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good practices

# LEARNING IN ADULTHOOD

Cases of lifelong learning



Edina Márkus PhD – Barbara Máté-Szabó  
Márta Takács-Miklósi PhD (eds.)

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## Foreword

Knowledge-based, competitive economies rely on a trained workforce capable of adapting to social change and the new challenges of the labour market. Hungary is characterised by a low level of employment and equally low social cohesion; inclusion in the labour market is poor when compared to other European countries, therefore, it is of key importance to promote participation in programmes of life-long learning.

Research into life-long learning as well as analyses of policy applied to the field both highlight the fact that academic qualification and training has a major role in social mobility and the balancing of equal opportunities. Our everyday life regularly presents us with changes that necessitate the individual's continuous learning; therefore, it is especially important to ensure that the supply of opportunities to learn should keep up with the increasing demand for learning. In addition to formal learning activities, non-formal as well as informal learning, that is, activities connected to everyday situations, are more and more emphatic. It is inexorable, therefore, to focus on the field of non-formal learning, as this way of acquiring knowledge significantly contributes to adults' successful entry into the labour market, their success in life and the improvement of their quality of life.

Non-formal learning includes various different adult learning activities, e.g. trainings providing vocational qualifications as well as general-purpose ones. These can be carried out in the workplace, adult educational institutions but also cultural institutions, and include learning via a cultural field such as art, music, media and sports. Community learning, NGOs and their networks, partnerships and the cooperation of institutions and NGOs are also important aspects.

The right to education is specified as a basic right in the Hungarian and international legal environment. By studying, comparing and reviewing international good practices, the project wishes to contribute to the accumulation of successful examples that ensure the access of different social groups to learning. We strove to create a learning-based project

focussing on adult learning, labour market integration, municipal development and community development which promotes social inclusion.

One of the priorities of the project was to explore, study and systemise, with the help of cooperating partners, those methods, procedures and good practices that illustrate the role of adult education and adult learning in promoting social inclusion. We have taken into account the procedures and methods that can be utilised generally, irrespective of individual geographical regions. We have determined a relatively uniform set of criteria to gain an overview of and discover the characteristics of successful programmes. The criteria were as follows:

- The areas impacted by the good practice. The good practice contributes to the development and inclusion of a part of settlement, a settlement, a region; it can promote the transformation of a smaller or bigger community. It involves peer learning and knowledge transfer (learning communities). There is some community-based and cooperation-based or social innovation included (social innovation: a new social activity that targets the solution of a problem while creating new social conduct and attitudes – key words: novelty; cooperation which changes the individual; social utilisation).
- Organisations, persons and the greater environment that the good practice concerns.
- Parties of interest in the good practice, its participants, cooperating partners, users, supporters, decision-makers, who have a role in the process.
- Objectives and activities involved in the good practice.
- Field(s) influenced by the good practice. The formal scene, primarily public education and higher education. Non-formal scenes of learning: various adult education activities, e.g. different vocational and general trainings. These may appear in the workplace, adult education institutions, but also in cultural institutions. Cultural learning in the broad sense, including arts, music, media, sports. Community learning: NGOs and their networks and partnerships.

- Regional scope of the good practice. The geographical regions impacted by the good practice: part of settlement, settlement, network of settlements, township, county, regional, nationwide.
- Conditions of the good practice (human, financial, technological).
- Results, short-, medium- and long-term effects of the good practice.
- Sustainability of the good practice.
- Adaptability of the good practice.

The volume describes the good practices investigated. We attempted to provide a thematic grouping of the programmes. The first section of the volume includes settlement-based analyses which describe development initiatives that have had an impact on an individual settlement in the framework of complex approaches. The second section contains case studies of initiatives related to individual organisations and circles of organisations.

Learning about these cases may be useful for several target groups: primarily professionals involved with organisations promoting adult learning, inclusion and skills development. As the scenes of these programmes are manifold – carrying out activities in the workplace, adult educational institutions as well as cultural and social institutions (of public culture, public collections and other types) or the networks of these –, it can assist any professionals of organisations operating in these fields. On the other hand, it may contribute to the learning of professionals of municipal development and decision-makers involved in human resources development in their own region: those that, studying the good practices described by the project, can have a positive impact on the creation and support of such projects in their region. Thirdly, the book can prove of use to the participants of trainings on community development and adult learning, and, finally, to those competent researchers that investigate the specific field of non-formal and informal learning.

Fundamentally our project may become useful to all professionals who are dedicated to the social inclusion of adults, the human development of their region and communal activities.



## **I. SETTLEMENT-BASED ANALYSES AND GOOD PRACTICES**





**Anita Hegedűs**

**The role of cultural and community learning in the development of the Makó township: Cultural and community learning in Földeák**

**Introduction**

Cultural and community learning have utter significance in the case of specific Districts and settlements. The goal of our study is to explore the role of community and cultural learning in overcoming disadvantages in the Makó District. We seek opportunities of breakout from the disadvantaged position of the Makó District as well as the town and the community, from the aspects of both cultural and community learning.

In our study we use quantitative and qualitative methods as well. On the one hand, we carry out the secondary analysis of two databases: data from the TEIR database and the research entitled Learning Regions in Hungary (LeaRn). Multiple articles were published concerning the LeaRn database from different kinds of perspectives: the fundamental aspect and contents of the LeaRn Index; sports, student's achievements, etc. (Benke et al., 2018; Márkus & Juhász, 2018; Márkus, 2018; Engler & Márkus, 2016; Márkus & Györgyi, 2016; Hegedűs, 2016; Kozma, 2016; Rábai & Tóth, 2016; Forray et al., 2015; Kozma & Forray, 2015; Kozma et al., 2015). Our goal is to compare the data of the Makói District to the national average, and within the district to analyse the LeaRn indices of the individual settlements and highlight the towns that show prominent values as compared to the national average.

On the other hand, we analyse the interviews conducted with certain key actors of the town's life, making an attempt to uncover the reasons behind the various numerical data peaks. We intend to find out the central persons behind the given town's ambitions, to reveal which NGOs, events and initiatives might affect the outstanding performance, and what is beyond the statistical data.

As a first step of our research we have chosen those settlements in the Makó District which LeaRn results significantly deviate from the national or the district average. In our research we firstly launched the study of the village of Földeák: we conducted a semi-structured interview with the recently retired director of the Földeák community centre. This study analyses the interview: our goal is to uncover the most important experiences, phenomena and results concerning community and cultural learning.

## **The Makó District**

The Makó District is located in the south of Hungary, in Csongrád County, and includes 15 settlements.<sup>1</sup> The statistical data of the Makó District normally fall behind the national and regional as well as the county average. This latter result might have been brought about by the outstandingly high values from the Szeged District and the city of Szeged itself, but at the same time in a comparison with the Csongrád County Districts the Makó District is generally found in the middle range. The goal of our study is to explore, by analysing the data of the LeaRn database and the interviews conducted in the villages of the District, to what extent community and cultural learning assist in doing away with the development gaps and with catching up.

## **LeaRn index with regard to the Makó District**

We wish to analyse community learning in the Makó District quantitatively, too. We also examine all four pillars of the LeaRn index, as well as the complex pillar: our goal is to reveal how the averages of the Makó District relate to the national data, and which towns of the District have higher or prominently high values in comparison with the District and national averages.

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<sup>1</sup> The data on natural geography, demographics and economics included in this chapter reflect the 2015 situation, all of which was downloaded from the TEIR database. Source: <https://www.teir.hu/helyzet-ter-kep/kivalasztott-mutatok.html?xteiralk=htk&xids=1001,1002,1003,1004,1005,1006,1007,1008,1009,1010,1011,1012,1013,1014,1015,1016,1017,1018,1023,1024,1025,1026,1027,1028,1029,1030,1031,1032,1033,1034,1035,1036,1037,1038,1039,1040,1041,1042,1043,1044,1045,1046,1047,1048,1049,1050,1055,1056,1057,1058,1059,1060,1061,1062,1071,1072,1073,1074,1075,1076,1077,1078,1083,1084,1085,1086,1087,1088,1089,1090,1091,1092,1093,1094,1097,1098&xtertip=J&xterkod=73> Accessed: 2 August 2017.

**Table 1: The pillars of the LeaRn index with respect to the Makó District**

	<i>Pillar I</i>	<i>Pillar II</i>	<i>Pillar III</i>	<i>Pillar IV</i>	<i>Complex pillar</i>
<i>Hungary (n=3152)</i>	53.8	8.84	7.41	36.39	26.61
<i>Makó District average (n=15)</i>	54.08	9.71	5.19	32.68	25.42
<i>Ambrózfalva</i>	52.67	0.00	4.81	29.47	21.74
<i>Apátfalva</i>	54.89	11.08	3.93	34.67	26.14
<i>Csanádalberti</i>	61.12	0.00	3.35	35.36	24.96
<i>Csanádpalota</i>	54.77	11.88	5.23	33.92	26.45
<i>Földeák</i>	56.76	23.31	5.68	30.75	29.12
<i>Királyhegyes</i>	54.14	11.32	3.77	35.95	26.30
<i>Kiszombor</i>	51.63	28.41	6.05	34.60	30.17
<i>Kövegy</i>	36.20	0.00	3.10	33.64	18.23
<i>Magyarcsanak</i>	54.03	0.00	2.75	32.04	22.20
<i>Makó</i>	66.83	27.16	6.36	30.84	32.80
<i>Maroslele</i>	54.93	11.00	4.94	31.92	25.70
<i>Nagyér</i>	50.81	0.00	7.14	24.97	20.73
<i>Nagylak</i>	56.54	0.00	9.42	30.99	24.24
<i>Óföldeák</i>	49.70	0.00	5.97	39.76	23.86
<i>Pitvaros</i>	56.19	21.48	5.32	31.37	28.59

Source: LeaRn database, 2016.

We examined data from every one of the pillars in all fifteen settlements of the Makó District. In Table 1 we highlighted in blue any positive deviation from the national average, and in green all data which showed remarkably high positive deviations from national data.

In summary, of the settlements of the Makó District we found the highest number of positive index deviations from the national average in the case of Földeák, Kiszombor, Makó and Pitvaros. Of these four, Makó's positive data can be explained by the size and population of the town, that is, the District seat character, which provides the residents with outstanding learning opportunities with respect to the above pillars. The other three settlements, however, do not have the seat-based attributes of Makó, thus in our research we set the goal to explore the background of the positive results from these towns. As a first step we launched our research in Földeák: our objective was to analyse the positive data with the help of the interview conducted with a prominent member of the local community and cultural life.

### **Földeák in the light of the LeaRn index**

Földeák is the third most populated settlement in the Makó District (2,993 people), the rate of unemployed before a first job is 21.98%, that of the permanently unemployed 30.77% - these data are especially high with respect to the Makó District. In our research we were looking for a resident in Földeák who had been a definitive figure in the settlement's community and cultural life for many years. We intended to address a kind of local hero, who had been active in shaping the village's life in the past decades with their outstanding personality and activity. Thus we carried out a semi-structured interview with the retired director of the Cultural Centre in summer 2017 in the Földeák Community Centre. The goal of making the interview was to explore the most significant phenomena in the settlement's community and cultural life, and shed light on the background of the positive pillar data, as well as to determine to what extent our interviewee might be regarded as a local hero, a major motivator of everyday life in Földeák. The interview was conducted in a semi-structured manner: alongside the preliminarily gathered questions we left scope for new and relevant subject matters arising during the discussion. In the following, our goal is to thematise the most important points of the interview, present them in accordance with various subject matters, throw light on the background of the opinions, and to draw the conclusions.

## The prominent role of the Cultural Centre; associations in Földeák

The Földeák Cultural Centre and Library (hereinafter referred to as: Cultural Centre) has a central role in Földeák from a community as well as a cultural aspect. The institution was established in 1957 to carry out manifold work addressing various target groups: according to the interviewee, the major target group included the residents of Földeák, they took it upon them to address the entire populace from children to the pensioner age group. Besides being a venue for programmes, the Cultural Centre also serves as a head office to local associations: on the one hand, it provides infrastructural background for the associations, on the other hand, it can provide professional support in the case of tender biddings (see: Figure 1).

**Figure 1: Building of the Földeák Cultural Centre and Library, 2017.**



*Author's photo*

Young people are gathered by MOBIL Youth Association, and active adults as well as young mothers on maternity leave have an opportunity to do sports in the Cultural Centre, where they can take their children as well – providing daycare for children is a serious advantage for local residents with small children. Also, active adults can take part in computer courses in the evenings after work, which may mitigate the village's digital backwardness and disadvantaged status. Active adults again are targeted by the Anglers' Association, the Mental Hygiene Association, the association of voluntary fire

fighters as well as Horizons Cultural Association. The clubs expressly open to pensioners include 'Granny's Stirring' Club and the handicraft club. Furthermore, the Zither Band and the Peacock Club are connected to the Cultural Centre, too, also addressing the pensioners' age group (see: Figure 2).

**Figure 2: Poster of the MOBIL Association's programme on the wall of the Cultural Centre, 2017.**



*Author's photo*

It is worth mentioning the voluntary fire brigade in connection to the second pillar, too: alongside fighting fires and professional tasks the members of the association frequently hold educational presentations and demonstrations to students in the local school as well as taking part in regular trainings. Probably this phenomenon also appears in the background of the prominent second pillar.

The colourful association life characterising Földeák, however, boils down basically not to grassroots organisations. In 1995 professionals (Association of Community Developers) carried out an assessment of the community in the settlement, for the entire populace. On the basis of the analysis they went about establishing associations with different thematic, under the guidance of the association leaders invited by the Cultural Centre. This is a type of community development effort concerning microcommunities that is today

present in the form of flagship EU initiatives: something that was commenced in Földeák 18 years before. Even though regarding the third pillar the village falls somewhat behind the national average, it showed higher index results than the District average, which is likely to be due partly to this marked presence of associations in the background.

During the interview the interviewee called our attention to the ‘arc of associations’ lifespans’: the associations are present in the community’s life with varying intensity. They are at full throttle or withdraw into inactivity for shorter or longer periods mainly respective of to the members’ age, marital status and familial circumstances. The interviewee deemed the current general status of associations rather negatively: one reason for this is that Földeák’s population is falling, and another is the domination of the digital world, and the decreasing of personal connections among the youth.

### **Music and school**

One of the most important triggers of community and cultural life is the Földeák affiliated department of the ‘Private Music School of Makó’ operative in the District seat. The music school provides quality education to pupils from primary school upwards in three fields: music education, folk dance and fine arts. Lessons are held in the local school, but the Cultural Centre also does its share in the life of the music school. At the end of the year they organise exhibitions of the students’ art, and the institution is a venue for different presentations and performances, which count as extremely popular programmes in the settlement. The interviewee had rather high an opinion of the music school’s activities and its impact on the children of Földeák (see: Figures 3, 4, 5).

***Figure 3, 4, 5: Exhibition of the works of the art school pupils in the Cultural Centre, 2017.***



*Author's photo*



The music school facilitates catching up, as well: pupils there have special opportunities particularly due to study trips and exchange programmes. Prominently gifted Földeák pupils may be employed by the Makó Great Orchestra, where they can travel to play in various shows abroad.

The presence and operation of the music school may, therefore, have an effect on the prominence of the second pillar. Also, the educational activity of the music school as well as its participation in village life show that art education is a serious motivating force in the settlement's community and cultural life.

### **Sport as a tool of shaping the community**

The village's most important priority events are normally connected to sports. Besides Földeák's handball and football education, a highlighted role is attributed to orienteering in the community's life. Accordingly, one of the most important events in the settlement is 'Running into the Past', in addition to which they also hold marathon races, around which they have organised a day festival, too.

Sports are, therefore, in themselves tools of shaping the community and may help with catching up. Programmes connected to the sports events, the great number of viewers, including residents of other communities besides Földeák, corroborate the community event and provide the locals with newer opportunities.

### **The disadvantaged status and catching up**

Community and cultural learning have a serious role in mitigating the village's disadvantaged status and promoting catching up. As we have mentioned, the presence of the music school is suitable for picking individual gifted students and providing them with particularly unique opportunities, as well as for mitigating the backward status through organised trips to abroad, along with the tender opportunities available to the associations that they regularly utilise.

In addition, programmes in the Cultural Centre are normally visited by local disadvantaged residents, which may greatly facilitate catching up. Our interviewee pinpointed the computers with Internet access in the Cultural Centre as concrete tools that promote catching up: an easier access to digital tools and the Internet may also help fighting the disadvantages.

## **Summary**

In our study we examined aspects of community and cultural learning in connection to the village of Földeák. Besides analysing statistical data we also found a local hero during our interviewing process: the resident of Földeák who had managed the Cultural Centre for two decades appears in the community's life not only as the director of the institution, but also as a leader of Földeák's community and cultural life, a motivator of the community feeling, communal programmes, generally respected by the locals. (This one interview was suitable to present a local hero and review the most important component of the town's community life but it cannot provide a wide, overall picture of course.) During the interview it was revealed that the enthusiastic and goal-oriented interviewee had launched various community initiatives, formally and informally assisted and supported the operation of various associations, and also deemed it important to continually develop the settlement's cultural and community life. This person created events and programmes that still define Földeák's culture today and differentiate it from other villages in the District.

In our research we established that different cultural and other associations, such as the affiliated department of the Makó music school, are intimately tied to the village's community life. They not only serve different community events but also work as a kind of engine or elevating force: due to the network of relationships among people some disadvantaged residents, who otherwise fundamentally would not appear in events, can also take part in cultural and community programmes where certain forms of community and cultural learning may come into being.

In our analysis we have highlighted the tight intertwining of sports and local community life, too. Owing to the success of the local orienteering team two high-priority events connected to running are present in the village: the programs organised in spring and autumn are not only sports events but in a broader sense they have become festive occasions, festivals of the whole settlement.

When fighting disadvantages the settlement mainly utilises tender funds, alongside the previously mentioned music school and sports achievements. Local digital tools and Internet accessible to anyone also facilitate the process of catching up. The proximity of the District seat, Makó, may appear as a positive or a negative condition with regard to the disadvantages, respectively: on the one hand, it is a force draining away children and active, work-capable adults, on the other hand, however, due to the small distance several opportunities are provided to Földeák that are not available to other settlements in the District.

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**Dávid Rábai**

## **Community learning and social innovation – the case of Hajdúhadház**

### **Introduction**

In our present research we have set the aim of analyzing the social innovation activity of the Hajdúhadház district in sport. In our study we are looking for the extent the most recent social and economic indices and data of the LeaRn database (Kozma et al., 2015; Kozma et al., 2016) on the Hajdúhadház district are in harmony with our qualitative research conducted in the field. It is our choice to map this aspect of the journey, because the area is lagging behind the national average on the basis of the Learn-database findings as a community learning pillar (Kozma et al., 2016). We were therefore curious that the leadership of the district center in Hajdúhadház city views the issues of community learning what the region is doing to improve this pillar.

### **A general introduction of the Hajdúhadház district as defined by various indices (social, economic and infrastructural factors)**

The total area of the Hajdúhadház district is 137 km<sup>2</sup>, its population is 22 322. Altogether three settlements belong in the district, namely Bocskai kert (3192 people, 11 km<sup>2</sup>), Téglás (6406 people, 38 km<sup>2</sup>) and the district seat, Hajdúhadház (12 725 people, 88 km<sup>2</sup>) (Source: [www.teir.hu](http://www.teir.hu) (see Bibliography for more specific data). The Hajdúhadház district, with its 22 238 people and 137 km<sup>2</sup> total area, is of the smallest in the region with respect to population and area. Among the closest the Nyíradony district's population (29 678 people) is most similar to this microregion.

Examining the district's rate of unemployment we may establish that in the period 2005-2015 the district reached its peak values between 2007 and 2012, as unemployment was highest at this time, a calculated 22.49%. By 2013, however, a significant improvement could be observed as the rate of unemployment fell to 14.8% and did not increase significantly until 2015. The

proportion of job seekers registered in the Hajdúhadház district was highest in the age group of employable people (aged 14.1-16.8) with a percentage of 14.4%. This means that the rate of unemployment is high in the region, of the neighbouring districts only neighbouring Nyíradony had a similar value, where the percentage was minimally higher (15.5%) (The most accurate source: <https://www.ksh.hu/interaktiv/terkepek/mo/munkan.html>).

### **The results of the LI<sup>2</sup> data analysis projected onto the Hajdúhadház district, compared with the Hungarian average and data from other districts**

The analysis of the region's statistical indices along LeaRn index pillars is deemed important because in our view 'deep boring' which yields intriguingly and significantly prominent or low values can only be carried out by analysing the statistical records.

The data of the district and the three settlements have been analysed from the aspects of the four pillars (formal learning, non-formal learning, cultural learning and community learning) and the complex index:

**Table 1: Values of settlements in the Hajdúhadház district according to the LeaRn index pillars**

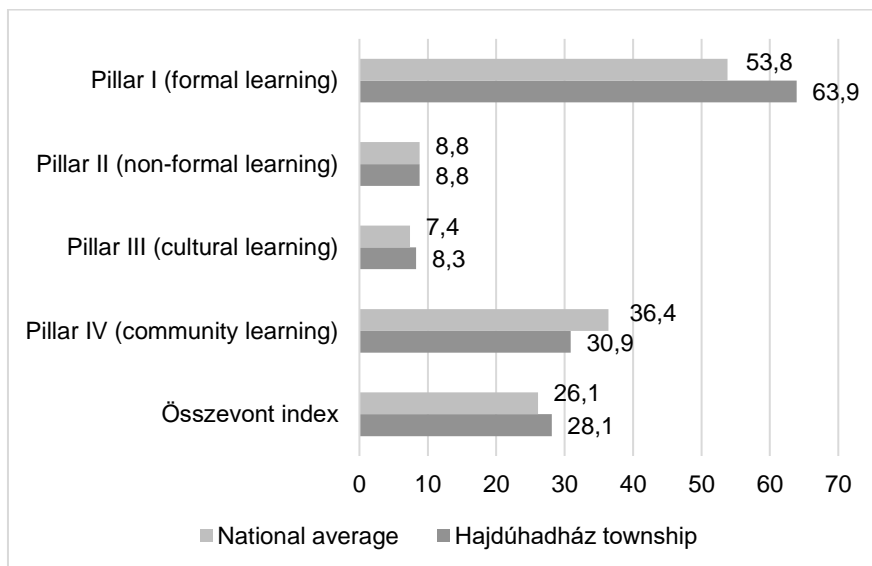
Settlement	Pillar I (formal learning)	Pillar II (non- formal learning)	Pillar III (cultural learning)	Pillar IV (commu- nity learning)	Consolidated complex index
Bocskai kert	71.5	1	7.8	33.6	28.5
Téglás	62.3	13.6	13.13	30.6	30.1
Hajdúhadház	57.9	11.9	4	28.6	25.6
Average	63.9	8.8	8.3	30.9	28.1

Source: LeaRn's database, 2016

<sup>2</sup> LI=LeaRn index

Table 1 exemplifies the values of the settlements in the Hajdúhadház district (N=3) according to the LeaRn index pillars. What is conspicuous is that in the case of Pillar II (non-formal learning) Bocskaiert has an extremely low value (1) in comparison to the other two settlements in the district. In the case of Pillar III (cultural learning) Téglás is prominent, and this higher value is conducive to the fact that the pillar raised the district above the national average. In the case of Pillar IV (community learning) the microregion has a value lower than the national average.

**Figure 1: Comparison of the Hajdúhadház district to national data on the basis of the LeaRn index**

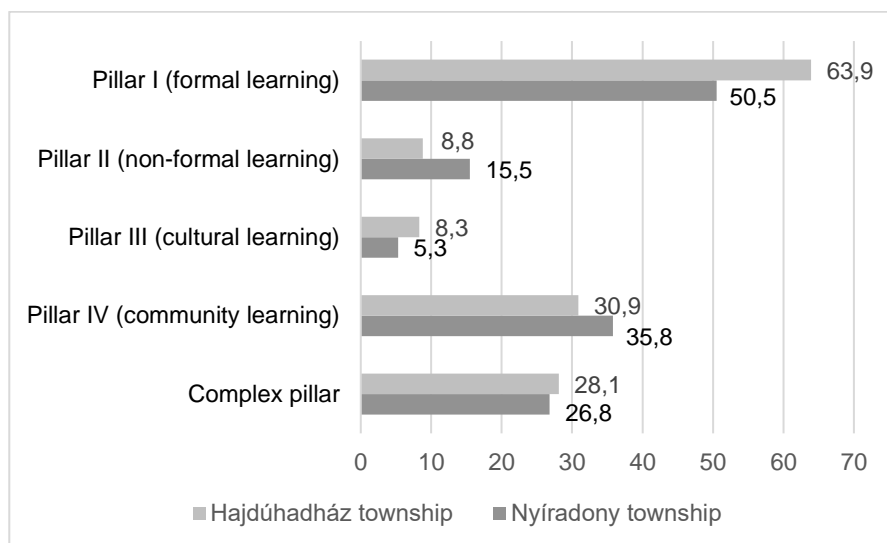


Source: LeaRn's database, 2016

The above figure (Fig. 1) shows LeaRn index data by pillars for the Hajdúhadház district compared with the national average. What is clear from the data is that the Hajdúhadház district has higher values for Pillar I (formal learning), Pillar III (cultural learning) and the complex pillar than the national average, thus these data have been marked in red. In the case of Pillar II

(non-formal learning) the microregion has identical values, while for Pillar IV (community learning) it falls behind the national average. The question that arises here is why this individual pillar is behind the Hungarian average. The next section of the study undertakes to answer this emerging question; here we communicate the results of interviews conducted in a field study.

**Figure 2: Comparison of the LeaRn indices of the Hajdúhadház and Nyíradony districts**

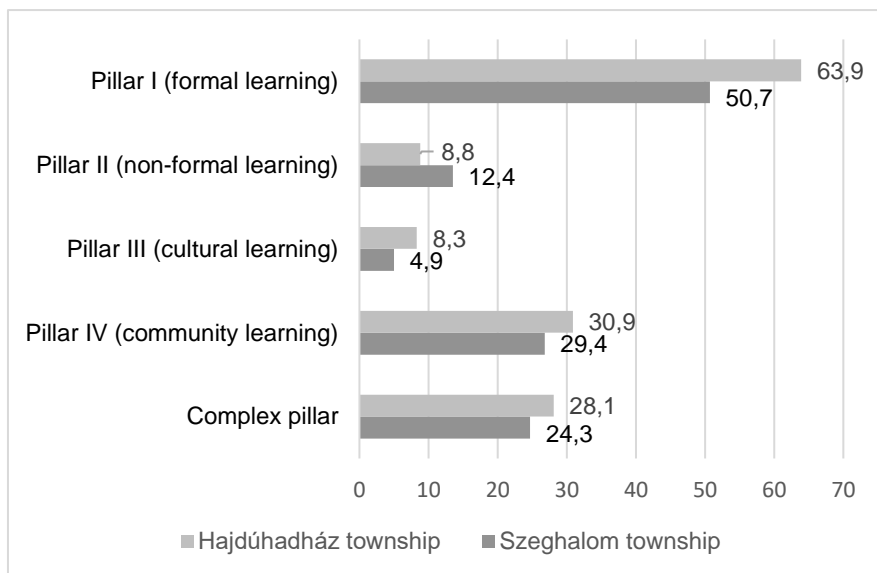


Source: LeaRn's database, 2016

Figure 2 shows the differences between the Hajdúhadház district (N=3) and the neighbouring Nyíradony district (N=7) of nearly identical population, looking at the pillars of the LeaRn index. What is highlighted is that the Nyíradony district has higher peaks than the Hajdúhadház one in the case of Pillar II (non-formal learning) and Pillar IV (community learning), which data have been marked in red in the chart. For Pillar II the value of the Nyíradony district is almost double of the Hajdúhadház one. The values of both districts reach the national average based on the consolidated complex indices, but the Hajdúhadház district has minimally higher values than the Nyíradony one.



**Figure 3: Comparison of the LeaRn indices of the Hajdúhadház and Szeghalom districts**



Source: LeaRn's database, 2016

In the next figure (Fig. 3) the values of the Hajdúhadház district are compared to those of a microregion which is not situated in Hajdú-Bihar county, yet it has a similar population. We chose this region as a comparison because we were curious that the statements of a walk in another county resembled or differed from the Hajdúhadház district.

The Szeghalom district is located in Békés county and has altogether 7 settlements (Bucsa, Füzesgyarmat, Kertészsziget, Körösladány, Körösújfalu, Szeghalom and Vésztő). As a result of the comparison of statistics, Pillar II (non-formal learning) peaks higher in Szeghalom than in Hajdúhadház, which has been marked in red in the chart. With regard to the other pillars (I, III and IV) the Hajdúhadház district has higher values than the Szeghalom one, which is most emphatically true for Pillar I. As for the consolidated indices, the values of the Hajdúhadház district are also higher, even though data from the Szeghalom microregion barely stays below the national average (26.1).

## **Results of the field study – experts’ interviews in the district**

### ***The relevance of qualitative research, the interviewees***

As has been evident in the statistics on the districts, the microregion has lower values in the sphere of Pillar IV, that is, community learning than the national average. Thus it is rather intriguing to ask to what extent this field is intended to develop in the district, whether there are initiatives that can contribute to improving the values of community learning. This is the so-to-speak ‘deep boring’ part of the research, with which we make an effort to ferret out and address the persons and communities who and which have a goal to develop the given district and microregion as ‘local heroes’ and work to effect positive changes.

During the field study altogether four interviews were conducted from this aspect. It might be interesting to learn about the interviewees that one of them is the mayor of the municipality of Hajdúhadház, another is the deputy mayor of Hajdúhadház, our third interviewee is a member of the board of directors of the Debrecen-based Békessy Béla Fencing Centre, and a fourth interviewee is a section manager at the Hajdúhadház Fencing Club.

### ***Sports options in the district, its catchment area, and fencing as a possible force behind community development***

Asking our interviewees, we first wondered what sporting possibilities were available in the district. They said that the district offered boxing, football, basketball, archery, fencing and horseriding as options to the residents.

We also asked the deputy mayor of Hajdúhadház to what extent they emphasised the development of sports opportunities: *‘In 2011, when we started the reorganisation of the town, with the mayor we also greatly emphasised sports, he really represented basketball and I did football. We made a majestic effort to involve as many children as possible in the enjoyment of physical exercise, and the practice of sports.’* (1<sup>st</sup> interview)

As the interviewees told us, several options for sports are available to the residents of the district. Our previous interviewee added that from 2011 they emphasised developing options for sports, the main goal of which was indeed to make as many children and adults as possible like sports and involve as many as possible in one of the many sports clubs in the district.

The mayor of Hajdúhadház told us that one of the main purposes of developing sports opportunities was keeping the youth in the district and stopping their outward migration. According to the mayor, if a gifted young person finds the opportunity to do sports in the district, they are less likely to move out and find their fortune somewhere else. This is why they also emphasise the development of juniors in the various sports, which is justified by the fact that they have an on-going cooperation with both the Debrecen Basketball Academy and the Debrecen Football Academy. The mayor of Hajdúhadház let us know that a greater than ever number of children are now competing as members of some sports club: *'In contrast to the former situation, where the number was close to zero, now there are several hundreds of athletes licensed with a sports club, who compete regularly, and I should also say they are all around the country, because junior team sports as well as individual competitions involve young sportspeople travelling to different parts of the country.'* (2<sup>nd</sup> interview)

The mayor added that there was hope that the junior bases of different sports contained real gems among athletes and gifted: *'We hope that with the many kinds of sports the junior teams of today will give forth young players who will become international sportspeople.'* (2<sup>nd</sup> interview)

As has been shown in an earlier part of the study, in the different statistical records for the district, the Hajdúhadház district only falls behind then Hungarian average in community learning (Pillar IV). We were wondering whether, in the interviewees' view, doing sports had a community developing power in the district, and which dimensions this community generating function was most manifested in. According to the interviewees' unanimous opinion, doing sports has a power to generate a community both within the sports played in the district and without, among the residents in the settlements. The mayor of Hajdúhadház told us that by playing sports young people make intimate relationships not only inside the sports clubs but with

the residents, creating smaller groups who cooperate with one another and assist one another in the towns. This function can be reinforced by the leaders of the town mainly by organising municipal events, which the municipality is continuously striving to do: *'In individual clubs, small communities are generated, and here these groups are not isolated from one another. But there are municipal events and common programmes where almost all members of the sports clubs appear (...) and these events are venues for recruiting and community building, also, awards are given out here, so these aspects all come together and are interwoven (...) Clearly we are far from these communities having very determining roles in the life of the town, but this is related to economics, to the problems involved in the life of non-governmental organisations.'* (2<sup>nd</sup> interview)

We also asked how many people attended these aforementioned town events and programmes, how much the residents were inclined to visit these. Our interviewees admitted that attendance at sports events was low even though subsequent events were announced in several forums (e.g. the sports clubs have their own web pages, advertisements are posted on Facebook and posters in different busy corners of the town). According to the mayor, people have less and less time and fewer and fewer material means to attend and actively take part in these programmes: *'Currently the biggest problem I think is that all in all the socioeconomic situation does not allow people to afford to go to such sports events regularly.'* (2<sup>nd</sup> interview)

In the town of Hajdúhadház the newly built fencing hall was occupied and inaugurated in September 2015. One of the members of the board of directors of the Békessy Béla Fencing Centre told us in an interview that in Hajdúhadház the first phase of the appearance of fencing was launching fencing in the school. Later the leadership of the town applied for a serious EU tender for rehabilitation, including the establishment of a sports complex, the central element of which was the fencing hall constructed and inaugurated in Hajdúhadház in 2015. Our interviewee identifies the main problem being the use of a club model different from that in Debrecen. This is primarily due to the fact that fencing as a sport is suitable for a certain social layer, in Debrecen the members of the social elite or the upper middle class, which stratum is really narrow in Hajdúhadház. The club management in

Hajdúhadház, furthermore, had little experience in the matter, therefore, they chose the easiest way to recruit children. This is exactly why a fencing group with mostly insolvent members was gathered. This also resulted in the fact that due to the social composition of the Hajdúhadház fencing group the club's reputation is not the best in the town. As our interviewee put it: *'The fencing group's social composition is, unfortunately, lower, and thus opinions are not too good about it. I know that more affluent people from Bocskaiert and Hajdúhadház wanted to bring their children to fencing, but when they entered the fencing hall, they immediately turned their backs on it, saying their children were not suited to the place...'* (3<sup>rd</sup> interview)

We also wanted to know to what extent the over one-and-a-half-year-old Hajdúhadház Fencing Hall had had a community developing function in the district since its foundation. Our interviewee was satisfied to tell us about the Olimpici Grand Prix, which is a serious Central European international fencing competition and has been housed in Hajdúhadház for two years now. In the last competition nearly 600 competitors entered the planche in the town, which was a distinct source of pleasure to the organisers. According to our interviewee, the fencing hall has had a great role in community building, as the locals are proud of the town that can organise such a renowned event. In this person's view, organising and conducting programmes like this is one of the most optimal ways to reinforce local patriotism: *'It was great to see the local residents feeling proud of this competition being housed by Hadház. They really did their best in the different accompanying programmes, and it was really nice to see and sense it. This is exactly where your earlier question feeds back, that is, whether the people feel that this whole thing is theirs: this is the kind of programme that is suitable for reinforcing local patriotism.'* (3<sup>rd</sup> interview)

## Summary

Concluding the research we can assert that the Hajdúhadház district falls behind the national average in the case of Pillar IV (community learning). The same data is found in a comparison with the Nyíradony district, but here we also have a lower value for the second pillar (non-formal learning). Comparing the microregion with the Szeghalom district we can establish that in relation

to the Hajdúhadház district the Békés county district has better results considering Pillar II (non-formal learning), but in the case of the other pillars the Hajdúhadház district excels.

As a follow-up to the research we might wonder how much of sports is learning and how much of it is innovation for the residents of the district. The answer may lie in the intersection of the two dimensions in question. It is learning, since the communities generated by joint sports activities can learn from one another, can be socialised into newer and newer communities, and thus they can develop new skills in others. On the other hand, it is also innovation, as these new sports can make new communities, and result in the generation of innovative thoughts among people living in these settlements.

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## Interviews

- 1<sup>st</sup> interview made at 31<sup>st</sup> January 2017
- 2<sup>nd</sup> interview made at 7<sup>th</sup> February 2017
- 3<sup>d</sup> interview made at 18<sup>th</sup> January 2017

**Barbara Máté-Szabó**

## **The role of sports in community building and developing learning in the Hajdúnánás township**

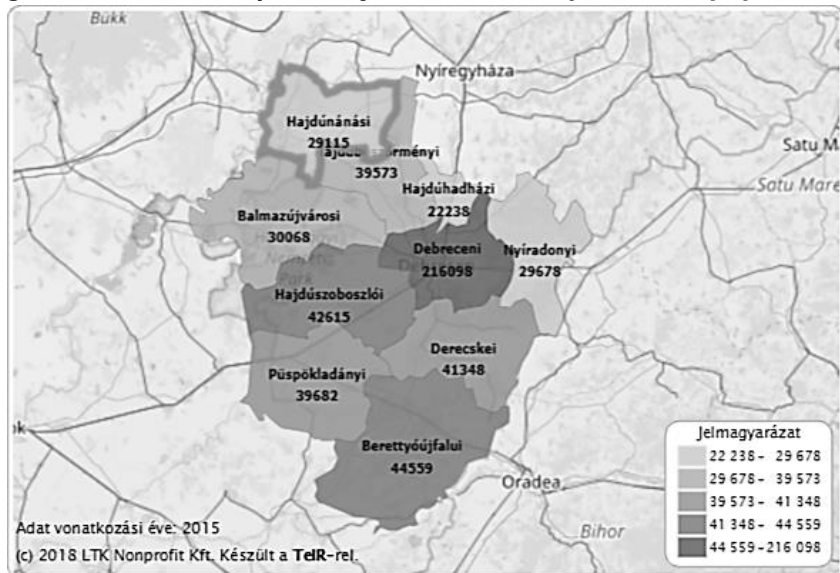
### **Introduction**

In our study we examine the significance of cultural and community learning in the Hajdúnánás township using quantitative (KSH, 2011; LeaRn, 2016; TelR, 2018) and qualitative methods (interviews). We place utter emphasis on the field of sports from the aspect cultural learning in the Hajdúnánás township, which we analyse for its role in learning and catching up. Besides the most recent data from the central Statistics Office we used data from the National Regional and Spatial Development Information System (TelR), too.

### **Introduction of the Hajdúnánási township with regard to social composition**

In Hajdú-Bihar county the township of Hajdúnánás is the second smallest after the Hajdúhadház microregion regarding both its area and its population. The township consists of 6 settlements throughout its 547 km<sup>2</sup> area: Folyás (297 people, 54 km<sup>2</sup>), Görbeháza (2 366 people, 80 km<sup>2</sup>), Hajdúnánás (17 172 people, 260 km<sup>2</sup>), Polgár (7 889 people, 97 km<sup>2</sup>), Tiszagyulaháza (724 people, 21 km<sup>2</sup>) and Újtikos (870 people, 35 km<sup>2</sup>). The township of a population of nearly 30,000 is included among the subsidised townships as per Government Decree No. 290/2014 (XI. 26.), which is to be developed with a complex programme.

**Figure 1: The townships of Hajdú- Bihar county and their populations.**



Source: teir.hu

The population has been diminishing continually in the last ten years, a great percentage of the populace is ageing, and young people move to the county seat or the capital, Budapest primarily to find education and job opportunities. Between 2004 and 2015 year 2010 was lowest as to the values of natural propagation and population decline, which was followed by a continuous improvement and the current stagnation. Compared to the county and the region the township has much weaker indices, whereas concerning the national average it is closing in, if we take into account only the past years. Between 2004-2014 the township's population fell by approximately 1000 people (Teir, 2018), which trend must have continued in the past 2 years. The number of people of a work-capable age with a permanent residence (18-59 years of age) is continually diminishing.



The economic recession effected vast problems in the township as well, thus data peak between 2009-2011. From 2007 the rate of unemployment increased steadily, which was restored to the 2006-2007 values only in 2013. Compared to the national situation, and including the most recent 2015 data as well, the rate of unemployment is still high. The same can be established when comparing the data to county and regional values. Taking the data of the 2011 census as a basis, the composition of the population of Hajdúnánás township includes rather few romany residents, whose population is conspicuously low even compared to the other counties' townships, barely 2%.

### **The LeaRn index with respect to the Hajdúnánás township**

In the second section of the study we look at the indices mapping the Hungarian learning regions, generated on the basis of the Canadian analysis of life-long learning and the German learning atlas, in relation to the Hajdúnánás township (Teperics et al, 2016).

In the case of Pillar I, the basic skills involved in PISA studies (reading comprehension, problem solving, mathematical and natural scientific skills) and the trainings and qualifications of adults are highlighted. In the case of Pillar I (formal learning) values, in the township the proportion of people older than age 10 without even one completed year of school studies is low, but in contrast to this, the average of people with at least primary school qualifications or secondary school matura exams is not too high. Pillar II shows the results of informal learning and adult education. The LeaRn research statistical team was forced to effectuate the greatest substitutions in the cases of Pillar III and IV with regard to the Canadian and German indices. Pillar III holds the indicators of cultural learning. Institutions of cultural education, media and sports show important results in the examined township. The final pillar, Pillar IV investigates community learning, namely non-governmental organisations, religious activity and minority local governments.

Table 1 carries data for the pillars and complex pillar of the settlements in the township. 6 settlements belong in the Hajdúnánás township under survey. In order to get a clearer picture, we have included the national values in our table.

Table 1: Data of the complex index in the Hajdúnánás township

	<i>Pillar I</i>	<i>Pillar II</i>	<i>Pillar III</i>	<i>Pillar IV</i>	<i>Complex pillar</i>
<i>Folyás</i>		61.02	3.65	28.04	23.17
<i>Görbeháza</i>	55.44	10.89	6.19	31.30	25.95
<i>Hajdúnánás</i>	56.26	23.12	6.71	29.15	28.81
<i>Polgár</i>	61.28	13.97	7.10	32.50	28.71
<i>Újtikos</i>	51.28	9.56	4.06	30.40	23.82
<i>Tiszagyulaháza</i>	52.35	0.0	1.08	33.70	21.78
<i>Hungary</i>	53.8	8.84	7.41	36.39	26.61

Source: LeaRn database, 2016

In Pillar I we may see that Hajdúnánás, which counts as the centre of the township, is not among the first in the rank of 6 settlements, but it is still above the national average. For Pillar II we have no data for 2 settlements. The results of the other 4 settlements strongly indicate the role of informal learning in the microregion. Looking at cultural learning, the national average is only approximated by Polgár, but here the township's settlements stay behind the average, similarly to Pillar IV. In comparison, the national average of the complex index is superseded by Hajdúnánás and Polgár.

## **Analysing the interviews**

In community learning, we analysed the nature of sporting life in the township and the role of sports in community building. From preliminary data collection we gathered that the most sports could be pursued in the township seat. In Hajdúnánás sports infrastructure has changed a lot in the past 20 years, associations have been established, professionals have been invited to the town. Prominent sports include football, handball, swimming, karate, kendo, kayak and canoe, wrestling and athletics. In our study we wish to highlight two sports which have become determining factors in the town's life, mobilising several hundreds of children day by day, and the results are excellent and outstanding in the national roster, too. From the interviews with professionals and association leaders in the handball and kayak-canoe clubs it is clear that sporting life and community learning are definitive in the life of the town and the township. On the one hand, the municipality and entrepreneurs prominently support the two sports, moreover, the associations receive material support from the government as they deal with nationally subsidised, spectacular sports.

Observing the opportunities, the financial background can be deemed stable, everyone makes an effort to support junior team development, so that as many children as possible can compete and get acquainted with the two sports. Infrastructurally the town sports hall and school gymnasiums are available to the men's and women's handball clubs. Currently the neighbouring settlements have opened to renting out their infrastructural facilities.

During the interviews I have received the information that the 5 halls of the town are too small for both clubs, since handball players range from 5 years of age to adults in the town, and their trainings and competitions can only be held by making serious arrangements. The community's attitude, parents' and educational institutions' support, is an extremely important element of competing. It is evident that family background and support mean a lot, especially for juniors. According to the unanimous opinion of the trainers, regular trainings weekend matches, tournaments and mini championships systemise the life of the sporting children. Studies and daily preparation for school are greatly assisted by this kind of system in the children's life.

The majority of the players excel in their studies and in school competitions, which the parents are proud of, too. In many cases mental and spiritual support from the parents is low if the children have no appropriate equipment for sports. Luckily in the men's and women's clubs it is taken care of, as the leaders of the associations provide everyone with uniform trainers, jerseys, bags and protective equipment, moreover, at the weekend they provide meals for the teams, both the children and the adults. During the interviews our respondents all highlighted these factors, since, as they put it: *'Only in this way, with such an attitude and commitment, can you educate the sportspeople of the future, mature adults who will be able to prove themselves in different areas as well, were they not to choose professional sport.'* (1<sup>st</sup> interview)

In many cases the township's holding power arose, since there are primary and secondary institutions in the town and the neighbouring settlements, but after their matura exams most of the adult players leave the association to conduct their further studies elsewhere. On the one hand, job opportunities are really limited in the township, but on the other, becoming sportspeople for a living is also one reason why 5-10% of children finish their grammar school studies elsewhere.

*'We have raised the attention of several academies in the past years with our results in replacement and junior teams. In junior league in the last 5 years we have been among the best 8 nationwide up to 14 years of age in both boy and girl teams. The best players are also regularly offered contracts and in many cases the children together with their parents decide to trade clubs, since what resolves the matter is what is best for the children.'* (1<sup>st</sup> interview)

A serious role of training professionals and developing adult replacement is allotted to those adult players that choose Hajdúnánás. In the past period they have launched a campaign to popularise the sport, owing to which programmes and trainings have been commenced in several towns of the township.

In the light of the interviews development goals include the improvement of infrastructure as an increasingly inevitable task, along with the maintenance of local youth which is a high priority task for the leadership of the municipality.

As a curiosity, kayak and canoe appeared in the township in the past 5 years. Two former junior national team members, currently trainers, brought the idea to the municipality and the primary schools to find support for the sport in Hajdúnánás. All of the authorities said yes, but the question remained what infrastructure and more importantly what waters would be available for the sport and where they could train. The municipality marked a section of the Eastern Main Canal and the rowing pond of the Hajdúnánás Spa for the purpose. None of these are as perfect facilities as, say, the Tisza in Szeged or Tiszaújváros. The children and parents were soon intrigued by the new opportunity and within two years an association started kayaking with approximately a 100 sportspeople. A boat house was built, after the rented boats they purchased the first kayaks and the children started going to competitions. At the beginning many people would not think that after 2-3 years several children would become champions in their own age group and their own region, even be admitted to the national team in their age group. In the case of this sport, after the interviews we more strongly felt that one good idea with an appropriate community spirit can create a successful sport and a new opportunity for the community.

*'Kayak is a great opportunity not only for the children; we have older competitors as well, so in our association, besides all their support and help, the parents can train and do sports together with their children.'* (2<sup>nd</sup> interview)

In the interview with the director of the association, we were surprised to see to what extent generations were involved in supporting the sport. In addition to the parents, the grandparents, too, invest a lot of effort in the community and in community learning. *'On Sunday mornings we have a running training, where children bring their parents, and sometimes also the grandparents, so before Sunday lunch they run 4-8 kilometres outside the town.'* (3<sup>rd</sup> interview)

Inter-generational learning and children's development are greatly assisted by the parents' attitude and support, oftentimes by financial investment, as parents also help with the children's transport and competing, even in the case of children other than their own. Furthermore, to the trainers' joy, they organise barbecues, family days and optional programmes at home competitions. Similarly to the case of handball, here, too, a big role is allotted to appropriate planning with time and children's success at school: *'these two*

*things can only exist jointly'*, as one of the kayak trainers asserted during the interviews. (2<sup>nd</sup> interview)

In addition to community cooperation and community learning, the association focuses on education and experiences, too. After the London Olympics several Olympians and champions visited the managers of the club and the children. There were several presentations and demonstrations to children and parents alike, which further reinforced the connection between the sport and the competitors. Along with learning from experience it was interesting to observe when taking the interviews that the examples of local collaboration astonished the Kayak and Canoe Association and the outstanding professional sportspeople, and motivated them to provide support. Several boats and paddles have been purchased thanks to the support and donations of these circles, and this is how the association has been able to grow and nearly 100 children could learn about the sport as well as swimming, which is a basis of the sport, because children have to learn to swim before they are involved with this sport more seriously.

In the case of handball and kayak it became clear that by involving the parents sports can become a key actor in community development and community learning. This 'local hero' and the appropriate financial support and investment can change the lives of a lot of families and primarily the children, and can initiate new processes within the community that are conducive to learning.

## **Summary**

In our case study we undertook to investigate the LeaRn indices in the Hajdúnánás township, to analyse and map the role of sport in cultural learning. In the first section of our work we made an attempt to briefly describe the characteristics of the township. In the first phase of the research alongside a brief statistical summary we checked out the indices generated in the LeaRn – Learning Regions in Hungary research with respect to the microregion. Then we conducted interviews with trainers, association managers, players in relation to two distinct and prominent sports. The results showed what is necessary for making a community and how sports can

contribute to the development of a community and, via learning, to the children's and parents' physical and mental as well as spiritual development. The case points to the role of sport in learning and community building. Moreover, long-term population retention is also seen as a goal and desired effect. In the field of cultural learning (broadly understood), the field of sport, community learning typically appears in good practice. An important condition for the operation of the practice is the continuous and good co-operation of the actors, and its development and maintenance is also a learning process. Results of case: good infrastructure background, a large number of athletes young. Crowd and race sports results. Unique kayak canoeing in the area. From the experience of interviews with professionals working in sports and association leaders, it has become apparent how much sport and community learning can be decisive in the life of a city and district. Learning and preparing for everyday school trials are greatly helped by sport, and children have a system of life over the years. The vast majority of athletes in learning and study competitions achieve excellent results, which parents can be proud of.

Sustainability of good practice. Among development goals, interviews have highlighted the need to improve infrastructure, and keeping young people in place is also an important goal for city management. On the one hand, the city leaders, the entrepreneurs support the 2 sports as a priority, and even as sport-sponsored sports in the country, the associations receive serious subsidies as long as the conditions exist, the good practice can be sustained. The transferability of practice depends on many factors. Dedicated sports professionals, support for decision-makers in the settlement, infrastructure for the sport are necessary. Collaborative educational institutions. People interested in a particular sport.

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## Interviews

- 1<sup>st</sup> interview made at 18<sup>th</sup> December 2017
- 2<sup>nd</sup> interview made at 12<sup>th</sup> December 2017
- 3<sup>rd</sup> interview made at 14<sup>th</sup> December 2017



**Dorina Anna Tóth**

## **CHEC as an opportunity for breaking out – the case of Sátoraljaújhely**

### **Introduction**

A community higher education centre (hereinafter referred to as: CHEC), according to both the higher education strategy and the Hungarian law on higher education, is destined to attract disadvantaged persons living in a given region to higher education – as well as to improve the competitive edge of disadvantaged, break-off regions (Fokozatváltás a felsőoktatásban 2014). This can create an opportunity to take part in higher education and can lay the foundations of the participants' 'place and role' in the labour market. In Hungary rural institutions of higher education (such as CHEC) take an important role in backwards regions: they attract students, tutors and researchers to the microregion (Hrubos, 2011). Tutors and lecturers generate knowledge, which via the graduates is directly transferred to the economy – in the case of the CHEC the specialised nature of the trainings presumably ensures that the local economy and labour market (companies, local interests) shape the training profile, and 'students' knowledge'. To sum it up: a CHEC is a new type of institution which targets the increase of the region's compatibility, by attuning the trainings to the demands of the local labour market. CHEC is in contractual relationship with one of the higher education institutions, and this agent university can launch accredited training courses in CHEC. For some trainings (e.g. engineering) the practice venues are supplied by certain third parties (companies, organisations, etc.).

## **The social and economic background of the Sátoraljaújhely district**

The Sátoraljaújhely district is located in northeastern Hungary, directly next to the Slovakian border. 21 settlements belong to the district, including two towns: Sátoraljaújhely and Pálháza. The population of the district is decreasing continually and at a drastic rate. Live births do not exceed the number of deaths, so natural proliferation/depopulation has developed a negative trend in the district. The number of people migrating into the district does not exceed the number of people moving out, thus the migration difference is negative (HCSO). These tendencies forecast the ageing and final depopulation of the district. The process is catalysed by the district's border situation: the Slovakian border functions as a barrage.

The Sátoraljaújhely district has a rate of unemployment higher than the Hungarian average. Due to this the Municipality of Sátoraljaújhely handles the occupation of young job-seekers as a high priority task and in 2012 launched its program called 'Young Újhely', which serves the employment of young graduates in the Sátoraljaújhely labor market in any profession or field.

## **Sátoraljaújhely as reflected in the statistical data**

In the framework of the Learning Regions in Hungary (LeaRn)<sup>3</sup> project supported by OTKA (K-101867) we undertook to map the Sátoraljaújhely district. The experiences gathered in our field study assisted us in interpreting the statistical data, in explaining how the district generates higher numbers in community and cultural learning when it lags behind the national average in the fields of formal and non-formal learning (see Rábai & Tóth, 2016). In this study the focus is on the solutions of the Municipality of Sátoraljaújhely for reinforcing formal and non-formal learning.

Table 1 shows the school qualifications of the district's people as per institutional, formal learning (Pillar I) indices. In the case of Pillar I (too) we have data from all of the settlements of the district (21). The table has a minimum value of 0, a maximum value of 100, which gives us the scale for the district's results. According to this, the settlement(s) with the worst index got a value of 0, those with the highest a value of 100. Table 1 clearly shows

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<sup>3</sup> For more detail see: Kozma, T. (ed.) (2016)

that the general level of education is low in the district, and the number of people under the age of 10 without any completed school years is high. The number of graduates is below all of the other settlements in Hungary, and the district is characterized by the outward migration of young intelligentsia. Owing to the district's situation the residents face several problems, including the fact that the regional centre (Miskolc) is located 70 kilometres from settlements in the district.

**Table 1: Pillar I (Sátorajjáújhely district, N=21)**

	Average
<i>Proportion of people without any completed years of school out of a population of people over 10 (%)</i>	69.28
<i>Proportion of people with at least completed primary school studies out of a population of people over 15 (%)</i>	82.10
<i>Proportion of people with at least secondary school qualifications out of a population of people over 18 (%)</i>	28.47
<i>Proportion of graduates out of a population of people over 25 (%)</i>	10.87
<i>Time travelled to reach central settlements (microregional, county and regional seats) (min)</i>	35.17

Source: LeaRn database, 2016

Table 2 shows the data of participation in adult education and non-formal learning (Pillar II) in the district. It needs emphasizing that there are settlements of the 21 where over half of the population participated in subsidized adult education, and a quarter of the population in non-subsidized adult education, but the district is still behind the national average. No more than 54% of people enrolled in adult education trainings completed the trainings, which is extremely low with respect to the national overview. The district is characterized by a presence of adult education institutions serving as venues for the trainings, on average 1200 residents can utilize one institution. The number of accredited adult education programs on offer is not so high.

**Table 2: Pillar II (Sátoraljaújhely district, N=21)**

	Average
<i>Proportion of people enrolled in/completing adult education courses.</i>	12.63
<i>Proportion of people participating in non-subsidised adult education courses.</i>	1.18
<i>Proportion of people completing adult education courses out of the total population.</i>	1.30
<i>Number of registered adult education institutions for 1000 residents</i>	1.99
<i>Number of accredited adult education programs for 1000 residents</i>	0.08

Source: LeaRn database, 2016

Table 3 shows institutions of public education, data interpreted in our study as cultural learning (Pillar III). The Sátoraljaújhely district consists of 2 towns and 19 villages. The most populated amongst these is Sátoraljaújhely: less than 16,000 people inhabit the town. Even though Pálháza is also a settlement of municipal rank, the population of the town was only 1,061 at the 2011 census, with which it was the least populated and youngest town in Hungary in 2011. This difference shows that the presence of small villages (characteristic of the Hegyköz region) has a great impact on the district's data. The population of the district is rather diffuse due to the 16,000-strong town and the small villages. Local media – TV, radio, the press – are not present in all of the settlements.

In the district the number of cultural education institutions greatly differs from the number of cultural institutions. Comparing the rate of participation in cultural events with the number of cultural institutions we may establish that even though there are a lot of cultural institutions in the district, participation in cultural programmes greatly falls behind this.

**Table 3: Pillar III (Sátoraljaújhely district, N=21)**

	<i>Average</i>
<i>Population (people)</i>	1158
<i>Local media (TV, radio, printed press) for 1000 residents</i>	0.12
<i>Number of institutions of cultural education for 1000 person</i>	3.75
<i>Proportion of homes with Internet access (%)</i>	33.65
<i>Rate of participation in cultural events</i>	0.28

Source: LeaRn database, 2016

In Table 4 we may see the data of indices for community cultural and social activity, along which we created the concept of community learning (Pillar IV). The number of non-governmental organisations for 1000 residents is low, as is the rate of regular participation in forms of culture. Minority local governments are available for every 4000th resident. This is possible because the Sátoraljaújhely district there are Schwab and Rusyn settlements, too, with their own ethnic local governments.

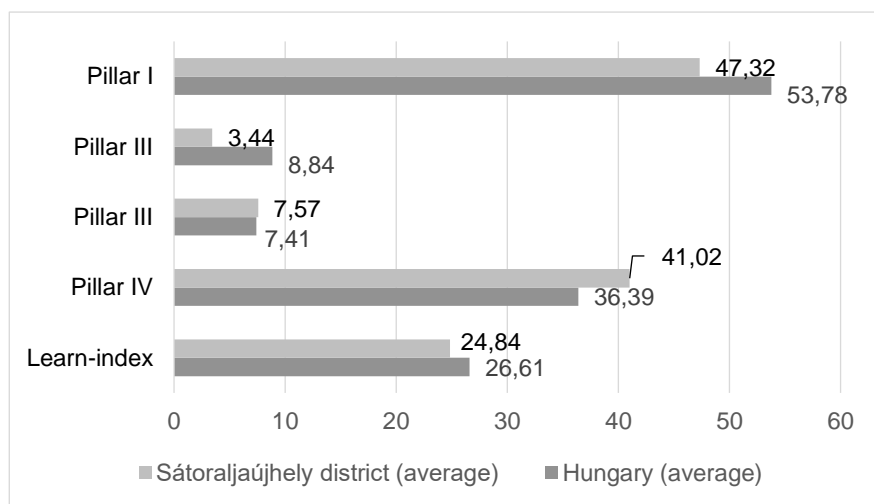
**Table 4: Pillar IV (Sátoraljaújhely district, N=21)**

	<i>Average</i>
<i>Proportion of NGOs for 1000 residents</i>	5.65
<i>Voting in parliamentary elections (% of the population)</i>	57.02
<i>Religious activity (number of believers for 1000 residents)</i>	58.27
<i>Minority local governments for 1000 residents</i>	0.25
<i>Migration balance (2001-2011)</i>	56.94

Source: LeaRn database, 2016

The district's data was compared to the national averages, too (see Fig. 1). For each pillar we have presented averages. The data clearly show that the district falls significantly behind the national average in the fields of formal learning (Pillar I) and non-formal learning (Pillar II), while in the case of cultural learning (Pillar III) and community learning (Pillar IV) it exceeds the national average. In summary the district is below the national average (see Fig. 1: Learn index).

**Figure 1: Comparison of the Sátoraljaújhely district and the national averages**



Source: LeaRn database, 2016

## The CHEC in Sátoraljaújhely

As a result of the expansion of higher education and under the pressure of massification the institutions started to be differentiated. This meant differentiation by functions and missions as well as horizontal differentiation. Massified higher education, the Bologna system highlight non-traditional, disadvantaged students, their access to higher education is supported by the institutions as well as the government. The question is whether CHEC can be a tool to break out of a disadvantaged economic and social situation? Of course, a degree earned in CHEC can provide access to MA/MSc courses at universities, so further education and interoperability is ensured for students of CHEC. It is a fact, however, that the motivation of disadvantaged students to participate in higher education is enhanced by the geographical accessibility of CHEC (Chatterton & Goddard, 1999; Sorokin, 1998; Hrubos, 2012).

In summer 2015 Sátoraljaújhely's mayor signed a trilateral<sup>4</sup> declaration of intent with the rector of the University of Miskolc: the goal was to establish CHEC. In order to ensure the operability of CHEC at any special request the municipality supplies data on the number of jobs to be filled at partner organisations and companies requiring a degree from higher education, and on the name of the required university qualifications as per the partner organisation's expected future human resource demand, in annual breakdown. Prior to drafting the contract there was a needs assessment conducted in an approx. 50-60-km radius of the town's catchment area, carried out by the municipality's own apparatus: senior students of the secondary schools of 6 towns were asked via a questionnaire. Nearly 900 students participated in the survey. As a border town, Sátoraljaújhely expects to receive students from the Uplands (Slovakia) in the future, too; therefore, several Hungarian-speaking secondary-school students beyond the borders were also asked about their needs. The survey showed that there was significant demand for both trainings in affiliated departments abroad as well as easy access to trainings as to geographical distance. In autumn 2016 the demands were reassessed by the municipality, thus also popularising the training courses to be launched in 2017.

The assistant notary of the municipality defined the necessity of CHEC in 4 points:

1. *Labour market demands*: the number of job vacancies is currently over 100, but there are no employees available with appropriate qualifications. If a company does not find appropriate employees, they can't improve and develop, and this may lead to their moving out of the town. By meeting labour market demands the municipality can keep the businesses in town.
2. *Improving the demographics*: the population of the town decreases by approx. 300 people annually (moving out and deaths), and the municipality primarily wishes to reduce the rate of outward migration.
3. *Financial reasons*: by keeping the companies in place through trainings, they pay taxes to the town.

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<sup>4</sup> The trilateral declaration of intent signed by the mayor of Sátoraljaújhely and the rector of the University of Miskolc and the practice venues.

4. *Historical reasons and prestige: 'in Sárospatak, a few kilometres from here, culture, education, and higher education were rooted much more intensely as compared to the town's size. There are currently two higher education institutions in operation, and surely the long-standing prestige of Újhely [Sátoraljaújhely has been a town for 750 years – author's remark] evidently comes into play. I think it is not a negligible impact, and I would also say, because I am convinced of this, that Újhely had and now has a cultural role which makes it deserve these institutions', the assistant notary confessed. (1<sup>st</sup> interview)*

The municipality undertakes to provide the teachers with free accommodation, but travel costs and the fees of the tutors are to be borne by the budget of the university. One of the vacated wings of the building in the municipality's property, currently functioning as a grammar school, will be offered as accommodation for the students, and they will also provide rooms for the courses. A high priority and prominent section in the yet unsigned contract, formulated on the basis of the government decree, provides that CHEC cannot incur any extra costs payable by the university.

CHEC started its operation in Sátoraljaújhely in September 2017. 65.4% of the students arrived from the county, but some students applied from neighbouring (15.4%) and more distant counties (19.2%) (Higher Education Admission database<sup>5</sup>, 2017). The University of Miskolc was able to accredit the training of mechanical engineers and health care professionals in CHEC, thus basically the Sátoraljaújhely CHEC operates as an affiliated department of the university.

## Summary

The Sátoraljaújhely district is behind the national average in the fields of formal and non-formal learning, but we may also observe that the microregion is prominent in forms of cultural and community learning. However, this seems not to be enough to make a district, a town “viable” in the less

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<sup>5</sup> We hereby thank the Education Office for providing us with access to the database, naturally, with anonymous data.



frequented north-eastern part of the country. The municipality Sátoraljaújhely organised a higher education opportunity in the town after querying the populace, planning the recruitment basis to be a 50-kilometre radius of the catchment area, which is reflected in the students' applications, too.

The hopes of the Sátoraljaújhely district attached to the CHEC promise to make the microregion capable of keeping a stratum of young, graduate labour force, and thus ensure continuous economic and social improvement in the microregion.

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## Interview

- 1<sup>st</sup> interview made at 11<sup>th</sup> February 2016



## **II. ORGANISATION-BASED INITIATIVES, DOMESTIC AND INTERNATIONAL GOOD PRACTICES**



## **II/1. FOCUSING ON COMMUNITY LEARNING**



**Tünde Barabási PhD**

## **Saving a church and community learning in Abránfalva**

### **Criteria for choosing the good practice examples**

Good practice presents a realised form of informal learning. The case primarily targets the solution of a specific problem appearing in a settlement, in the process of which one may observe the creation of new social behaviours and attitudes, and indirectly social utility, too. In this sense, I will present a possibility of adult learning that often appeared in communities 25-30 years ago, but which is rarely seen today. I think it straightforwardly shows the possibility of learning from one another and the transfer of knowledge, which are basic characteristics of learning communities.

### **Organisation(s), person(s) that the good practice concerns**

Oțeni Reformed Parish, and more prominently its pastor, as well as the permanent and weekend residents of the settlement.

### **Parties of interest of the good practice**

The church organisation partaking in the practice, the permanent residents of the settlement, the emigrants of the settlement that are still connected to the settlement in some way, in a broader sense the village and the region, and posterity perhaps.

### **Objectives and activities of the good practice**

The setting of the “story” is Obrănești (official name Obrănești) in Transylvania, a small settlement in Harghita county 13 km from Odorheiu Secuiesc in the Nyáros Creek valley. This settlement belongs to Ulieș village. It is a very old, over 500-year-old settlement, which was most populated in 1941, when the village’s population was 141. Since the majority of people

lived on agriculture, the Socialist agricultural transformation after WWII and the creation of disadvantageous farmers' cooperatives led to the gradual decrease of population. The fact that the village is hard to approach, the neglected road, the lack of a bus line further

exacerbated the situation. Depopulation became so dramatic that by 1995 the village had only 4 permanent residents. By this time the school ceased to exist, and no independent institutions were functional in the settlement. From a church perspective the congregation in diaspora of 3 people belonged to the Reformed parish of Oțeni, 6 km away. There were monthly services.

In this period pessimistic scenarios were written on the village's future and church life, as even the possibility to maintain the church building was becoming dubious. In the late 1990s, however, several uninhabited houses found new residents, which were bought as holiday homes, and thus at the weekends life became more vivid in comparison to the quiet of weekdays.

Community building and learning practice is closely connected to the maintenance of the church, and the introduction above serves the true depiction of the situation.

The congregation's Reformed pastor has been Domokos Barabási since 1995. When he took over, the congregation was small in number, but the church building was also worn-down. The pastor managed to contract smaller maintenance jobs, mostly from the resources of the Oțen church. By 2011, however, the building was deteriorated to a degree that one could literally see through the walls, and the structure itself slid away from its fundamentals. This was the moment when the pastor found the best alternative to save the church, so as not to lose it through demolition. This was the time when he decided to address not only the members of the Obrănești congregation, but all those that were connected to the settlement in some way, visit regularly, or live there permanently.

In the beginning there were questions: how many people could be gathered, would they have enough "group members" with proficiency in building works, would there be sufficient financial means to purchase the building materials, would there be enough perseverance to successfully finish the works instead of going half-way. The most critical moment of course was starting the works.



The main motivational force behind the works was of course the pastor of the congregation, who had behind him the Reformed Church as an organisation and the creator of the good practice. He managed to address the people concerned and make them participate in a way that at the time of the first voluntary building work 10 people started the works. Altogether 7 occasions were enough to reinforce the foundation of the building and rebuild the walls. Their persistence was exemplary, and instead of leaving the works, more people came to help. All of them felt that the building must stand in order for the village to subsist.

### **Field(s) influences by the good practice**

The scene of informal learning: professional attitude, enthusiasm, different forms of assistance, community development and building.

Community learning: by experiencing cooperation through a joint activity.

### **Regional scope of the good practice**

Primarily Obrănești, and the Oțeni Reformed Parish (and the Odorheiu Secuiesc Reformed Parish), administratively the village of Ulieș.

### **Conditions of the good practice (technological, human, financial)**

Human conditions: A local hero, who undertook to organise the works, as well as the volunteers joining the work, who were in some way concerned with the village.

Financial conditions: sources to purchase the basic building materials.

Technological conditions: tools to do the work, travel to the site, which the participants voluntarily all undertook to purchase.

### **Results of the good practice, short-, medium- and long-term effects**

These occasions were spent in high spirits, everybody gave all of their knowledge (theory and practice). The young and old worked together. In this exemplary cooperation there was a perfect opportunity to learn from one another, gain experience and grow. People could acquire concrete

knowledge from those with vocational skills and know-how on, for instance, the proportions of building materials to mix, placing wall elements in the wall, etc. But they could also learn about perseverance and experience the easier way of doing work, as well as the benevolent effect of common activity. They also provided an example with their donations, as there were more people who gave more of their professional know-how and some compensated for it with their financial contribution. A remarkable result of learning was the acknowledgement of benefit and power in a joint effort. These occasions were always happy ones, by the end of the day everybody was really tired, but it proved to be only bodily fatigue which serves spiritual replenishment.

The works themselves primarily concerned the men, but the women also took their part albeit to a lesser degree by making refreshments and food. This is how these community works became occasions for community learning, and went far beyond the declared purpose: "We mustn't let our church be demolished!" Here the appearance of plural is important. It signals that the practice will have a gross effect. 6-7 years later now one may see that more than one of those people registered as members of the congregation in Obrănești. There is no service without at least 12-15 people without regard to denomination.

One more interesting detail: even though the area of Odorheiu Secuiesc is by record a residence of Hungarians living in blocks, there is a middle-aged Romanian family living in the village, who first bought a holiday home here. Today they are permanent residents here and participated in the joint works as Hungarian Széklers. It is a nice example of Romanians and Hungarians living together as well as a good practice thereof. One may learn from it and see that joint work brings people closer to one another.

The activity to preserve the building carried out in the church provided the participants with informal learning. For the pastor the primary goal was to preserve the church. At least he only had this in mind when advertising the works. Today, however, he deems the greatest result the fact that by rebuilding the walls of the church more members were "built into" the congregation.

The successful joint works had to be celebrated. On 25 August 2012 there was a thanksgiving service, during which the renovated church and fully renovated bell were formally occupied by the congregation. 160 people took part, which is a lot because otherwise there are only a handful of people in the congregation as we could see. I think here one may also see that those that worked here, were proud to show their relations and acquaintances. At the same time, a lot of emigrants and members of the sister congregation were present on the festive day.

### **Sustainability of the good practice**

Taking care of the church has been continuous. Personal participation in the renovation motivates the residents and temporary residents to preserve what they created together.

### **Adaptability of the good practice**

This good practice has a primary scope of the village, but as the Oțeni Reformed Parish consists of four villages, the successful venture is a catalyst for neighbouring villages: “If a few people could do it in small Obrănești, then we can too”. The practice can of course be transferred to other settlements, or other walks of social life. The most important ingredient is a person who undertakes organising work and is enthusiastic as well as is able to make others so.

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## **Tünde Barabási PhD**

### **Cooperation of sister congregations: Fényeslitke – Oțeni**

#### **Criteria for choosing the good practice examples**

The good practice mostly serves informal learning, well exemplifying the use of interorganisational learning, networking and the further effects on the members of the organisations.

#### **Organisation(s), person(s) that the good practice concerns**

Fényeslitke Reformed Parish – Hungary; Oțeni Reformed Parish – Romania.

#### **Parties of interest of the good practice**

Members of the sister congregations. The Oțeni Reformed Parish is of small number (approx. 300 people). The members of the mother church as well as two daughter churches (Miklósfalva and Homoródszentlászló), and its congregation in diaspora (Obrănești) also benefit from the relationship and its results. The Fényeslitke Parish is bigger than the sister congregation and has altogether 1200 people. Participation in the bilateral relationship is a given for all members of the congregation, moreover, individuals living in or in connection to the settlements can join the project without respect to denomination and thus the project has grown beyond the congregational interest and is a settlement-level relationship.

#### **Objectives and activities of the good practice**

The relationship between the sister congregations targeted the across-borders cooperation of the two church organisations and its development, and beyond reinforcement of the faith also the consciousness that even though we live in two different countries, we belong to one nation. Further goals include ensuring regular meetings between the congregation members,

organising joint excursions, joint camps of the youth, mutual acquaintance, reinforcing historical knowledge and national identity. The relationship between the two congregations started in 2004, when before the census of 5 December Transylvanian pastors visited Hungary. In Fényeslitke the pastor of the Oțeni parish, Domokos Barabási preached and they discovered several common points with the pastors of the Fényeslitke congregation, Gábor Bezzegh and Gáborné Bezzegh, which resulted in a really good familial and friendly relationship. The strengthening of this relationship was followed by the idea to expand it to the congregations. First the relationship was presbyterial, involving only the men, but within a few years more and more families joined in. The congregations have been meeting annually for 11 years, one year in Hungary, the next year in Transylvania. The programme of the meeting always has occasions and joint excursions where there appears the possibility of learning. For instance, in Transylvania, visiting the millennial border proved a good “history lesson”, and last year the groups could get a feel of the lives of Hungarians in diaspora and of Saxons, when Brasov, Szászfehéregyháza and Kőhalom were visited. We had a chance to explore the beauties of Hungary (e.g. Aggtelek caves) and its “liquid cultural resources”, the Tokaj wine region, but the activities of the Museum of the Hungarian Language (Széphalom) also facilitated personal and community improvement, the enlargement of knowledge. Altogether 8 such occasions have been organised in the two countries, and this year’s meeting is being organised in good hope, as this is a living relationship always enlarged with new members, new families.

### **Field(s) influenced by the good practice**

Scenes of non-formal learning: different kinds of church activities, most characteristically services.

Community learning: the two communities’ learning from one another in an organisational framework, or during the informal meetings; via the partnerships of presbyteries and women’s leagues, joint programmes of youth groups and Bible lessons.

## **Regional scope of the good practice**

Primarily the children, young adults and adults in the two congregations. Using the Hungarian language is an advantage of the across-borders congregational relationship, as it is a common experience in such initiatives that due to the language barrier only some can benefit from the relationship. One fundamental token of the long living relationship is the lack of a language barrier (even though there is an extension of vocabulary at each occasion).

## **Conditions of the good practice (technological, human, financial)**

Human conditions: The organising activity of the pastors of the congregations and their assistants, opportunities for discussion, good cooperation between them, as well as open-minded and enthusiastic members of the congregation. Financial conditions: using financial resources for meetings and inviting guests, for excursions. Sources from organisational funds, tenders (e.g. youth meetings), from own contribution.

## **Results of the good practice, short-, medium- and long-term effects**

Short-term effect: mutual good relationship of the church congregations. Medium- and long-term effects: beyond the organisational framework, enlarging the participants' knowledge, national identity, strengthening their faith, expanding their social network and well-being, preserving their spiritual health.

## **Sustainability of the good practice**

The good practice is sustainable as the close friendships between joining families not only strengthen the relationship between the two congregations, but they have a cohesion making role inside the congregations, too. As a result, the families are willing to make a sacrifice on both sides, so that meetings and the relationship can be more regular. As it has been going on for over a decade, it has grown out of the church framework and many families get together informally too, real friendships have been created.

I believe there is no stronger safeguard of sustainability, although there is a demand for organised meetings too. What could be experienced in the process of making a contact and took great care was to “glue together” families with common points with regard to age groups, qualifications, interests, so that we may create the possibility of further self-expression. The organising pastors and their assistants developed the plan of stay and recreation time. When the experience is that the two families does not match for some reason, there must be the possibility of “switching families”. This is a basic condition of sustainability.

### **Adaptability of the good practice**

The practice can be adapted by other communities. Similar relationships can be established between communities, but the local initiators must be contacted to start the process and assist growth. At the same time, it is important to remedy the language barrier.

## **Eszter Éles**

### **Community learning and volunteering for young people**

#### **Criteria for choosing the good practice examples**

The programme targeted those young people that due to their geographical situation do not get access to domestic and international individual and community development.

European perspectives and tender opportunities as well as labour market counselling all served catching up. In Szabolcs-Szatmár-Bereg county it is mainly the low qualifications and unemployment among Romany youth that is a great problem. During the process of community development the opposition of Romany and Hungarian young people was reduced in a non-formal group as they managed to distance themselves from the prejudgments of adult society. Volunteers participated in the programme, acquiring more profound knowledge via learning from experience, which also facilitated their personal development.

#### **Organisation(s), person(s) that the good practice concerns**

The organisation realising the project is called Kalamáris Association, which was founded in 1993 and has been operating as a public benefit organisation since 1998. Its goal is to provide young people and the professionals, adults and NGOs dealing with them with relevant information.

#### **Parties of interest of the good practice**

The programme involved 10-15 young people from 10 Szabolcs-Szatmár-Bereg county villages with the cooperation of the municipalities, altogether 130 young people. Owing to this the target group was the young people and their families from the 10 villages from Szabolcs-Szatmár-Bereg county.



### **Objectives and activities of the good practice**

By creating the POCOLÓ project the organisation's objective was to provide the young people with a valuable, entertaining alternative way of spending their leisure time improving their knowledge, even at a music festival. During the project the youth were motivated to grassroots organisation and involved in the NGOs voluntary activities, providing them with new perspectives for self-expression, enterprising and thus for remaining in their hometowns. The goal was to make the participants themselves organise similar programmes, festivals, elements of festivals. To make them active in their locale, be it a big city or a village of a population of a couple of hundred.

### **Field(s) influenced by the good practice**

The project was primarily realised in the scenes of non-formal, cultural and community learning. During the project the community developers were situated in the same place for 2 days thus ensuring the establishment of quality relationships. During the development work they utilised the young people's communication skills, problem solving ability, creativity, as they had to perform in role-play tasks. They deviated from methods used in public education, so the youth enjoyed being active participants of a process.

### **Regional scope of the good practice**

The practice was realised on a county level as it was based on the cooperation of Szabolcs-Szatmár-Bereg county settlements.

### **Conditions of the good practice (technological, human, financial)**

The most important condition was human resources, that is, young people's cooperation and the commitment of the professionals active in the programme.

## **Results of the good practice, short-, medium- and long-term effects**

The young people participating in the programme acquired new information in several subject matters. They directly consulted with career a counsellor and a psychologist. A mailing list was created in the programme, which can be used for further communication.

The greatest direct benefit for the young people participating in community development was the improvement of personal competencies. The result for the settlements was the youth's becoming a group and slowly a community.

## **Sustainability of the good practice**

POCOLÓ appeared in all current professional events looking for the opportunity to introduce themselves. In the events each time a different area was highlighted. The volunteers and counsellors also took part in an international seminar in Italy organised by ARCI Ancona Association. In May 2010 a conference was organised together with Regional Youth Forum, where they presented their project in detail.

## **Adaptability of the good practice**

The project is unique for containing elements that have been successfully utilised before by the organisation. The youth work, the POCOLÓ tent with volunteers, young people's community development were all built on one another. The deployment of the programme, so to speak, is recommended in areas where it can contribute to young people's social integration by providing them with the necessary information.

## **Zoltán Dósa PhD**

### **Physical exercise unites us – in Székelyudvarhely**

#### **Criteria for choosing the good practice examples**

Today one may see that without regard to age people pay more attention to preserving their physical prowess, fitness; some forms of physical exercise are performed in masses, running being perhaps the most popular. In this case the good practice highlights the cohesive force of sports, and the network of organisations of a similar kind built upon it.

#### **Organisation(s), person(s) that the good practice concerns**

“Feel Good” Sports Association Székelyudvarhely/Asociata Sportiva “Feel Good” Odorheiu Secuiesc is an organisation in Székelyudvarhely, where there are rather a lot of functional sports associations as compared to the population (36,000), and there is a sports school for students, too. The foremost are associations for football, futsal, handball, floorball, bowling, weightlifting, table tennis and athletics. Feel Good Sports Association is a fully amateur venture, founded by Lóránd Ilyés Sándor, who started recruiting trail runners alongside his hobby, and in 2012 they founded the association with another 5 people. Currently they have 75 active members.

#### **Parties of interest of the good practice**

Feel Good Sports Association’s initiatives concern primarily amateur sportspeople (runners), but today in the association there appeared a core that does this hobby in competitions and experience this kind of exercise as a performance sport. In addition, it has attracted members from similar organisations, thus they cooperate well with the Székelyudvarhely branch of the Transylvanian Carpathian Association, who organise mountain tours for nature lovers, Szekler Teker Association, who popularise cycling and cycle

tours, but from this association grew a little group who are regular participants of Spartan Race extreme obstacle races. The membership is colourful with regard to age, occupation and stamina, as children, adults and the elderly in the region oftentimes run together. Supporters and financiers of the association are mostly the members, who donate amounts and regularly apply for sums from the town's budget.

### **Objectives and activities of the good practice**

The association lays emphasis on the popularisation and practice of forms of exercise done in nature, free time sports, which has numerous positive effects on the individual and the community alike. It takes great care through priority programmes to create and expand the Székelyudvarhely running community. It helps the popularisation of a healthy lifestyle by organising outdoor movements, sports events in Udvarhelyszék, and thus has a significant role in community building, strengthening family and social ties, providing individuals with a sophisticated way to spend their free time with recreation and be entertained. In 2012 the association revived Tihadár memorial Running, which after 9 years of interruption is again organised each autumn on the Székelyudvarhely Jesus's Heart Chapel and Szarkakő. In 2013 they organised Hargita Trail Running national trail race for the first time (jointly with KUNN Racing Sports Association), which is now organised every August in the region of Hargitafürdő and Madarasi Hargita. In 2013 in Székelyudvarhely a pioneering and very popular programme entitled "Go out with us! Community running" was launched, which is organised biweekly with regard to weather conditions in the nearby wooded and hilly areas, mostly with 40-50 participants. The association deems it important to manage and expand its relationships with local and national associations and NGOs to exchange experiences, provide assistance and to realise joint projects. At the same time they highlight the importance and advantages of volunteering. The projects are organised by involving volunteers, and their members are characterised by active voluntary activism in realising local programmes and projects. The association supports their own sportspeople in local, national and international competitions.

**Field(s) influenced by the good practice**

Cultural learning in the broad sense including sports, and community learning appear mostly in the good practice. An important condition of the practice is the continuous and good cooperation of actors, voluntary activism, and its creation and maintenance.

**Regional scope of the good practice**

Events organised by Feel Good Sports Association attract primarily people from around Székelyudvarhely, but there are participants from Hargita county, what is more, there are annual competitions (Hargita Trail) which count as national competitions. In addition, some of the people invited by and taking part in the camps organised by the association are from more distant regions, often from Hungary.

**Conditions of the good practice (technological, human, financial)**

The majority of the association's events are community running programmes, which are carried out biweekly in the neighbourhood. The human, technological and financial conditions are met by the members and participants, that is, what is a small-budget amount is financed by themselves, but bigger costs are covered by tender funds, participation fees and membership fees, as well as volunteering which is an important part of organisational work, therefore, human and technological conditions are often met in this way.

**Results of the good practice, short-, medium- and long-term effects**

The sports association's "Go out with us! Community running" programme created a healthy running community in Székelyudvarhely, which is dynamically developing, and which is joined by new members. Their sportspeople regularly take part in national and international trail, mountain bike, duathlon and triathlon competitions, in which they often have a first, second or third place. It is remarkable how many people have joined the cause of community running since the start of the association: friendships, relationships have been created and a lot of people (many tens of people) have been involved in similar ventures and volunteering.

### **Sustainability of the good practice**

Small-budget events with need for little organising work, such as community runs, are relatively easy to sustain, and the need for them also keeps them alive. In relation to bigger events that need more organising the priority is to find tender funds, but in my view those few important events that Feel Good Sports Association is committed to have been accurately pinpointed and the process of organising, financing, implementation has been run in appropriately. In order to have sustainability the main organiser's job could be divided between several smaller organising groups.

### **Adaptability of the good practice**

The good practice is easy to adapt in this case, of which there is an example in the region, which is perhaps explained by the fact that people are sufficiently motivated in a hobby organisation to participate and organise events, also feedback is easy to realise, and brings a sense of success. A important element of popularisation and adaptability is that all events of the association can be followed and evaluated via social networking sites.

## **II/2. FOCUSING ON NON-FORMAL LEARNING, FURTHER TRAINING AND OCCUPATION**





## Andrea Balázs

### Alternative labour market reintegration project for the employees of the future

#### Criteria for choosing the good practice examples

I have kept an eye on the work of Regional Advocacy Foundation for a long time. One of the main reasons for founding the Foundation was to decrease the high rate of unemployment that was created around 1990, as an NGO. The NGO's colleagues and volunteers since then (for over 20 years) have been making efforts to assist disadvantaged people in being successful and staying in the labour market. "We should not let the unemployed fail, but should transform this phase of their lives into a possibility that provides them with the ability to change, learn a new vocation, gain new competencies, and return to the world of labour, by developing their abilities and skills" – Regionális Érdekvédelem Foundation (<http://www.revalap.hu/alapitvanyunkrol/a-rev-alapitvany-bemutatasa>). This is why I chose RÉV Foundation, as the projects realised continuously help people a lot.

Their projects include:

- Occasion for work! programme facilitating occasional employment in Szabolcs-Szatmár-Bereg county
- NGOs for NGOs – across-borders NGO professional support programme
- Redeeming family obligations hindering occupation and assisting women's labour market careers
- I will work again! A complex support programme for reintegration in the labour market in Szabolcs-Szatmár-Bereg county
- Versatility in the workplace, equality in employment

**Organisation(s), person(s) that the good practice concerns**

- Regional Advocacy Foundation
- Nyírbátor and Catchment Area Multifunctional Microregional Association Centre for Social Care and Pedagogy
- South Nyírség Social and Children's Welfare Centre Nagyálló Institution Unit
- Social workers, youth counsellors
- Psychologists
- Community developers

**Parties of interest of the good practice**

Children and young people between 14-26 who wish to receive help when starting their careers, are uncertain with regard to their careers, would like to develop their self-knowledge and abilities, have difficulties with learning or integration, or would like to have counsel from or talk to professionals attentive to their problems.

**Objectives and activities of the good practice**

The goal of the project was to reintegrate disadvantaged children and young people between 14-26 with low school qualifications and living in Nyíregyháza, Nagyálló, Nyírbátor and the vicinity into public education or extracurricular training, vocational training, and to stop dropout, furthermore, to facilitate their employment in workplaces appropriate for their abilities, and to develop their communal abilities and communication skills.

Express objectives:

- To reintegrate disadvantaged children and young people between 14-26 with low school qualifications and living in Nyíregyháza, Nagyálló, Nyírbátor and the vicinity into public education or extracurricular training, vocational training, and to stop dropout.
- To help disadvantaged youth with catching up, to operate special preparatory training courses to acquire base qualifications.
- To facilitate employment, the gaining of work experience in workplaces appropriate for the given young people's abilities.

- To develop the youth's communal abilities, self-knowledge, communication skills, stress bearing abilities and other key competencies.
- To prevent adolescent depression and suicide in individual and group sessions.
- To support youth's grassroots and value generating communities.

### **Field(s) influenced by the good practice**

- Assessing conditions
- Developing an action plan
- Occupational counselling
- Career orientation counselling
- Labour exchange
- Life coaching
- Club of people looking for employment
- Training counselling
- Individual psychological counselling in the case of adolescent behavioural disorders
- Courses for catching up and developing key competencies
- Visiting employers, learning about professions on site
- Social counselling and administration
- Follow-up care

### **Regional scope of the good practice**

Nyíregyháza, Nagykálló and Nyírbátor.

### **Conditions of the good practice (technological, human, financial)**

Of course, for the project to be realised appropriate professionals are necessary, which have been listed above. In addition, the professionals must also be paid. With regard to material conditions, the costs of rent, technological conditions e.g. computers, projectors, as well as excursions and camps must also be covered. As this was a TÁMOP project (TÁMOP-5.2.5-08/1-2008-0234), the Foundation received financial support.

## **Results of the good practice, short-, medium- and long-term effects**

111 young clients belonging in the main target group were involved in the project, of these 71 persons completed the project successfully, 64% of the total number. 23 people gained occupation. 20 people became registered job-seekers. 16 people remained in public education. 7 people participated in vocational training. 5 people took part in OKJ training.

Free-time activities included: excursions, camps, self-knowledge club, art and personal development club facilitating individual living, sessions for Romany and handicapped children, animal welfare day.

## **Sustainability of the good practice**

Regarding sustainability the age group could be expanded to 14-35, as there are job-seekers above 26, too. Of course during the project I would divide them into groups. I would also expand scope with regard to the region, too, to county level to the whole of Szabolcs – Szatmár – Bereg county. Also, more organisations could be involved in the project, e.g. libraries, cultural centres, adult education organisations. In addition, I would cooperate with more professionals in the project.

## **Adaptability of the good practice**

In my view, several organisations can adapt the projects of RÉV Foundation, especially this one, since disadvantaged people with low school qualifications live also beyond these 3 regions; they need help, too.

**Edina Márkus PhD**

## **Cooperation of folk high schools in Europe**

### **Criteria for choosing the good practice examples**

Good practice supports non-formal learning and well exemplifies the use of inter-organisational learning and networking.

### **Organisation(s), person(s) that the good practice concerns**

Bihar Free Culture and Folk High School Association, KultúrÁsz Association of Public Benefit Purpose, Cultural Centre and Library – Sárospatak, Association of Bihar County and Nagyvárád NGOs, Transylvanian Hungarian Association of Community Culture (EMKE), Kallós Zoltán Foundation, Téka Foundation, Teleki Hungarian House, Mihai Viteazul Colegiul Technic

### **Parties of interest of the good practice**

The professionals of the organisations directly cooperating in the project, as well as adult education and community culture professionals, professionals teaching adult education and community culture, and the students studying in the above fields.

The professionals of the organisations took part in further use of the teaching materials, practices, training programmes in addition to developing those.

### **Objectives and activities of the good practice**

The programme set the goal to develop institutions of adult education and community culture across borders: to convey the knowledge and experiences gained in Hungary; to disseminate up-to-date methods of vocational training and adult education. Further objectives included: diverse and professionally based cooperation between institutions; conveying experiences in as diverse ways as possible. The professionals of the cooperating organisations were

trained in the methodology of training programmes “Methodology of adult education” and “Training trainers – developing key competencies”. Developing the training programmes and teaching materials as well as good practice tasks of the 9 competence areas (self-management, occupational orientation, career management, communication, conflict resolution, technique of learning, active citizenship, social and community development, cultural awareness) was based on these. These were supported by the development of e-learning material and access via the web page. The training programme on developing the 9 competencies was licensed by the consortium leader as per the rules of adult education licensing for long-term applicability.

### **Field(s) influenced by the good practice**

Scenes of non-formal learning: different types of adult education activities. Community learning: NGOs and their networks, partnerships, cooperations of institutions and NGOs.

### **Regional scope of the good practice**

Teaching materials and good practice were made available primarily in the region where the organisations operate, but also internationally via the web page. The only limit to applicability is the language, as all materials were developed in Hungarian.

**Conditions of the good practice (technological, human, financial)**

Human conditions: professionals with knowledge and experience in the given field. Possibilities and occasions to agree on details, and good cooperation.

Financial conditions: funds for developing teaching materials and practice materials. Funds for developing and operating the website.

Technological conditions: an interface for publishing online teaching materials and technological realisation. Available at: [http://www.biharinepfoiskola.hu/kompetencia\\_eu/](http://www.biharinepfoiskola.hu/kompetencia_eu/)

**Results of the good practice, short-, medium- and long-term effects**

The up-to-date teaching materials and the highly applicable good practice tasks have been developed for the 9 competencies, and 9 training programmes have been developed and licensed. The professionals in the project have established a network and can support one another's work. The teaching materials and practice examples can be used in several trainings by the interested professionals and participants in the training.

**Sustainability of the good practice**

The professionals use the teaching materials and practice materials in their trainings on different levels. The materials have been issued as compulsory reading for students of the University of Debrecen in various seminars, and students use the practice tasks when planning their trainings.

**Adaptability of the good practice**

The practice can be transferred to different subject matters and organisations. Teaching materials and practice examples can be developed with a similar structure and can be published on websites. Sources are necessary for developing the teaching materials and organising consultation sessions for the developers.

## **István Bordás**

### **Training community animators in Bodrogköz**

#### **Criteria for choosing the good practice examples**

Organising the basic cultural tasks in disadvantaged regions and townships is hindered by many difficulties. The obligants of the procedure, the municipalities, struggle greatly when attempting to perform the mandatory tasks prescribed by the law. These are usually small settlements with a population of under 1000. Besides problems with financing and infrastructure the most emphatic problem remains the lack of human resources. The problem is not simply the fact that the community leaders cannot find professionals with the appropriate qualifications but also that finding employees to enrol in possible trainings is problematic. Locals with upper secondary qualifications are few. When they can employ people, however, trainings are needed. Implementing the training course requires specific adult education methodology.

The chosen good practice presents a training model where the special needs of the participants with regard to both methodology and content as well as the small settlement's features can be taken into account, namely the following:

- The experiences of the training's participants are various, and can influence the learning process both positively and negatively, e.g. a low level of erudition, great knowledge of place, etc.
- The settlements' demands encompass the control of community culture, library supply and community development processes.
- In many cases the activities are paired with the demand for sociocultural provision.
- Labour must be continuously supported even after finishing the training. This support may be provided by the professional community and the external mentors.



## **Organisation(s), person(s) that the good practice concerns**

The programme was realised by the Cigánd Municipality under a European Union subsidy (Bodrogekőz Information Points TÁMOP-5.1.1-11/1/A-2012-0009). The training and mentor programme was developed and implemented by the Sárospatak Cultural Centre and Library (Small settlement community animator (FAT accreditation no.: PL-8742)). Developers of the programme: István Bordás, Katalin Csatlósné Komáromi, Attila Sajó, Lászlóné Trembeczki.

## **Parties of interest of the good practice**

The training programme recommended as good practice was realised in the aforementioned EU project. 17 municipalities in the area of the Cigánd township participated in the programme. 17 colleagues with upper secondary qualifications from the local area were involved in the project. The majority are below 30, only two persons were over 30 years of age at the time of the programme.

## **Objectives and activities of the good practice**

The main goal of the course was to provide the colleagues with knowledge utilisable in practice which can be utilised directly in the daily practice of cultural supply to the settlement, too.

Another important goal was to set up the cooperation network in culture among the disadvantaged settlements by “making” the colleagues performing the tasks continuously cooperate with each other during the training.

The colleagues had to meet a group of complex demands during the programme. The most important was the 250 hours of accredited professional training, inexorable for daily work. Developing the training programme was also a task in the project. The developed programme had to meet several criteria:

- To be strictly and primarily practice-based.
- In order to continually carry out the activities the knowledge acquired in the individual trainings modules had to immediately appear in the participants' knowledge base.

- To be diversely teachable due to diverse preliminary knowledge and qualifications.
- Its timespan had to harmonise with the implementation schedule of the project.
- The tasks to be carried out on the training programme had to support actual work.
- The methodology of adult education had to include the realisation of tasks through cooperation.

The developed training programme – which hopefully meets the aforementioned criteria – was accredited with the following structure.

	theory	practice	altogether
Basic elements of settlement culture	20	10	30
Basic tourism studies	15	10	25
Programme organisation and management	15	20	35
Project design and implementation, writing applications	15	15	30
Community development	15	20	35
Basic activities of library service	15	20	35
Basic community communication and marketing	15	15	30
Media in small communities	15	15	30

During the actual realisation of the training the first task was to teach basic definitions and forms of activities as well as their content. As a result of the intensive work we soon were able to get down to practical tasks concerning community culture and service activities to be actually performed in the settlement. A system was built where the practice and control of knowledge elements in the modules were connected to events to be realised. For instance: the task was to develop the scenario of a real event in the settlement, or compile elements of a real application to be submitted.

Another important guarantee of the training's practice oriented nature was that the training tutors personally participated in the organisation of work processes in the settlement. For instance: the colleague teaching the library module provided regular and personal assistance in creating the appropriate order of the libraries.

The most important peculiarity of organising the training was that the time of training was 3 days at the beginning of the programme, which was reduced to 1 day as the programme was progressing. Thus settlement work was first shorter and directly connected to the training. Later the participants spent more time in the settlement doing organising work. They got tasks with longer processes for individual modules, to be performed by the end of the training course. For instance: putting in order of the libraries in the settlements and registered under the county Library Service System, as well as organising learning processes with longer preparatory work.

The training programme was completed with an oral and written exam.

An important aspect was that a mentorship system was functional in the project, less closely tied to the training, providing the colleagues with individual and group traceability and assistance. In the mentorship events the problems discussed frequently led to joint solutions and learning processes. The mentorship programme was operative after the completion of the training and served as a significant non-formal learning platform during the term of the project.

### **Field(s) influenced by the good practice**

The training programme chosen as good practice involved elements of library, community culture and community development of the settlements' primary provision of culture. At the same time it also involved fields that only marginally figure in the scope of culture, such as the operation of local media. As a result of implementation the settlements received employees that are able to develop community culture and community life. Also, the possibility of learning from one another was realised, especially during the mentorship events supplementing the training.

Beyond this, as an important non-professional area, cooperation was established between the settlements in performing the tasks. The coordination of cultural activities resulted in a more efficient utilisation of resources. For instance: organising joint summer camp for children, arranging to jointly use technical devices.

### **Regional scope of the good practice**

The scope of the training and the work organisation practice is primarily of a township level. This naturally depends on the number of settlements. In the case of townships with small villages the organisation of this can have a narrower scope. In the case of townships with a small number of communities several townships can be joined. A manageable number of settlements is between 10 and 15. At the same time it is important to note that the methodology can become a model in the case of groups of disadvantaged settlements in the first place.

### **Conditions of the good practice (technological, human, financial)**

The basic condition of the good practice is that municipalities be prepared to cooperate in the townships where the personal conditions of basic cultural provision are not available. Another significant condition is the involvement of a training organisation which can harness a crew of teachers with appropriate qualifications and practical experience to make the training appropriately practice oriented.

### **Results of the good practice, short-, medium- and long-term effects**

The most important result of the good practice is that in the majority of the settlements involved the roots of community culture and communities have taken hold. The tasks performed during the training provided appropriate foundations for the participants to efficiently carry on their work. In many cases not only the activities but the scenes of community-building were taken care of. It was ensured that the community venues would be open regularly and community events would be organised.

A result in the field of methodology was the development of a training methodology that made it possible for the organisation of theoretical and practical training to be flexible as per local demands.

In addition, the mentorship system well assisted the training with its non-formal tools that supported the success of the training programme.

Furthermore, by involving the local activities in the training, the motivation of the participants could be ensured continuously. The support of the training and the mentorship system presupposed the success of the local activities.

### **Sustainability of the good practice**

The sustainability of the results of the practice is largely dependent upon the cooperation of the municipalities. This is partly funded from the normative subsidy of state community culture which was increased. At the same time it is evident that without the involvement of extra funds the network cannot be operative in the long run. This could be provided by the municipality itself or from tender funds.

The actual training model as good practice is basically pending the cooperation of the performers of the tasks and organisations with funds for training.

### **Adaptability of the good practice**

The model with practical tasks and continuous mentorship built into the training process is utilisable during OKJ training thematic, too (community culture professional II. OKJ: 52 345 02 0000 00 00).

If the municipalities wish to meet the requirements of Law No. CXL, they must employ community culture professionals with at least upper secondary qualifications. This type of training can provide partial solutions to such problems of disadvantaged regions, especially when the municipalities find financing for the mentorship network besides the training programme.

**Zsófia Berényi**

## **Learning and popularisation of science TED X in Hungary**

### **Criteria for choosing the good practice examples**

TED (technology, entertainment, design) is a global conference series organised by a non-profit foundation. The concept of the conferences is summarised by the motto of TED “ideas worth spreading”. Today there are 4 events in Hungary, organised independently, following the principles and spirit of TED. These conferences have the prefix TEDx.

In the field of culture: The versatility of the subject matters and talks provides people from different cultural fields with the opportunity to present their own fields, e.g. actors, musicians, thinkers, scholars, teachers, etc. Guest presenters are also invited from different countries (e.g. Zimbardo).

In adult learning: Learning from one another, knowledge transfer. In this field there is also a community-based, cooperation-based social innovation, mostly in processing and solving problems from different perspectives, highlighted by the presenters.

### **Organisation(s), person(s) that the good practice concerns**

Roland Mányai, Péter Papp, László Malahovszky, György Waller, Imre Végvári, Zsuzsa Répássy, Zsuzsanna Bonnár-Csonka, Péter Bajnógel, Pál Honti, Gergely Kovács, Zsuzsanna Szarka, Gábor Spitzhütel, Csaba Mányai, Zita Válint and area representatives.

### **Parties of interest of the good practice**

People interested in their own scientific field, or come for some topic or some presenter. Entrepreneurs and business people who come to improve their presentation skills and make connections. Different motivational trainers or

event organisers who invite these presenters from the talks to give talks in their own events.

### **Objective and activities of the good practice**

The goal of TED is for the events to reach as many people as possible. The presentations deal with modern-day problems by presenters that people look up to, people with above average presentations skills. Besides TEDx talks, TEDxYOUTH was introduced, which provides young people with the chance to express themselves and to learn informally from people of a similar or the same age.

### **Field(s) influences by the good practice**

Without any formal scene, its non-formal scenes are the different fields of adult learning, as well as of cultural and community learning.

### **Regional scope of the good practice**

- **TEDxDanubia:** the first talk was held on 27 January 2010 in Budapest. The presentations are continually updated online.
- **TEDxBalaton:** the second TEDx conference to be held in Hungary. The first presentation was held on 4 June 2010 in Siófok.
- **TEDxYouth@Budapest:** the events are in progress.
- **TEDxPannonia:** the events are in progress.
- **TEDxDebrecen (TEDxNagyerdő):** the first TEDxNagyerdő was organised on 18 October 2012 in Debrecen. The event has been held in October each year ever since, with which the Debrecen TEDx is the longest standing rural TEDx event in Hungary. In 2016 TED permitted for the event to take up the name of the town, and since then it has been called TEDxDebrecen.
- **TEDxSomlóiStWomen:** To be organised on 2 December 2022 in Budapest. This will be the first TEDx conference in Hungary based on the TEDxWomen-license, expressly for and celebrating women.

### **Conditions of the good practice (technological, human, financial)**

- An auditorium with a professional sound system, seating at least 150 people
- New presenters and new subject matters year by year
- NGO as financer in the background
- Attendance is subject to having a ticket

### **Results of the good practice, short-, medium- and long-term effects**

Each year the number of participants increases and more and more young people are reached by the philosophy of TED. Presentations connected to the subject matters appear in institutions of public education.

### **Sustainability of the good practice**

Keeping the presenters' standard, suitable marketing expenditure and current topics are the key to maintaining interest in the shows, so that people buy tickets for the presentations.

### **Adaptability of the good practice**

It is adaptable as the series of events is licensed. I think it would be really useful in different university towns, too, and would show young people the way. Presenters can be invited from any part of the country.



## **Silvia Barnova PhD – Viola Tamasova PhD**

### **ENVIROeducation**

#### **Criteria for choosing the good practice examples**

The ENVIROeducation project has several dimensions. Its activities are mainly, but not exclusively, focused on young adults and their education in the field of environmental protection and preservation, and the topical issues related to it. It involves the implementation of small, innovative local projects, which can significantly contribute to the quality of life of people living in a particular locality, so, they are motivated to be engaged in community work, through which they have an opportunity to collaborate, exchange their knowledge with the aim to create a better place to live. The project has the potential to change their way of thinking and make them become more “ecological”.

#### **Organisation(s), person(s) that the good practice concerns**

As declared by the Ekopolis Foundation (Nadácia Ekopolis), they are a Fair-Trade Partner that supports the ideas of fair business. Their vision is an advanced civil society with citizens realizing their responsibility for societal development and environmental issues - a society with citizens who are interested in participating in public policy, have courage to adopt a critical stance and care about avoiding detriment to future generations. Since 1991, they have been managing open grant programs focusing on democracy and nature conservation.

#### **Parties of interest of the good practice**

The project is financially supported by the Slovenská sporiteľňa Foundation (Nadácia Slovenskej sporiteľne), which supports activities in educational, health and community resorts, and is also engaged in charity. In the pilot program in 2016, young people from six regions joined the project, in its second year, it was nine regions.

## **Objectives and activities of the good practice**

The aim of the ENVIROeducation project is to give (not only) young people, secondary school students, their teachers, other adults and organizations interested in environmental sustainability an opportunity to learn about the issues of the changing climate as well as to work out and realize projects which could lead to the solution of environmental problems at least on a local level. The project has two phases, in the first one, a series of interactive lectures focusing on the topic of the “Adaptation to the Climate Changes” and global environmental issues are given in combination with workshops lead by professionals with the aim to come up with new ideas, innovative solutions of topical environmental issues; and in the second phase, young people work on the realization of sustainable environmental projects which can help the adaptation to the changing climate in secondary grammar schools, vocational schools and in their close environments. As a part of the project, there is a competition, in which the participants can win financial grants for the practical realization of their projects. As the project received a great response from young people, currently, its 3<sup>rd</sup> year of its realization is running.

Recently, an Instagram competition for schools called “Give Waste a Second Chance” has been introduced. The purpose of the activity is to upcycle materials (PET bottles, plastic, textile, paper, etc.) and to create new tools, useful things or decorations. This part of the project is aimed mainly at students, but also adults (teachers, parents, etc.) are involved in it.

## **Field(s) influences by the good practice**

The project has been realized both in formal school environments – in secondary grammar schools and vocational schools – and in the informal environment of localities, where the activities of the project are implemented. The goal of the innovative activities carried out within the ENVIROeducation project is to improve the quality of life of the community members, to develop the capacity of individuals and groups of all ages to make their lives better through their actions – which are among the key features of community learning and development. Young people taking part in the lectures and workshops have the opportunity to share their knowledge with other community members and, thus, also intergenerational learning can be observed.

## **Regional scope of the good practice**

The slogan of the ENVIROeducation project is “Think global, do local!”. Individual projects are implemented at local levels but schools from the whole country (Slovakia) can participate. In the pilot year 2016, the regions of Banská Bystrica, Košice, Zvolen and Poprad were involved in the project, while in 2017, young people from Banská Bystrica, Zvolen, Brezno, Rimavská Sobota, Banská Štiavnica, Prešov and Košice participated in the activities.

## **Conditions of the good practice (technological, human, financial)**

Non-profit organizations and civic associations have a key role to play in the initiation and realization of any environmental projects, in finding suitable partners, in their motivation and facilitating their activities. For this kind of projects, it is strongly advised to find schools as partners because of their special position within communities and the fact that they have a strong impact on the whole school community including their students, but also the students' parents and other family members, the school's partners, local authorities and other institutions. Another factor is that young people are easier to attract than other age groups and their enthusiasm can motivate other people of different age groups around them, too. If the project is to be implemented on a national or even an international level, it is necessary to find strong partners willing to financially support the project at all its stages as well as to participate in the coverage of personnel costs.

As for projects implemented at local levels, the personnel costs are not so high and all the activities can even be based on volunteering. In the case of financially more demanding projects, local sponsors can help. The technical requirements vary from project to project.

## **Results of the good practice, short-, medium- and long-term effects**

The ENVIROeducation project has already contributed not only to expanding the knowledge of young people about climate change and has increased their awareness regarding its dangers, but has also motivated them to design and realize their own creative and innovative solutions for improving their ecologies in cooperation with local communities. Thus, the project is beneficial not only for young people taking part in its realization and their physical environment, but also for people living in their ecologies and for the society as such.

### **Sustainability of the good practice**

Selected projects have been provided with grants for several years, so, the continuity and the sustainability of these activities in the near future can be expected. After that, it is up to the willingness of people to continue the activities and their ability to find financial resources for running the projects. Other conditions, as well as the material and technical requirements vary from project to project.

### **Adaptability of the good practice**

The ENVIROeducation project as such can be implemented in any country or region if there are any foundations or non-profit organizations supporting such activities. Individual projects of the participating schools/local communities can, after their successful realization, serve as a source of inspiration for other small communities regardless the fact whether they are or are not financially supported by other organizations.

**Silvia Barnova PhD – Viola Tamasova PhD**

## **Handmade Entrepreneurship**

### **Criteria for choosing the good practice examples**

SMEs are the backbone of the Slovak economy; they represent more than 99,9 % of Slovak business entities. At the same time, they are net job creators and employ almost 75% of the active labour power. Therefore, strengthening the competitiveness and growth of SMEs is crucial for the whole society. Handmade business represents a sphere ideal for small enterprises.

There are many gifted and creative young women who make their own handmade products at home. A large group of them is represented by mothers on maternity leave who would like to earn some extra money and selling their products is one of the available options or they store their products at home and do not know, what to do with them. Many of them do not know how or are not sufficiently stimulated to set up their own business with handmade products or they have already started it but their business stagnates. They need someone who can provide them with guidance and shows them how not to get lost in the “handmade world”, i.e. how to turn their hobby into a successful and profitable business. Handmade Entrepreneurship is an example of professional group counselling where the participants can gain useful information for developing their business ideas under the guidance of professionals and where they can exchange experiences and learn from each other. The project can be considered innovative as such workshops are usually targeted at other groups of participants and are not adjusted to the needs of young women and mothers and to the conditions of “handmade business” which is specific in several aspects. Another important aspect of organizing the Handmade Entrepreneurship workshop is that the participation is free of charge.

**Organisation(s), person(s) that the good practice concerns**

The workshops are organized by the Mother and Child Centre in Trnava in cooperation with the Slovak Business agency.

Mother and child centres are usually founded and lead by mothers on maternity leave. They give mothers and children an opportunity to break free from their isolation in a place where they can meet mothers with similar problems and children can spend time with their peers. The Mother and Child Centre in Trnava (Trnavské materské centrum) is a non-profit organisation, open to mothers, mothers-to-be, fathers, their children and families from Trnava. Its aim is to provide parents and children with an opportunity to spend some quality time and to attend courses and lectures that they offer. They can exchange their experiences and to provide each other with guidance and support. Alongside with other activities, the centre organizes both regular and irregular events, workshops and courses for mothers. Most activities are run by the members of the centre, i.e. skilful mums that devote almost all of their leisure time to the centre, but professionals from various fields are welcome as well, they are usually invited to lead workshops and courses.

Slovak Business Agency (till 28/2/2014 the National Agency for Development of SMEs) is crucial, and is the oldest specialized non-profit organization for the support of small and medium-sized enterprises (SMEs). Slovak Business Agency was founded in 1993 by a common initiative of the EU and the Government of the Slovak Republic. It is a unique platform of public and private sectors, the aim of which is to increase the competitiveness of Slovak business environment and Slovak enterprises. Its mission is to provide:

- support for SMEs at the national, regional and local levels,
- complex support for SMEs in compliance with the Small Business Act (SBA) principles,
- to improve the competitiveness of SMEs on the EU market as well as on non-EU markets.

## **Parties of interest of the good practice**

The participants of the workshop must be either non-entrepreneurs, i.e. (not only) mothers who have not set up their business yet but they want to and those who make handmade products and are not sure whether it is a good idea to enter the market; or entrepreneurs/representatives of start-ups which have not been on the market for longer than three years. The project of the Slovak Business Agency is organized as a part of the National Project NPC in Regions, Operational Programme Research and Innovation and is supported by the European Regional Development Fund.

## **Objectives and activities of the good practice**

The development of entrepreneurs' business skills and the level of their knowledge are undoubtedly related to their success in the market and their ability to establish themselves and their innovative and competitive ideas and products in the market. The aim of the project is to provide women with sufficient information regarding turning their business ideas into reality and developing their existing businesses. The partial goals of the project are:

- to increase the mothers interest in entrepreneurship by stimulating their ambitions to start and run their own business,
- to develop their business skills,
- to introduce examples of good practice, inspiring successful entrepreneurs and their businesses, products or ideas, and various initiatives supporting start-ups.

During the workshops, mothers can learn:

- how to make a SWOT analysis;
- what are the free or low-cost marketing strategies;
- how to build their communication strategies;
- how to present themselves and their businesses.

**Field(s) influenced by the good practice**

The workshop Handmade Entrepreneurship is an example of activities in the framework of non-formal education, as it is held in a maternity centre, which is not a typical educational institution. The participants can gain new knowledge from their experienced lecturer, but there is space for learning from each other as well. They have a unique opportunity to develop their business skills through this lifelong learning activity.

**Regional scope of the good practice**

In this particular case, the workshop is organized for the members of the mother and child centre and other entrepreneurs or entrepreneurs-to-be in Trnava region. The Slovak Business Agency organizes similar workshops in other regions (excluding Bratislava which is considered to be a developed region) as well, but they are not primarily targeted at handmade entrepreneurs.

**Conditions of the good practice (technological, human, financial)**

The project requires financial resources to cover the costs related to the organization of the workshop as there is no participation fee – lecturer, study materials, place, where the workshop is held etc.

**Results of the good practice, short-, medium- and long-term effects**

The results of the project are a proof of (not only) mothers' interest in handcraft and starting or developing their own business in that field. They appreciate the individual approach to them as potential or beginning entrepreneurs.

Professional guidance and workshops where the participants are provided with useful information for their businesses and examples of good practice increase the quality of the Slovak business environment as well as start-ups themselves.



**Sustainability of the good practice**

As the project is partially financed from EU funds, its sustainability is ensured for several years and the fact that the workshops are free of charge makes them attractive even for low income groups like mothers on maternity leave. Without the EU funds, participation fees would apply, so the workshop would not be accessible to everyone. Finding local sponsors would be the optimal solution for the future but their willingness to support workshops for their potential competitors is unlikely.

**Adaptability of the good practice**

The project is easily adaptable in other regions and countries; the question is only whether the organizers are able to ensure such conditions that the activities are free of charge.

## **Béla Gabóda – Éva Gabdóda**

### **BLS (Basic Life Support) CPR (Cardio Pulmunalis Resusitatio) AED (Automated External Defibrilator) training – basic resuscitation training –**

#### **Criteria for choosing the good practice examples**

The good practice contributes to people's mutual assistance and giving first aid. It involves peer learning and knowledge transfer.

Sudden cardiac arrest is impossible to forecast professionally, thus speedy intervention can save lives. According to figures from Hungary a daily number of 70 people die of sudden cardiac arrest, moreover, only 10% of people can provide appropriate help. So that cardiac arrest or adjacent damage should not be irreversible, there is a need for laypersons who effectively assist people near them in emergencies. The person assisting must be able to determine what type of help the patient needs. In the case of circulatory problems, with or without the availability of a defibrillator centre, some basic-level resuscitation provides the only chance of survival. The popularity of defibrillator programmes itself makes necessary the conveyance of up-to-date information about resuscitation. This is what Komjáti Benedek Foundation's BLS (Basic Life Support) CPR (Cardio Pulmunalis Resusitatio) AED (Automated External Defibrilator) training series attempts to do.

#### **Organisation(s), person(s) that the good practice concerns**

The programme is organised by Komjáti Benedek Foundation (Beregszász) and coordinated by Adrienn Nigriny Demeret, Project Manager at Komjáti Benedek Foundation (writer of the application necessary for the realisation of the programme, manager of implementation and accounting), as well as the contracted persons, that is, the instructors of CPR, BLS and AED.

## **Parties of interest of the good practice**

The implementation of the programme was initiated by Komjáti Benedek Foundation, and supported by Bethlen Gábor Fund Management Zrt.

Venues of the programme: RF II Vocational Training Institute of KMF, Beregszász John Calvin Reformed Vocational College, the Beregszász Branch of the Teacher Training and Further Development Institute in Kárpátalja (Subcarpathia), other primary and secondary schools and organisations in the vicinity of Beregszász (e.g. Bendász István Boy Scouts Reg. 4. in Beregszász).

## **Objectives and activities of the good practice**

The series of trainings contributes to the development and improvement of a part of a settlement, a settlement, a township; it is able to promote the transformation of a certain size community, furthermore, it:

- Involves peer learning and knowledge transfer (learning communities).
- Involves some community-based, cooperation-based social innovation (social innovation: a new social activity that targets the solution of a problem while creating new social conduct and attitudes – key words: novelty; cooperation which changes the individual; social utilisation).
- The quality of health care provided to citizens is a key issue in each country.

This is doubly true in the case of emergencies arising from spontaneous health situations. Several years of experience tells us that the further fate of individuals in a critical state depends on the conduct and knowledge of those people that are near in an emergency. Each year 26 thousand people, that is, 70 people daily, become a victim of sudden cardiac arrest in Hungary, and over half of the incidents happen in public places. Each minute passing without any help reduces the chances of survival by 10%, and within 3-5 minutes brain damage sets in. Resuscitation started right away can double or triple the chances of survival. This situation cannot be improved without social cooperation.

## **Field(s) influenced by the good practice**

The theoretical part of the training is an interactive lecture held by István Gogola, chairman of Komjáthy Benedek Foundation, one of the instructors of the course. This is followed by the four-tier training method wherein participants learn the practical skills, then practice the process of resuscitation. This involves checking for circulation, calling an emergency line, as well as hands-only CPR and resuscitation by an external semiautomatic defibrillator. The latter can be practiced by students on special training dummies, which help acquiring the effective way of hands-only CPR. Apart from that, they learn how to arrange an unconscious patient in the recovery position.

The good practice has an impact in the following fields:

1. The formal field, primarily public education.
2. Non-formal scenes of learning: different types of adult education activities.
3. Community learning: NGOs and their networks, partnerships, cooperation of institutions and non-governmental organisations, social participation – political activity, religious activity, etc.

## **Regional scope of the good practice**

The training and work organisation practice can be primarily of the regional scope of a township. This, of course, also depends upon the number of settlements. In the autumn of 2015 and January 2016 there was a training series realised in two phases, organised by Komjáthy Benedek Foundation for secondary school students from Beregszász. In 2017-2018 the programme was continued, especially in the schools and settlements of the Beregszász township, as well as included in the teacher training practice of the Beregszász Branch of the Teacher Training and Further Development Institute in Kárpátalja (Subcarpathia), then in 2019 in the Vocational Training Institute of Rákóczi Ferenc II Hungarian College in Kárpátalja.

## **Conditions of the good practice (technological, human, financial) (human, financial, technological)**

Practice dummies, practice defibrillators, tools for sterilisation. Projector, laptop and sound, flyers. 2 instructors.

## Results of the good practice, short-, medium- and long-term effects

Up to this point 250-270 people have participated.

## Sustainability of the good practice

The actual training model as a good practice fundamentally depends on the cooperation of the operators and the organisations contributing the training funds.

## Adaptability of the good practice

*“The biggest mistake is not taking action. Unfortunately we sometimes don’t even take the simplest actions even though we could save lives. For instance, many people do not turn on their side an unconscious patient lying on their back for fear of causing greater harm. In most countries of Western Europe there are first-aid programmes specifically for small children, exactly for the reason that they should get used to the fact that in an emergency and accident action needs to be taken. According to international surveys conducted by the Red Cross, in Iceland 75% of the population acquire useful knowledge about first aid, which figure is 80% in Germany and 95% in Norway. In Hungary and the surrounding countries this figure is exasperatingly low, a mere 1%. This is what we intend to improve by all means, thus we recommend the programme to any teacher across borders interested in the topic and wishing to convey the knowledge.” (István Gogola)*

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## **II/3. FOCUSSED ON CULTURAL LEARNING AND THE LEARNING OF CULTURAL PROFESSIONALS**





**István Bordás**

## **Exchange programme for Transylvanian and Hungarian cultural mediators**

### **Criteria for choosing the good practice examples**

The activity described here directly promotes the community and identity development of Hungarian communities in individual Hungarian and Transylvanian settlements. The contents of the learning programme may be important for creating a uniform cultural space in the Carpathian Basin. By increasing the efficiency of cultural mediation it serves the reinforcement of local communities and the development of Hungarian identity. This relates to both the increase of the commitment of cultural professionals and the development of local communities served by them.

The method basically builds on learning from one another, that is, the point of it is the structured transfer of experience of each cultural professional.

The programme primarily relies on the cooperation of cultural umbrella organisations. It involves the experiences of local institutions, NGOs and communities reached by the umbrella organisations being included in the learning process. With this it attempts to promote an improved utilisation of social innovation generated by individual communities.

The training possibilities of cultural professionals are defined by novelty, on the one hand, and individual interests, on the other.

Besides these the basic direction of culture and community development is active not primarily in the field of superficial, falsely patriotic actions, but everyday community building and the mediation of culture.

### **Organisation(s), person(s) that the good practice concerns**

The two main organisers of the programme are the Association of Transylvanian Hungarian Community Culture and the Association of Borsod-Abaúj-Zemplén County. A common platform of the two organisations is the

Northern-Hungarian representative office of EMKE, which has a seat at the Sárospatak Cultural Centre and Library. Realisation was assisted by the following Transylvanian and Hungarian organisations:

Teleki Hungarian House Nagybánya

Téka Foundation Szamosújvár

Kallós Foundation Válaszút

Hungarian House Vajdahunyad

Bridge Hungarian Cultural Association Nagyszeben

Cultural Centre and Library Sárospatak

Derkovits Cultural Centre Tiszaújváros

Ózd Cultural Institutions

Cultural Centre and Library Hidasnémeti

Egressy Béni Cultural Centre Kazincbarcika

The programme was coordinated by: Kálmán Dáni Tibor, Katalin Csatlósne Komáromi, István Bordás.

The programme was co-organised by: Lajos Dávid, Attila Balázs Bécsi, Gyöngyi Balázs Bécsi, Levente Serfőző, Beatrix Doboly.

### **Parties of interest of the good practice**

In the programme one member from each of the cooperating institutions (cultural mediator professional, cultural manager, voluntary community leader or organiser) was involved in an exchange programme in which they shared Hungarian and Transylvanian community cultural experiences in an exchange visit providing occasions for learning.

Indirectly the parties of interest included the members of all communities involved with the cooperating organisations or used their services. The programme was developed in the Northern Hungarian office of EMKE by Transylvanian and Hungarian professionals.

The realisation was financed from tender funds. NKA and NCA provided subsistent support for implementation. Besides these the delegating and receiving institutions also undertook a huge financial burden for realisation. Thus they provided free accommodation, and paid for the catering of participating colleagues.

## **Objectives and activities of the good practice**

The primary goal of the programme was to make the cultural managers or voluntary organisers working for the cooperating institutions visit the partner institutions, spend ten days there and gain professional experience on the everyday work of cultural management.

In the first phase of organising work the professionals managing the programme developed the system of criteria along which the participants had to systemise and process the collected information during the visits. Beyond this, an informational material was developed for the leaders of the organisations to be involved on the goals of the programme.

In the next phase the organisations were informed in detail, and requested them to select colleagues to delegate into the programme.

In the third phase the individual steps of implementation were discussed with leaders of the 5 Transylvanian and 5 Hungarian organisations. The realisation of the learning programme was launched with a meeting of the participating Transylvanian and Hungarian colleagues in Sárospatak, where the following activities were performed:

- Informative presentations were held on the specificities of the institutional systems in the given areas.
- Thematic were defined for the colleagues to collect information on in relation to the daily practice of cultural mediation during the time available for visit.
- On the basis of individual professional interest and the features of the receiving organisations they determined the given organisations where individuals would go to gain experience.
- Following that the Transylvanian colleagues travelled to the given locations with the representatives of the Hungarian institutions.
- In the 8 days available information was exchanged by the colleagues as per the predetermined subjects. The most important characteristic was the Transylvanian colleagues joining in the daily practice of operation of the institutions and organisations.
- After the practical phase the participants of the programme met again in Sárospatak, where they presented and evaluated their experience.

After that the Hungarian cultural managers visited the Hungarian Houses in Transylvania. The course of the programme was similar to the previous one, without regard to the organisation of the initial training. The Hungarian professionals presented their experience in writing at the end of the visit. An important criterion of the written report was assessing possible future relationships, and listing the innovative practical experiences that they could use in their daily job. This written report was developed by the Transylvanian colleagues too when closing the programme.

### **Field(s) influenced by the good practice**

The programme was realised on the border of non-formal and formal learning. It cannot be regarded as a Hungarian further education programme, and it is not operative for organisers of culture in Transylvania.

Yet it contains elements that are partly trainings thematics, and it emphasised testing, too. All these, however, does not contain formal criteria that would meet conditions in formal training.

The primary source of information for formal learning is a practical experience, and the communal use of knowledge gained by others.

A specific value of “the training programme” is that learning about the daily practice of cultural organisations operating under different legal, social and political circumstances was a motivation to the participants and their commitment to their job.

The phrase “I was reinforced in my Hungarian identity” was frequently seen in the feedback.

### **Regional scope of the good practice**

Due to specific circumstances of the organisation the geographical area encompassed by the programme is the eastern part of the Carpathian Basin (Borsod-Abaúj-Zemplén county, areas of Transylvania with dispersed settlements), and the narrower environment of the organisations involved (Zemplén, Borsod, Abaúj, Bányavidék, Mezőség, Hunyad, Szeben and vicinity).

As based on the feedback the experience gained in the programme was built into the daily practice of the cooperating organisations, it indirectly had an impact on the settlement environs.

### **Conditions of the good practice (technological, human, financial)**

Financial conditions of realisation covered the travel and partly the accommodation and catering of the participants. The organisers, the cooperating organisations performed the services in the programme voluntarily.

The material conditions of the programme were met by the receiving institutions.

In the case if organisation and realisation were not performed voluntarily and the services had to be paid for in all cases, the following costs would be incurred:

- Developing and leading, coordinating the programme.
- Developing criteria for processing the practical experience, evaluating the documents summarising the accumulated experience, feedback.
- Personnel costs of opening and closing trainings.
- Cost of accommodation and catering for the participants in the opening and closing trainings, and on site.
- Travel costs.

### **Results of the good practice, short-, medium- and long-term effects**

The indirect result of the programme is that the 10 cultural mediator colleagues delegated by the cooperating organisations gained innovations and knowledge useable in daily practice. These were built into the practice of the delegating organisations. Another direct result is that the participants got a comprehensive picture of the operation of community cultural systems in individual countries. The feedback shows that during practice in the individual institutions direct personal relationships were established that made possible the development of direct cultural exchange relationships.

A long-term effect is that the importance of mediating Hungarian cultural values was reinforced for both countries' representatives.

### **Sustainability of the good practice**

The relationships established during the programme live on in the form of real cooperation programmes. This, however, also meant the generation of newer and newer relationships for cultural cooperations of a similar or different purpose. The repeated realisation of the programme depends solely on the availability of financial and human resources.

### **Adaptability of the good practice**

The programme is primarily adaptable to other areas beyond Hungarian borders with Hungarian inhabitants. In the case of Felvidék, Délvidék and Kárpátalja individual programmes may be realised due to the many cultural professionals there. Slovenia, Croatia and Austria are less available areas from this perspective.

Of course, adaptation cannot be imagined without taking into account the specificities of the Hungarian cultural systems in the given countries.

## **Boglárka Luca Szénási**

### **The launch of Freedom Community House**

#### **Criteria for choosing the good practice examples**

In adult learning:

- Contributes to the development and catching up of a part of a community, settlement, a region; promoting the improvement of a community
- Learning from one another, transfer of knowledge (learning communities)
- Community-based, cooperative social innovation (a new social activity that targets the solution of a problem, while creating new social behaviours and attitudes – key terms: novelty; cooperation which changes the individual; social usefulness).

#### **Organisation(s) / person(s) that the good practice concerns**

- Baptist Youth Society (BIT) Association
- Baptist Love Service Foundation
- Tünde Johannis student, social worker major (as community builder)

#### **Parties of interest of the good practice**

- DMJV (Municipality of Debrecen's) Mayor's Office
- Residents of Tégláskert

#### **Objectives and activities of the good practice**

Freedom Community House, which was created, is “a house of freedom”, so whoever steps inside is cleaned, and can experience a kind of freedom that will make them change and act differently later on. Also, besides freedom people become a community through making new relationships, there is discussion, communication between informal/formal leaders and the

populace. It also lends a helping hand to young people participating in the project for them to learn about their abilities, strengths, so their self-knowledge and self-confidence may improve, that they realise their gifts, and so their school achievements improve or motivation be reinforced and they can go back to school and reach outstanding achievements. The practice undertakes as concrete tasks the improvement of living conditions, the assistance of labour market integration, community development and individual problem solving. Their motto is: "Individual, conscious decision and committed struggle for a better individual/social future."

According to the creators of the project Freedom Community House makes a possibility for Tégláskert's residents to join and participate in social life. It offers services by which the residents' motivation can be reinforced to create individual advocacy, and motivates them to active social involvement.

The professional manager said, "Through the application the populace's problem-solving, conflict resolution, and cooperative abilities are improved. They receive experiences that will be good to remember years after, and which they can use as a resource in difficult phases of their life. This is how the populace is shaped into a community."

### **Field(s) influenced by the good practice**

Community learning

### **Regional scope of the good practice**

Tégláskert

### **Conditions of the good practice (technological, human, financial)**

The goals and activities defined in the project included the organisation and the community house providing services for the entire Tégláskert community. Thus it was natural that they supplemented and operated their later structure by asking and involving the community. Their services undertaken in the application included psycho-social services (counselling on living, personal psychological counselling), labour market services (teaching of job-seeking techniques for individuals and groups, career orientation training), employing



volunteers, ability development (AVP training, extra remedial classes, counselling on applications). They designed regular development and freetime activities, community development programmes, celebrations (theatrical performance, outing, cooking together, camp, concert, Xmas and Easter celebrations). The operators of the house— apart from some colleagues employed in the project – included activists of the association, university students, who performed the work as community workers, and organised the process. It is evident that a lot of human resources are needed, but a lot of money and technology, too, for the realisation of the plans.

### **Results of the good practice, short-, medium- and long-term effects**

The activities started in the house, the group sessions embedded in a community process, also led by the participants, facilitated the improvement of the participants' individual skills. Their perspectives were broadened, their communication skills reinforced, their feeling of loneliness reduced, and last but not least their creativity was improved.

The populace's good feeling and sense of safety increased, as in the appropriate place supervision and the atmosphere are friendly, as the residents said. Performing the appropriate tasks made them more independent and they more bravely stand up for their interests and have better advocacy. Participants had to take part in voluntary trainings, which they said reinforced their sense of responsibility and made them into a community. After the training they undertook tasks more freely and they became more open.

There were some who consciously undertook voluntary work, thus reinforcing the group with their experience and can benefit from their work later on: "I was a student of social pedagogy at university when I heard about the services of the house. I improved professionally by volunteering, and I can say I gained work experience, which I could add to my CV, too." By involving disadvantaged children in the practice, they reinforced their sense of belonging to a community, and they gained new knowledge when participating in the programmes, they improved their self-knowledge. The Sport Club was especially successful, since children could discover their gifts, learned to love ball games and physical exercise. Now they do not sit in front

of the TV but go out, and spend their time usefully, which the parents like. Earlier in the settlement it was a problem that people living in group homes accepted the children and young people. But the practice also assisted with that, after a little time children became more respectful, they take better care of one another and are more relaxed.

“According to the feedback children became more relaxed. Hopefully the examples seen and the rules in the house caused this”, the project leader said. The community sessions improved their creativity, they made new relationships, they made friends, and their competencies were improved in many fields.

“My grandchildren learned how important it is to accept other people, and learned about manual creative work, their concentration abilities improved”, a local grandmother said.

In summary experiences and results are positive and encouraging for the future.

### **Sustainability of the good practice**

What the good practice gave during the programme cannot be taken away. Freedom Community House was established, too, which has been open to people interested, and serves as a venue for different skills development activities and programmes.

### **Adaptability of the good practice**

A similar community house could be created in other locations, too, by involving local residents, and using similar methods. Certainly there would be people interested everywhere, people who would take part in projects and would attend the programmes, clubs, sessions offered. There are problems in communities, conflicts between different social layers and generations, which could be resolved with such a project. Also, there are many people who could spend their free time more usefully if they had a chance, but they cannot go out anywhere, there are no programmes and chances of a community experiences anywhere in the neighbourhood. If there is a will, a potential location, and some capital, the “same” could be realised.

## **Ivett Körtvély**

### **Sufni – Creative charity shop and art shelter**

#### **Criteria for choosing the good practice examples**

We can say that the project has an impact on cultural development, mainly on the arts field. They strive to assist contemporary artists and maintain their work, also for reasons of passing down their work.

#### **Organisation(s) and persons(s) that the good practice concerns**

The initiative was commenced by Miskolc Földalatti Cultural and Youth Association of Public Benefit Purpose, which is a partner organisation of the National Cultural Institute Borsod-Abaúj-Zemplén county office.

At the start of the association it set as its goal to support amateur artists, their audience and new creative initiatives. Sufni, as Földalatti's member organisation itself was established by young artists and persons wishing to pass down values in art.

#### **Parties of interest of the good practice**

Practically anyone close to the arts can be a person of interest. There are, however, some organisations that need to be highlighted here, such as Factory, which serves as a venue for the organisation's events. Other persons of interest are the Északkeleti Átjáró Cultural and Scientific Association of Public Benefit Purpose, with which the organisation has a close relationship. Other partners include Célpont Youth Office, Miskolc Gallery, Vörösmarty Art House and Dialóg Association of Public Benefit Purpose. Beyond organisations there are numerous volunteers, artists and art fans, who all assist the operation of the organisation.

## **Objectives and activities of the good practice**

They summarise their activity as a novel cultural activity during which the members of Földalatti Cultural and Youth Association of Public Benefit Purpose strive to support different amateur art groups and self-organised efforts, new and creative ventures as well as the forums and audiences popularising and supporting them. The goal of Sufni is to create a community space as well as a charity shop in one place. The initiative strives to connect creative people waiting to be heard and seen.

After their initial goals their objectives were enlarged, and the process of “mentoring the community” was created, during which they support the young people contacting them, holding talks, presentations, and workshops.

They wish to realise their goals by the aforementioned youth support ventures and on the art side by organising different events (e.g. exhibitions).

## **Field(s) influenced by the good practice**

This kind of good practice has an impact primarily in a cultural field, as it collects artists and people interested in art, who non-formally learn from one another. Due to this Sufni creates a scene of community learning. At the same time (albeit this is a personal view) the organisation could benefit more from community learning by establishing cooperative relationships with other institutions, NGOs.

## **Regional scope of the good practice**

The practice of Sufni has a scope of the town, as their activities include the area of Miskolc by collecting local artists and art fans.

## **Conditions of the good practice (technological, human, financial)**

The most important conditions for the good practice include personnel and organisational, that is, human and financial conditions as each organisation must have a sufficient financial background to subsist. Technology might be necessary, too, but this is not an inevitable condition of operation, and only has a role in marketing and advertising. However, it is advertisements that

make possible to learn about the operation of an organisation. Today most people are informed through internet forums/channels and in many cases the lack of web-based advertisements and popularisation activity makes it impossible to maintain an organisation in the long run.

With respect to the financing of the organisation, it is based on public benefit donations of private individuals and companies, 1% of PIT, as well as tender funds. Entering Földalatti Cultural and Youth Association of Public Benefit Purpose, supporter of Sufni, has a fee, and this membership fee also contributes to financing the operation of smaller organisations.

### **Results of the good practice, short-, medium- and long-term effects**

The results of the good practice are as follows: initial enthusiasm, both on the part of the organisation's operators and members and their visitors, have abated, so practically there was only a short-term impact. That was for only a small circle, too, as the circle of interest includes Miskolc-based artists and art fans. Yet, as I have mentioned, if they possibly cooperated with other institutions and NGOs, the effect would also increase, in enlarging the scope both in space and time. They also claim to be in need of enlargement, through the realisation of several professional programmes.

### **Sustainability of the good practice**

With regard to the sustainability of Sufni creative charity shop and art shelter, they receive support from locals, which is inevitable for their survival. They promote the creation of high-standard programmes, events, but the support of only Miskolc residents is not enough just yet.

I still believe that the most important criterion for sustaining the good practice is the human condition, because whereas committed work by the organisation is important but the "market", audience is also important, because besides the state's support their contribution is necessary for the NGO to operate. In addition, the financial condition is only secondary, which the organisation needs to subsist.

## **Adaptability of the good practice**

The good practice mediated by Sufni, even though it is novel and is well adaptable in the field of arts, is not consummate enough for it to become a practice transferrable to other regions and countries. Observing the Miskolc initiative we can say it is not an organisation that could be transferred to other regions in its entirety. But the basic idea or concept of Földalatti Cultural and Youth Association of Public Benefit Purpose itself, which supports Sufni as a greater organisation, becomes adaptable (with respect to the Association of Public Benefit Purpose, the adaptation has been carried out, as similar organisations have been launched in Budapest, Szeged and Nagykanizsa, too.) For this, however, a (micro)region (greater settlement, town) is needed where there are many people claiming to be artists, who wish to share their works with others, and there is an audience who likes the arts. It is also important to have an organisation or community in the region gathering local artists and fans, because sustainability has a greater chance if there are no “companies” of similar purpose.

## **Brigitta Kenéz**

### **Learning by painting**

Experience Painters is an organisation that was slow to be born and originally they started an activity different from what they are most popular about now. The initiative started as a friendly company, as a pastime, and each joy painting event was organised around different themes by the realiser of the project, Beatrix Hacsavetz. After a time right-hemisphere brain function solutions appeared too, and not so much after that organisations started contacting them to hold events at their venues, too.

#### **Criteria for choosing the good practice examples**

The case was chosen for its community development effects, but it is also connected to adult education and cultural organisation. First about community development: the realiser, Beatrix Hacsavetz highlights how much she likes spending time in a community, simply doing the shopping with others or working or cooking together. Thus it was evident that her organisation would similarly lay an emphasis on community building, which may be realised easily between the organisers or the participants of joy painting events. From the aspect of adult education, the most important is the right-hemisphere methods that are taught apart from painting or drawing.

#### **Organisation(s), person(s) that the good practice concerns**

The most important person is the creator of the organisation, Beatrix Hacsavetz, together with her 8-10-strong crew, who have been active members of the organisation since its creation, and naturally the multitudes of Wall workers must be remembered who have contributed throughout the years.

They have cooperated with different organisations before, namely:

- One-Beau Bt.
- trilak
- upc
- Bókay Gyermekklinika
- DLA PIPER
- PENSIO
- Municipality of Kispest

### **Parties of interest of the good practice**

The parties interested are evidently all organisations participating in and supporting the project. Apart from that, the institution itself where joy painting or wall painting is performed is included, as community building is performed there.

### **Objectives and activities of the good practice**

The main goal of the organisation is basically to use the experience of creation to make communities. The highlighted activity is wall painting, with which they go to different institutions, for example, schools and hospitals, but also to multinational companies, listening to the thoughts, stories of people and children living and working there, then encompassing all that into a great wall painting. This makes creation really personal. Apart from this they also hold right-hemisphere painting training courses at request.

### **Field(s) influenced by the good practice**

Due to the scenes of joy painting there are several fields now, especially institutions, not settlements.

### **Regional scope of the good practice**

The activity's geographical scope is nationwide, although the seat is in Budapest.



**Conditions of the good practice (technological, human, financial) (human, financial, technological)**

The most important condition is of course the organisation behind the activity and the contributions and organisations that also promote it. Besides this the Wall workers and the organisers are inevitable, without whom no occasions could be realised. Then come the equipment used, the greatest part of which is the paints and brushes.

**Results of the good practice, short-, medium- and long-term effects**

Social responsibility programmes can be primarily assessed by the changes they make in the place where they are realised.

The organisation's experience is that wherever they appear, they find long years of apathy. The workers joining the preparations for the joy painting is beneficial during the realisation of the project, as together with them new life can move into the institution. In many cases it is not the painting itself which brings the change, but the work done on it.

**Sustainability of the good practice**

Sustainability is realistic as long as there are institutions that wish to find some joy in their everyday life during joy painting.

**Adaptability of the good practice**

I think the practice itself is easily adaptable as this organisation is mostly active around Budapest, in those areas, but there are also institutions that would probably wish to see such an initiative in other regions, too.

## **Zsófia Helmeczi**

### **Learning and community through music**

#### **Criteria for choosing the good practice examples**

Dub Székház 2000 is a musical and creative DJ community, which organises electronic music parties regularly in several venues in Debrecen, where the audience receptive to less well-known but much more exciting dance music is entertained in a value-based and quality-oriented, non-commercial environment.

In the field of culture: Musical culture comprises the core of the organisation and the members of the organisation make an effort to fuse the musical styles of different cultures with an electronic sound. Besides this they deem it important to hand down the values and legacy of this musical culture as well as the joy of creation to the younger generation. Their work is also characterised by a commitment to art and the demand for direct relationships. Their most renowned cultural event is the Dub Székház chill out tent at Campus Festival, where almost all significant music performers and DJs from the Hungarian underground electronic music scene have played in the past 10 years, and they have also invited international productions, namely Up, Bustle&Out, Chris Coco and Legowelt.

At Campus Festival the programmes of Dub Székház and KULTer.hu literary tent are often organised under one roof, so the KULTer.hu-Dub Székház programme venue has a pan-artistic character, which is built mainly on the interaction of literature, quality electronic music and visual projections.

In adult learning: The members of Dub Székház basically taught themselves to make music, but they continuously update and train themselves and one another.

Dub Székház contributes to the transformation of communities of various sizes as they have a rather colourful audience from different age groups and social layers. The organisation itself was not expressly set up to carry out social innovation or make profit, but it finally became capable of motivating and “bring together” different social strata and by music shape people’s social conduct into a new, more open one.

**Organisation(s), person(s) that the good practice concerns**

Dub Székház does not have a constant list of members, as the crew is permanently enlarged. Currently three people organise the musical image of the group: András Szerepi (Docteur Juzztice), Tamás Szántó (Kisszántó) and Pál Juhász.

Further “crew members” assisting with the events and the vision include Máté Tóth, Anita Bencze and Gergely Lediju, graphic design is created by Pál Juhász, and András Süli plays an important part in appearing in Modem and at Campus Festival, as well as Péter Bakator, who contributes to the events with his photos.

**Parties of interest of the good practice**

The Debrecen Campus Nonprofit Közhasznú Kft. supports the appearance of Dub Székház at Campus Festival, and their programmes in Modem are promoted by András Süli, who has been around for several years as a cultural organiser in Debrecen.

Projection is an important and inevitable part of all electronic music events. Dub Székház’s audience have become accustomed to laying their eyes on satisfying images while listening to music as recreation. The organisation have cooperated with Kiégő Izzók, a Budapest-based visual organisation interested in appearing at Dub Székház events, for five years now.

**Objectives and activities of the good practice**

The general goal of Dub Székház events is to prove that a non-commercial electronic musical subculture can be the basis of high-standard, intellectual and emotional experience and recreation.

### **Field(s) influenced by the good practice**

The organisation is not active formally. It exists in a non-formal cultural scene, as it encompasses music and the sister arts, such as film and literature.

### **Regional scope of the good practice**

The geographical scope is mainly Debrecen.

### **Conditions of the good practice (technological, human, financial) (technical, human, financial)**

- Professional sound system, DJ counter and other musical devices
- Projector and film material
- Musicians
- NGO in the background as a financier

### **Results of the good practice, short-, medium- and long-term effects**

- Between 2000 and 2007 Dub Székház was present in Szóla Rádió Debrecen, then between 2009 and 2010 in Friss Rádió Debrecen, and since 2012 it has been continuously present in Sub.hu Radio.
- Dub Székház's Fűszer-Csemege event has been organised in Modem's inner courtyard for three years now, usually at nights at weekends, weekly or biweekly.
- Dub Székház Chillout Tent has been present at Campus Festival since 2004.
- Dub Székház Podcast has existed since 2012.

Its impact is mainly exercised on the community of DJs, electronic musicians and music lovers. For them Dub Székház is a scene where they may create art and live for their hobby freely.

**Sustainability of the good practice**

As the organisation has been functional since 2000 and it is permanently enlarged with new members, I think it may subsist for a long time yet. The key factor is maintaining the performers' standard and being able to continually be renewed in electronic music (which can change in leaps from day to day.)

Electronic music is having its heyday, which Dub Székház has previously heralded, and now it is able to throw deeper roots into Debrecen's cultural life with the appropriate preparation and technological equipment.

**Adaptability of the good practice**

I think the practice can be taken over as electronic musical performers are present in Hungary's different festivals in high numbers. Dub Székház has an opportunity to be extended towards other regions.

One of the prominent goals of the project was to explore, study and systemise, with the help of cooperating partners, those methods, procedures and good practices that illustrate the role of adult education and adult learning in promoting social inclusion. We have taken into account the procedures and methods that can be utilised generally, irrespective of individual geographical regions. We have determined a relatively uniform set of criteria to gain an overview and discover the characteristics of successful programmes. The volume provides a concise description of the good practices explored.

Learning about the cases included in the volume may be most useful for professionals involved with organisations promoting adult learning, inclusion and skills development. As the scenes of these programmes are manifold – carrying out activities in the workplace, adult educational institutions as well as cultural and social institutions (of public culture, public collections and other types) or the networks of these –, it can assist any professionals of organisations operating in these fields. On the other hand, it may contribute to the learning of professionals of municipal development and decision-makers involved in human resources development in their own region: those that, studying the good practices described by the project, can have a positive impact on the creation and support of such projects in their region. Thirdly, the book can prove of use to the participants of trainings on community development and adult learning, and, finally, to those competent researchers that investigate the specific field of non-formal and informal learning. Fundamentally it may become useful to all professionals who are dedicated to the social inclusion of adults, the human development of their region and communal activities.



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