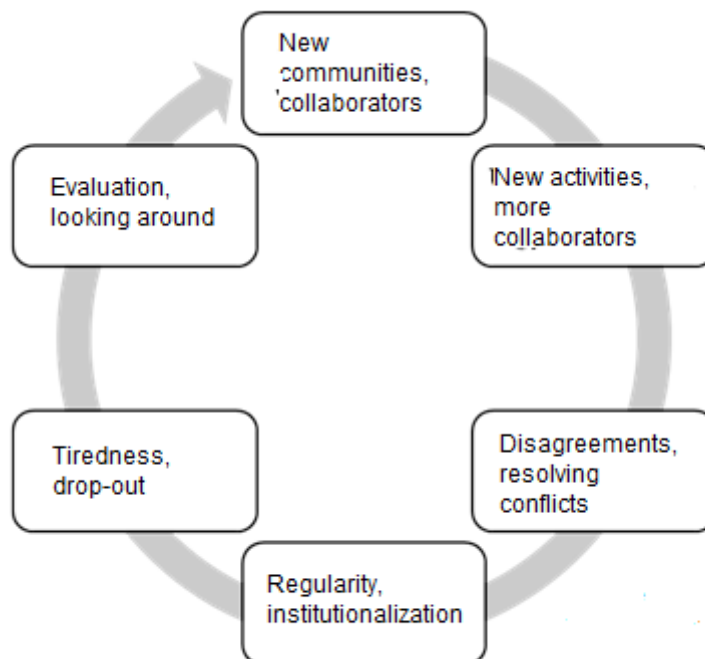
Figure 20: The cycle of institutional and employee motivation

8. References

Allen, Judy
2016 *A rendezvényszervezés nagykönyve*: *Események szervezése és menedzselése – kezdőknek és haladóknak*. [The Event Book: Organizing and Managing Events - Beginners and Advanced]
Budapest, Akadémiai Kiadó

Arapovics Mária
2015 *Közösségi művelődés, önkéntesség, iskolai közösségi szolgálat az országos múzeumokban, Támop-7.2.1.-11/K- 2014- 001*. [Community culture, volunteering, school community service in national museums, *Támop-7.2.1.-11/K- 2014- 001*.]
In: Civil Szemle 4. sz. [Civil Review]

Arapovics Mária
2017 *Közösségi részvételi alapú működés – a múzeumok társadalmiasítása.* [Community participatory operation – the community-based operation of the museums]
In: Bereczki Ibolya - Sári Zsolt (ed.): Ház és Ember [House and Man]

A Szbadtéri Néprajzi Múzeum Közleményei 28-29. Szentendre, [Announcements of the Open-Air Ethnographic Museum]
Szabadtéri Néprajzi Múzeum, 91-101. [Open-Air Ethnographic Museum]

Arapovics Mária
2018 *A közösségi múzeum. A múzeumok szerepe a települési közösségfejlesztésben és a múzeumok társadalmiasítása.* [The community museum. The role of museums in community development and the community-based operation of museums]
In: Arapovics Mária – Bereczki Ibolya – Nagy Magdolna (eds.): Kulturális örökség és közösségi múzeumok. [Cultural heritage and community museums]
Múzeumi Iránytű 15. [Museum Compass]
Szabadtéri Néprajzi Múzeum – Múzeumi Oktatási és Módszertani Központ, Szentendre. In print. [Open-Air Ethnographic Museum - Museum Education and Methodology Center]

Arapovics, Mária – Vercseg Ilona (eds.)
2017 *Közösségfejlesztés módszertani útmutató.* [Community development methodology guide]
Szabadtéri Néprajzi Múzeum, Múzeumi Oktatási és Módszertani Központ, [Open-Air Ethnographic Museum - Museum Education and Methodology Center] NMI Művelődési Intézet Nonprofit Közhasznú Kft. [National Institute for Culture]
Országos Széchényi Könyvtár. Budapest [National Széchenyi Library]
https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf

Beke Márton
2017 *Kulturális intézmények társadalmiasított működtetése: Módszertani útmutató.* [Community-based operation of cultural institutions: A methodological guide.]

http://cselekvokozossegek.hu/tudastar/intezmenyek-tarsadamasitasa

Beke Pál
2001 *Méltóságkereső.* Kaposvár, Shark Print. [Dignity seeker]
http://www.kka.hu/_Kozossegi_Adattar/Azadatt.nsf/1c4dc4b986e230d1c1256a08003a235e/7936f3e85fa23dc0c1256b510035577f/$FILE/Beke_Pal_Meltosagkereso.pdf

Beke Pál (ed.)
2010 *Saját művelődési otthonunk.* [Our own community house].
Komárom: Civil Közösségi Házak Magyarországi Egyesülete. [Hungarian Association of Civil Community Houses]
http://mek.oszk.hu/09400/09417/09417.pdf

Bereczki Ibolya
2012 Tájházak berendezése. [Furnishings country houses]
In: Bereczki Ibolya – Szablyár Péter (eds.): Tájház vezetési ismeretek. [Country house management skills.]
Magyarországi Tájházak Szövetsége, Noszvaj. 58-65. [Association of Hungarian Country Houses]

Bereczki Ibolya
2017 Tájházak és közösségeik. [country houses and their communities]
In: Arapovics M. – Bereczki I. – Nagy M. (eds.): Múzeumi közösségek – közösségi múzeumok. [Museum Communities - Community Museums]
Múzeumi Iránytű 13. 151 – 167. [Museum Compass]

Bíró Gyöngyvér – Rózsa Zoltán
2017 Orosháza és vidéke 15-16. századi múltjáról. Utazó és időszaki kiállítás. [Orosháza and its region in the15-16th century. Traveler and temporary exhibition]
Magyar Régészet Online Magazin, 2017 nyár [Hungarian Archeology Online Magazine 2017 summer]
http://files.archaeolingua.hu/2017NY/F%f3rum%20H17NY.pdf.

Bodó Márton
2016 *A pedagógusszerep és az Iskolai Közösségi Szolgálat.* In: Kapocs 69. sz. [The teacher role and the school community service]

Bodó Márton – Molnár Karolina – Uzsalyné Pécsi Rita
2015. *Az Iskolai Közösségi Szolgálat bevezetésének tapasztalatai.* [Experience with the introduction of the school community service]
Budapest, OFI.

é.n. Bring your history project.
http://coop-project.eu/activities/the-archives-and-you/bring-your-history/

Brodie, Ellie – Hughes, Tim – Jochum, Véronique – Miller , Sarah – Ockenden, Nick – Warbutton, Diane
2011 *Pathways through participation: What creates and sustain active citizenship? Final report*. September, 2011.
http://www.sharedpractice.org.uk/Downloads/Pathways_final_report.pdf

Budai István
2013 *Szakmaközi együttműködés a közösségi munkában.* [Interdisciplinary cooperation in community work]

In: Parola 2. sz.
http://www.kka.hu/_Kozossegi_Adattar/PAROLAAR.NSF/ac17badd073f25168525670c00816aef/05c93c1bb32e14e7c1257bc000426014?OpenDocument

Buzás Gergely
2016. A modern régészeti muzeológia lehetőségei és kihívásai a közösségek építésében. [Opportunities and challenges of modern archeological museology in community building]
At: http://www.oksz.eu/sites/default/files/file/buzas_gergely_regeszeti_muzeologia.pdf

Conner, Daryl R.
1993 Managing at the Speed of Change.Villard Books, New York

Crawford, Walt – Gorman, Michael
1995 Future Libraries, Dreams, Madness and Reality, Chicago and London, American Library Association

Czimbalmos Béla
2017 *Tananyag a Cselekvő közösségek aktív közösségi szerepvállalás című EFOP-1.3.1-15-2016-00001 azonosítószámú kiemelt projekt A kulturális közösségfejlesztés gyakorlata 44379-4/2017/KOZGYUJT akkreditációs számú képzés II.3.3. Stakeholder elemzés a gyakorlatban című tanegységének elméleti oktatásához.*
[Educational studies for the „Acting Communities – active community involvement" EFOP-1.3.1-15-2016-00001 project, The practice of cultural community development]
Szentendre, Szabadtéri Néprajzi Múzeum – Múzeumi Oktatási és Módszertani Központ

Cserpes Attila
2011 *Marketing és menedzsment a közművelődésben*. Zalaegerszeg, Keresztury Dezső Általános Művelődési Központ. [Marketing and management in community culture]
https://play.google.com/store/books/details/Cserpes_Attila_Marketing_%C3%A9s_menedzsment_a_k%C3%B6zm%C5%B1vel?id=iivVWtgM9J4C

Csordás Izabella (szerk.)
2017 *Gyakorlati útmutató intézményi önkéntes programok létrehozásához és működtetéséhez*. Szabadtéri Néprajzi Múzeum, Múzeumi Oktatási és Módszertani Központ, NMI Művelődési Intézet Nonprofit Közhasznú Kft. Országos Széchényi Könyvtár. Budapest
[A practical guide to setting up and running institutional volunteer programs.]
https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_onkentesseg_online.pdf

De Voldere, Isabelle.

2017. *Crowdfunding. Reshaping the crowd's engagement in culture.* Brussels, European Comission,
http://www.nemo.org/fileadmin/Dateien/public/topics/Museum_Management/Crowdfunding_ReshapingEngagementInCulture.pdf

Forum Hungaricum honlapja: http://forumhungaricum.hu/
[Forum Hungaricum website]
Galambos Rita – Matolcsi Zsuzsa
2012 *Módszertani kézikönyv Iskolai Közösségi Szolgálati tevékenységek és projektek megvalósításához*. Budapest, [Methodology Handbook for Implementing School Community Service Activities and Projects]
[Methodology Handbook for Implementing School Community Service Activities and Projects]

Gyarmati Ildikó
2005 Rendezvényszervezési kalauz. [*Event planning guide]*
Budapest, Athenaeum 2000 Kiadó

Hopeakunnas, Maisa
Residents keen to select books for the library. Scandinavian Library Quarterly. Volume 47. NO. 4 2014.

IAP2's Public Participation Spectrum.
http://www.iap2.org/resource/resmgr/foundations_course/IAP2_P2_Spectrum_FINAL.pdf

International Cooperation Public Participation Guide: Process Planning Public Participation Guide   https://www.epa.gov/international-cooperation/public-participation-guide-process-planning

Jarabekné Treplán Mariann
A közösségek bevonásán alapuló működés – Szeged, Petőfi-telepi Művelődési Ház
[Operation based on community involvement]
2018. In: SZIN Közösségi művelődés, 23/2. NMI Művelődési Intézet Nkft.
https://cselekvokozossegek.hu/wp-content/uploads/SZIN-Közösségi-Művelődés-magazin-23-2.pdf

Kapitány Orsolya
2012 *A tájházak berendezése – az enteriőr.* In: Bereczki Ibolya – Szablyár Péter (eds.):
[Furnishings of country houses - the interior]
Tájház vezetési ismeretek. Magyarországi Tájházak Szövetsége, Noszvaj. 66-75.

Community-based operation of cultural institutions
Methodological guide

[Country house management skills. Association of Hungarian Country Houses]

Kershaw, Anne
2013-2014 *Community Participation and Museums.* INSITE MAGAZINE. Museums
Australia (Victoria) November 2013 - January 2014
https://mavic.asn.au/assets/2013_INSITE_Anne_Kershaw.pdf

Kretzmann, Jody – Rans, Susan
2005 *The Engaged Library: Chicago Stories of community building*. Washington, Urban
Libraries Council.
http://www.ala.org/transforminglibraries/engaged-library-chicago-stories-community-building

Kotler, Neil G - Kotler, Philip - Kotler, Wendy I.
2008 *Museum marketing and strategy: designing missions, building audiences, generating
revenue and resources*. Jossey-Bass, San Francisco

Kotter, John P.
1999 *A változások irányítása*. Budapest, Kossuth Kiadó. [Managing change]

Kovalcsik József
2003 *A kultúra csarnokai.* Budapest, Serdián. [Halls of culture]

2005 *A közösségi régészet váratlan elragadtatást vált ki.* Múlt-kor történelmi portál.
[Community archeology provokes an unexpected fascination. A historical portal of the
past.]
https://mult-kor.hu/cikk.php?id=11098

Laszlovszky József
2017 *Fémkeresős kutatások Magyarországon. Új programok, eredmények.* Magyar
Régészet Online Magazin, 2017 nyár [Metal search research in Hungary. New programs,
results]
http://files.archaeolingua.hu/2017NY/F%f3rum%20H17NY.pdf

Lewin, Kurt
1948. *Social Psychological Differences between the United States and Germany.* Vol. 1. In
Resolving Social Conflict. New York, Harper.

2016 *Libraries and well-being*. In: Scandinavian Library Quarterly 1-2. sz.

http://slq.nu/wp-content/uploads/2016/06/SLQ-1-2.14.6.pdf

Lowndes, Vivien – Pratchett, Lawrence – Stoker, Gerry
2006 *Diagnosing and Remedying the Failings of Official Participation Schemes: The CLEAR Framework.* In: Social Policy and Society 2006/06, 281-291.
https://www.researchgate.net/publication/231914301_Diagnosing_and_Remedying_the_Failings_of_Official_Participation_Schemes_The_CLEAR_Framework

Matolcsi Zsuzsa
2013 *Iskolai közösségi szolgálat mint pedagógiai eszköz.* In: Neveléstudomány 4. sz.
[School community service as a pedagogical tool]
Molnár Aranka – Peták Péter – Vercseg Ilona
2014 *Közösségi lehetőségek a mélyszegénység elleni küzdelemben. Önszerveződés és szakmaközi együttműködés.*
[Community opportunities in the fight against extreme poverty. Self-organization and interprofessional cooperation.]
http://www.melyszegenyseg.hu/dokumentumok/dokumentumtar_tartalma/TAMOP513_kozfejl_modszertani_edok.pdf

Morse, Nuala – Munro, Ealasaid
2015 *Museums' community engagement schemes, austerity practices of care in two local museum services.* Social and Cultural Geography, Special Issue: Placing Care in Times of Austerity

Nagyné Batári Zsuzsanna – Lajos Veronika
2017 *Kulturális reprezentáció? Részvétel? Együttműködés? Felvetések a Szabadtéri Néprajzi Múzeum példáján.* [Cultural representation? Participation? Cooperation? Suggestions for the example of the Open-Air Ethnographic Museum.]
In: Bereczki Ibolya – Sári Zsolt (eds.): Ház és Ember, A Szabadtéri Néprajzi Múzeum Közleményei 28-29. Szentendre, Szabadtéri Néprajzi Múzeum, 105-117.

é.n. *Örökségkalauz örökségvédelmen alapuló közösségfejlesztéshez.* [Heritage guide to heritage-based community development]
REVEAL – A kulturális örökség gazdasági és társadalmi hatásainak feltárása. Forster Központ.[Exploring the economic and social impacts of cultural heritage.]
https://oroksegkalauz.seed.hu/files/attachments/322.pdf

Parman, Alice
2006 *The Museum's Community Role*. CultureWork February 2006. Vol. 10. No. 1.
https://pages.uoregon.edu/culturwk/culturework33b.html

Participatory video

https://medium.com/@_SkanDiary_/participatory-video-avagy-k%C3%B6z%C3%B6ss%C3%A9gi-filmk%C3%A9sz%C3%ADt%C3%A9s-5de31d8f41a1

2017.06.19. *Pro Archaeológia díjátadó 2017.* A Herman Ottó Múzeum Régészeti Tára Youtube csatornája, Miskolc.
https://www.youtube.com/watch?time_continue=1&v=4Iw4ZB6IAcc

2013 *Projektmenedzsment útmutató.* PMBOK guide 5. kiadás Budapest, PMI Akadémia Kiadó. [Project management guide]

é.n. *Public Engagement Charter.* Township of Langley.
https://webfiles.tol.ca/Mayor-Council/engagetol/Public%20Engagement%20Charter.pdf

2016 *Public participation key to creating Colwood's Official Community Plan*.
https://www.colwood.ca/news-events/news/2018-03-27-000000/public-participation-key-creating-colwoods-official-community

Rácz Tibor Ákos
2017 *Fémkeresősök a múzeum kötelékében. Közösségi régészeti modell építése Pest megyében*. [Metalworkers in the museum. Building a community archeology model in Pest County]
Magyar Régészet, Online Magazin. 2017. ősz.
http://files.archaeolingua.hu/2017o/F%f3rum_R%e1cz%20H17%d5.pdf

Rátkai-Füzesi Adrienn
2017 *Tananyag a Cselekvő közösségek – aktív közösségi szerepvállalás című EFOP-1.3.1-15-2016-00001 azonosítószámú kiemelt projekt a kulturális közösségfejlesztés gyakorlata 44379-4/2017/KOZGYUJT akkreditációs számú képzés II. 3.2. Változásmenedzsment című tanegységének elméleti oktatásához.*
[Educational script
Szentendre, Szabadtéri Néprajzi Múzeum – Múzeumi Oktatási és Módszertani Központ

Reisinger Adrienn
2016 *A társadalmi részvétel és felelősségvállalás megjelenési formái a közösségi és területi folyamatokban.* [Forms of social participation and responsibility in community and territorial processes]
tézisfüzet. Széchenyi István Egyetem, Gazdasági Elemzések Tanszék, Győr
http://rgdi.sze.hu/images/RGDI/honlapelemei/habili%C3%A1ci%C3%B3/Habilitacios_tezisf%C3%BCzet_Reisinger_Adrienn_2016.pdf

Sain Mátyás (ed.)
2010 *Segédlet a közösségi tervezéshez.* [A guide to community planning]
Területfejlesztési füzetek 1. Budapest, NFGM, VÁTI Nonprofit Kft. [Regional Development Booklets]
http://www.nemesgusztav.hu/wpcontent/uploads/2012/08/kiadvany_kozossegi_tervezes_vati.pdf

Skaliczki Judit – Zalainé Kovács Éva
2003 Minőségmenedzsment a könyvtárban. [Quality management in the library.]
Veszprém, Veszprémi Egyetemi Kiadó – Budapest, Informatikai és Könyvtári Szövetség [IT and Library Association]

Szabó Máté – Bertók Gábor – Gáti Csilla – Szajcsán Éva
2016 *A mohácsi csatatér kutatása – az első országos fémkeresős szakmai hétvége és tanulságai.* [Exploring the Battlefield of Mohács - The First National Weekly Metalworker Professional Weekend and Lessons Learned..]
Magyar Régészet Online Magazin. [Hungarian Archeology Online Magazine]
 http://files.archaeolingua.hu/2016NY/Szabo_et_al_H16NY.pdf

Szabó Zsuzsanna
2012 *Látogatók fogadása a tájházban. A köszöntéstől az elbúcsúzásig....* [Welcome to the country house. From greeting to farewell]
In: Bereczki Ibolya - Szablyár Péter (szerk.): Tájház vezetési ismeretek. Magyarországi Tájházak Szövetsége, [Country house management skills.] [Association of Hungarian Country Houses]
Noszvaj. 113-119.

Szonda István
2009 *Tájház vezetési ismeretek II. – Intézményi kapcsolatrendszer és stratégia.* [Country house management skills II. - Institutional relations and strategy]
Tájházi Akadémia 2009 – Oktatási anyag. Magyarországi Tájházak Szövetsége, Jósvafő.
http://www.tajhazszovetseg.hu/sites/default/files/tajhazi_akademia/14_szonda_istvan_-_tajhaz_vezetesi_ismeretek_2.pdf

Sztárayné Kézdy Éva
é.n. *Az interjúkészítés módszertana.* Kutatásmódszertan és prezentációkészítés [Methodology of interviewing. Research methodology and presentation]
6. rész
http://www.szepejudit.hu/interjukeszites_modszertan.pdf

Szu Annamária

2018 *Múzeum és közösség – nemzetközi példák.* [Museum and Community - International Examples]
In: Arapovics Mária – Bereczki Ibolya – Nagy Magdolna (eds.): Múzeumi közösségek – közösségi múzeumok. [Museum Communities - Community Museums.]
Múzeumi Iránytű 13. Szabadtéri Néprajzi Múzeum – Múzeumi Oktatási és Módszertani Központ, Szentendre. 117-138.

2017 *Településtörténeti kutatás Alsómocsoládon a MANDA segítségével*.
[Research on settlement history in Alsómocsolád with the help of MANDA.]
http://www.csgyk.hu/2017/telepulestorteneti-kutatas-alsomocsoladon/

Topotéka szócikk a wikipédián. https://hu.wikipedia.org/wiki/Topot%C3%A9ka
[Topotheque entry on Wikipedia]
Tóth Gyula
2001 *A közkönyvtár*. [The public library]
In: Könyvtárosok kézikönyve 3. Ed. Horváth T. Papp I. Budapest, Osiris Kiadó.

Tóth Máté
2015 Könyvtár és közösség. Budapest: Argumentum]Library and communities]

Van Orsdel, Lee C.
2016 *Creating Successful Spaces – How to design a library for students and serendipitous learning*
https://americanlibrariesmagazine.org/2016/09/01/creating-successful-spaces

Varga A. Tamás – Vercseg Ilona
2001 *Közösségfejlesztés*. [Community Development]
Budapest, Magyar Művelődési Intézet

Varga A. Tamás – Vercseg Ilona
1983 „*Nyitott ház, nyitott tevékenység" képzés*. [Open house, open activity training.]
Budapest, Múzsák Közművelődési Kiadó.

Varga A. Tamás (szerk.)
1983 *Közelítések. 11 beszélgetés népművelőkkel a művelődési otthoni tevékenység fejlesztésről*. [11 discussions with folk artists about the development of cultural home activities.]
 Budapest, Múzsák Közművelődési Kiadó.
http://www.kka.hu/__062568aa00708a67.nsf/0/f160d48c4e21085a85256640006a0a38?OpenDocument&Highlight=0,K%C3%B6zel%C3%ADt%C3%A9sek

Vásárhelyi Judit (szerk.)
2010 *Nemzeti Környezeti Nevelési Stratégia. Alapvetés.* [National Environmental Education Strategy. Foundations]
Harmadik, javított kiadás. Magyar Környezeti Nevelési Egyesület. [Hungarian Association for Environmental Education.]
http://mkne.hu/NKNS_uj/layout/NKNS_layout.pdf

Vercseg Ilona
2011 *Közösség és részvétel. A közösségfejlesztés és a közösségi munka gyakorlatának elmélete.* [Community and participation. Theory of Community Development and Community Work Practice.]
Budapest, Hilscher Rezső Szociálpolitikai Egyesület.

Vercseg Ilona
2014 *Interdiszciplináris közösségi munka – szakirányú továbbképzés, tantárgyfejlesztés.*
[Interdisciplinary community work - specialization, subject development.]
Nyíregyháza, Debreceni Egyetem Egészségügyi Kara [kézirat].

Vercseg Ilona
2014 *Közösségelmélet – tantárgyi összefoglaló*. [Community Theory - Course Summary.]
Budapest, ELTE TáTK.
http://www.google.hu/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8
&ved=0ahUKEwiYiLTI6v3SAhXDYZoKHeRIDREQFggtMAM&url=http%3A%2F%2F
tatk.elte.hu%2Ffile%2FVercseg_Ilona_Kozossegelmelet.pdf&usg=AFQjCNHH0Dja0Uzl
C2cbkB-xs_b1FEUe5g&sig2=MwJwSzPRsfj5EEwFxhW2xg

Vilma Ház Alapítvány honlapja: http://vilmahaz.hu/ [website of the foundation]

What is the topotheque? Elérhető: http://www.topothek.at/en/what-is-the-topotheque/

Wilcox, David
1994. *The guide to effective participation.* Delta Press, Brighton.
http://ourmuseum.org.uk/wp-content/uploads/The-Guide-to-Effective-Participation.pdf

Wilhelm Gábor
2013 *Az új muzeológia fogalmai és problémái*. [Concepts and problems of new museology]
In: Néprajzi Látóhatár 2. sz.

1997. évi CXL. törvény a muzeális intézményekről, a nyilvános könyvtári ellátásról és a közművelődésről [Act on Museum Institutions, Public Library Supplies and Public Education]

http://njt.hu/cgi_bin/njt_doc.cgi?docid=30818.347587

1998. évi XXVI. törvény a fogyatékos személyek jogairól és esélyegyenlőségük biztosításáról [Act on the Rights and Equal Opportunities of Persons with Disabilities] https://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=99800026.TV

20/2018. (VII.09.) EMMI rendelet a közművelődési alapszolgáltatások, valamint a közművelődési intézmények és a közösségi színterek követelményeiről
[EMMI Regulation on the requirements for basic public education services, public education institutions and community venues]

2012. évi XXX. törvény a magyar nemzeti értékekről és a hungarikumokról
[Act on Hungarian National Values and the Hungaricums]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=147471.294700

114/2013. (IV. 16.) Korm. rendelet a magyar nemzeti értékek és a hungarikumok gondozásáról
[Government Decree on the Care of Hungarian National Values and Hungaricums]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=159979.330755

376/2017 376/2017. (XII. 11.) Korm. rendelet a muzeális intézmények működési engedélyéről
[Government Decree on the operating permit of museum institutions]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=205783.347554

368/2011. (XII. 31.) Korm. rendelet az államháztartásról szóló törvény végrehajtásáról
[Government Decree implementing the Act on Public Finances]

51/2014. (XII. 10.) EMMI rendelet a múzeum, valamint az országos szakkönyvtár és a megyei könyvtár éves munkatervéhez szükséges szakmai mutatókról
[EMMI Decree on the Professional Indicators for the Annual Work Plan of the Museum and the National Library and County Library]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=172953.348438

376/2017. (XII. 11.) Korm. rendelet a muzeális intézmények működési engedélyéről [Government Decree on the operating permit of museum institutions]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=205783.347554

2001. évi LXIV. törvény a kulturális örökség védelméről [Act on the Protection of Cultural Heritage]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=57089.347589

496/2016. (XII. 28.) Korm. rendelet a kulturális örökség védelmével kapcsolatos szabályokról [Government Decree on the rules for the protection of cultural heritage]
http://njt.hu/cgi_bin/njt_doc.cgi?docid=199642.335926

39/2013. (V. 31.) EMMI rendelet a Könyvtárellátási Szolgáltató Rendszer működéséről

[EMMI Decree on the operation of the Library Service System]
2014 Az igénytől a megvalósulásig. A könyvtár szociokulturális funkciói napjainkban

[From demand to fulfillment.]

http://docplayer.hu/4514840-Az-igenytol-a-megvalositasig-a-konyvtar-szociokulturalis-funkcioi-napjainkban.html

GOV UK – Somerset autism collection. 2015 Department for Digital, Culture, Media & Sport
https://www.gov.uk/government/case-studies/somerset-autism-collection

Szolgáltatásfejlesztési modellek (1-9.) [Service development models]
http://kozossegimodszertar.nmi.hu/szolgaltatasfejlesztesi-modellek-szm
2015 Nemzeti Művelődési Intézet

What is a makerspace. https://www.makerspaces.com/what-is-a-makerspace/

http://www.museumsgalleriesscotland.org.uk/member/open-museum

http://www.artuk.org/artdetective

http://www.mokk.skanzen.hu/utazo-muzeum-sikeres-programok.html

http://mokk.skanzen.hu/tanarok-ejszakaja-sikeres-programok.html

http://www.fszek.hu/szolgaltatasok/?article_hid=10475

http://www.fszek.hu/szolgaltatasok/?article_hid=11365

http://www.bacstudastar.hu/egyenlo-esely

http://www.laprolhangra.hu/

http://kshkonyvtarblog.blogspot.hu/2016/11/bohumil-hrabal-bambini-di-praga-

1947.html#comment-form

http://www.fszek.hu/konyvtaraink/thokoly_ut_5_/internet_tanfolyam

https://kcls.org/browse/50/

https://libraryyou.escondido.org

http://kozossegi.ofi.hu/Contents/ShowContentByTitle?title=GYIK

http://kozossegi.ofi.hu/Contents/ShowContentByTitle?title=Let%C3%B6lt%C3%A9sek

Community-based operation of cultural institutions
Methodological guide

9. List of figures

Figure 1: Community participation operation of cultural institutions, social

Figure 2: Stakeholders (self-edited)

Figure 3: Scale of social participation (IAP2 model)

Figure 4: Levels of involvement

Figure 5: Community-based activity, steps of social participation

Figure 6: Enabling employees

Figure 7: Possible Participation Levels (Own construction based on IAP2 model)

Figure 8: Steps to survey the population (own editing)

Figure 9: Equation of participation: why does it start, continue or break? (Source: Brodie et al. 2011, 50, Fig. 6.)

Figure 10: Example of Individual Participation Levels of Colwood Settlement

Figure 11: Stakeholders in museum institutions (Source: Arapovics 2017. 93)

Figure 12. Increasing the level of social publicity

Figure 13: Levels of social participation in museums

Figure 14: An example of a graphical representation of stakeholder analysis for an event project Source: Study material of Béla Czimbalmos

Figure 15: The form of a possible application, an overview communication board

Figure 16: Five levels of social participation and increasing public awareness

Figure 17: Negative Response to Change (Conner, 1993)

Figure 18: Difficulties and their prevention, resolution and possible tools

Figure 19: Possible ways and steps to avoid lockup

Figure 20: The cycle of institutional and employee motivation