

Doctoral (PhD) dissertation theses

**Cultural Learning in the Institutional System of
Cultural Education in Hungary**

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Objectives of the dissertation and delimitation of the study

In the 2000s, cultural education underwent a significant paradigm shift: new types of services appeared (Agora and IKSZT), and focus of content shifted once again towards community engagement. The image of an active and cultural community has come to the fore, the members of which, while being part of a learning and development process, organically shape their community life with the help of the tools of culture. In line with the paradigm shift in the system of cultural education institutions, Act CXL of 1997 was also amended (Act CXL of 1997; Act LXVII of 2017), which reframed professional activities in its legal environment. Paradigm shifts have posed new challenges to the field of cultural education, and the nature of institutional scenes has changed. The types of institutions have been redefined, the basic cultural education activities have changed due to the transformed system of activities, and the new types of institutions and types of services have resulted in a change in the provision of professionals.

In the course of our research in educational sciences, we examined cultural learning in this changed system of the institutions of cultural education in Hungary. The aim of the study was to map how cultural learning appears in the changing system of activities and institutions of cultural education in Hungary.

Our interpretation of cultural learning (the central concept of our work) is on a broad spectrum. Based on Juhász and Szabó's conceptualization (Juhász & Szabó, 2016), we include all those learning events that take place through the wide range of tools and institutions of culture, which are non-formal or informal.

The institutional system of cultural learning is marked by diversity, with a toolkit comprising passive genres that promote inclusion and active genres that encourage creation.

The educational roots of the topic are grounded in theories of capital, particularly in the approach of Bourdieu (Bourdieu, 1998). In connection with Bourdieu's theory of capital, institutions of cultural education and community venues create opportunities for the reconversion of

cultural capital and social capital. The learning processes that take place in cultural education have capital-enriching properties (Pusztai, 2009; Farkas, 2013; Ponyi, 2014).

The domestic and international study of cultural learning has already been partly carried out on several platforms, and the relevance of the concept is confirmed by these researches. The related international studies (Schoof, et al., 2011; European Commission, 2016; Canadian Council On Learning, 2010) and Hungarian research (Blénesi et al., 2005; Kozma et al. 2015) were, however, characterized by temporal and methodological limitations.

The timeliness and novelty of our study were ensured by the measurement environment, designed according to the field's changing characteristics, and by the application of a combined testing method.. At the end of the exploratory study, we presented the phenomenon of cultural learning in cultural education by interpreting the results collectively. In the dissertation, we looked for possible patterns in the studied topic, where we characterized the learning event in the light of the research questions and hypotheses formulated. In the topic of the dissertation,

special attention was paid to those institutions that are continuously providing services, which we consider to be the top institutions in the field. The basic population of our empirical study was also ensured by the range of these institutions (N=197).

In the course of the research, we set the goal of exploring and presenting the target audience of cultural education and its priorities in the changed institutional environment. We do this with special regard to the transformation of the former substitute function of cultural education, the introduction of all-day schools (Section 4 of Act CXC of 2011) and the ageing of society, the age composition of the population shifting towards the onion-shaped age tree (2060) (KSH Népeségutómányi Kutatóintézet, 2016). With the help of several measurement methods, we searched for the available, typical services and good practices. We examined the main characteristics and capabilities of the organizations providing services in the institutional system. We presented the (cultural) learning environment of the institutions of cultural education providing services after the paradigm shift.

On the other hand, we set the goal of presenting the characteristics of the human resources of the institutional system, especially the role of full-time and part-time employees and other contributors (including public employees, volunteers, high school students in community service at school) in relation to professional and technical tasks and in the operation of the service system. In addition to characterizing human resources, our goal was to understand the supply of professionals, professional training and further training in cultural education. By mapping the human resource characteristics, we also gained insight into the professionalization characteristics of the field.

The third objective of our study was aimed at the formal and informal network of relationships in the institutional system, the social capital investment of institutions (cf. Bourdieu, 1998), taking into account its impact on the operation, effectiveness, and advancement of the institution. Our goal was to get to know the role of the leader in all this.

Our fourth objective was to observe the differences in priorities in the cultural learning activity and goal system of the institutions, which were realized due to the adaptation to the needs and richness characteristics of the region. Our aim was to present the local and universal characteristics.

Finally, our fifth objective was to examine the role of cultural learning events in cultural education in compensating for disadvantages (cf. Juhász & Szabó, 2016; Kuthy-Megyési & Juhász, 2022), testing the principle of reverse proportionality. Our goal was also to present the disadvantaged groups addressed and involved by cultural education.

We sought answers to the following research questions in order to achieve the above goals:

Q1. How are the target audience, the system of activities and institutions of Hungarian institutions of cultural education changing today?

Q2. What kind of human resource base does the Hungarian institution system of cultural education have for the performance of the renewed tasks?

Q3. What kind of formal and informal network of contacts does an institution of cultural education have?

Q4. What regional differences and similarities can be observed in the cultural learning processes of the system of institutions of cultural education?

Q5. How are the disadvantage compensating functions of the cultural capital and social capital accumulated in the institutional system of cultural education enforced?

Outline the methods used

In our cross-sectional study, sequential data collection was carried out between 2019 and 2023, in a specific order, in the form of multi-deductive analysis (quantum → KVAL) (cf. Sántha, 2015). During the combined methodological procedure, four measuring tools were used.

1. Statistical data analysis (secondary analysis) and sampling procedure with the help of the SPSS statistical software package: Within the system of cultural institutions, the actual, measurable quantitative characteristics of the field of cultural education related to cultural learning are summarised. The results of the OSAP (National Statistical Data Collection Program) form No. 1438 are filled out annually entitled "*Report on Cultural Education Activities*" (so-called Cultural Statistics) (cf. EMMI, 2020a, 2020b). The statistical indicators of cultural learning in cultural education were interpreted in this examination phase. With the help of the measuring tool, the selection of the sample institutions (N=6, one institution/region) was also carried out in this examination

phase. At the end of the sub-activity, the cultural learning index was also developed.

2. Structured background questionnaire and further statistical sub-measurements: The questionnaire was administered in the selected sample institutions. The structured background questionnaire nuanced the statistical data. In addition to the analysis of the answers to the background questionnaire, the data were also supplemented with the relevant (economic and social) data of the Central Statistical Office. Based on their cultural learning index, the results of the institutions included in the subsample were interpreted by linear regression analysis in relation to their regional location.

3. Document analysis based on a set of criteria: The examination of the main documents of the sample institutions was carried out on the basis of a system of document analysis criteria. On the one hand, we examined whether certain characteristics of cultural learning appear in the main documents of the institution, and on the other hand, if so, in what form these learning events can be identified. We used Atlas.ti for document analysis.

4. Semi-structured executive interview study according to an interview plan: With its help, we deepened the interpretation of the characteristics of cultural learning by getting to know the personal answers of the given head of the institution. The answers were analysed with the help of the Atlas.ti program, and a well-founded theory was created based on the combined interpretation of the qualitative results.

The measurements were carried out on a given occasion, without repetition in time. The statistical examination was conducted on the basis of the statistical data provided by the 2019 OSAP (cf. EMMI, 2020a, 2020b), and after the partial sampling procedure, data and analyses were also carried out in the selected sample institutions with a background questionnaire, document analysis and management interviews, one after the other. The validity of the combined methodological culture was guaranteed by the triangulation used in the empirical study (Sántha, 2013).

Based on our research questions, we have set up the following five hypotheses:

H1. Initially, pensioners with low educational attainment, as well as children and young people participating in public and higher education, were the main target audiences of the institutions of cultural education, at which time the substitute function of cultural education typically prevailed. Today, due to the increase in educational attainment, the introduction of all-day schools (Section 4 of Act CXC of 2011) and the ageing of society (from the bell-shaped age tree (2011) to the onion-shaped age tree (2060)), we assume that there is a significant proportion of elderly target audience in institutions of cultural education, among whom the level of education is increasing, so they have different expectations regarding the institutional system. For the elderly, the acquisition of knowledge, as well as the establishment and maintenance of contacts, and the strengthening of social and cultural capital come to the fore. And among the young age group, the duration of schooling will be extended, so the target groups of the institutions of cultural education will remain longer and more extensive, and the circle of young adults in the

institutions will also increase. We assume that in response to these changed characteristics of the target audience, the system of activities and institutions of the cultural education sector will change in the light of cultural learning.

H2. It is assumed that in the field of cultural education, institutions apply two measures in order to ensure the appropriate quantitative and qualitative characteristics of human resources. On the one hand (1) in addition to those working full-time or part-time in professional staff positions, the technical staff related to the institution, volunteers and high school students in the community service also perform decisive animation and professional tasks, often supplementing the professional work. On the other hand, we assume (2.) that the supply of professionals, professional training and further training play a decisive role in the fulfilment of professional tasks.

H3. It is assumed that in addition to the formal (documented, institutionalized) relationships and partnerships of an institution, the informal (personal, non-fixed) relationships of the institution contribute with equal

importance to the professional success and advancement of the institution. We also assume that the head of the institution plays a key role in of all this.

H4. It is assumed that in the examined regions, with regard to the socio-geographical (life phenomena and processes of the local society) and the economic characteristics of the given area, we can experience differences in priority between the individual elements of the system of activities and goals in the cultural learning processes of the system of institutions of cultural education in the spirit of adaptation to the needs and richness characteristics of the region. At the same time, we assume that in addition to local characteristics, the universal characteristics of basic cultural education services also prevail.

H5. We assume that the disadvantage-compensating functions of the cultural and social capital accumulated in the system of institutions of cultural education are inversely proportional to the economic efficiency of the given area, so we can find a more complex system of

activities and target groups in the more disadvantaged regions.

List of results in the form of a thesis

In the second major unit of the thesis, in the empirical phase, the results of our analyses were summarized in a chapter along the measuring tools of the combined examination method. In the sixth (first empirical) chapter, the results of the first research sub-activity of the quantitative measurement phase – the statistical secondary analysis – were presented. In addition to the presentation of the basic indicators, we created the cultural learning index and selected the six regional model institutions (N=6).

In the seventh chapter, the examined OSAP data were supplemented with relevant socio-economic data from the Central Statistical Office for each region, and with the help of linear regression analysis, we examined whether the cultural learning index should be considered as a regional or universal characteristic. In the second part of the chapter, we analysed the background indicators of cultural learning: at the end of the quantitative phase, we carried out a background questionnaire study to complement the statistical indicators. In addition to the other basic data of

the institution, we examined how the composition of the target groups of the sample institutions is structured, and what are the main characteristics of the workforce. The circles of further training in human resources and the further education of employees were also outlined. With regard to the network of contacts, we received feedback on the ten most important formal and ten most important informal relationships of the institutions. In connection with disadvantage compensation, we analysed the quantifiability of the disadvantage-compensating functions of the institutions of cultural education along the fifteen examined special target groups.

In the eighth chapter, we examined the appearance of cultural learning in the basic documents of cultural education. During the first qualitative assessment, according to five topics (CODE FAMILY) – 1) learning, training; 2) transformed cultural education; 3) human resources; 4) network of contacts; 5) compensation for disadvantages – we examined the content characteristics of the documents based on fifteen questions/analysis criteria. One of the results of the test method is another

code family, 6) COVID, to which ten key concepts were associated (analysis criteria 16-25). During the analysis, we identified a total of 4 608 codes.

In the fourth part of the research, in the ninth chapter of the dissertation, we analysed the responses of semi-structured executive interviews. The results of the nearly 9.5 hours of audio material clarified and supplemented the previous research results with the head of the institution's own professional answers. During the content analysis, we looked for document analysis code groups and codes in the interview transcripts, as well as new or modified codes (17-25. Covid, pandemic 26. Leadership role). From the qualitative results, the first model of the well-founded theory of cultural learning was compiled together.

In our research, we examined the following hypotheses:

H1. Initially, pensioners with low educational attainment, as well as children and young people participating in public and higher education, were the main target audiences of institutions of cultural education, at which time the substitute function of cultural education typically prevailed. Today, due to the increase in educational

attainment, the introduction of all-day schools (Section 4 of Act CXC of 2011) and the ageing of society (from the bell-shaped age tree (2011) to the onion-shaped age tree (2060)), we assume that there is a significant proportion of elderly target audience in the institutions of cultural education, among whom the level of education is increasing, so they have different expectations regarding the institutional system. For the elderly, the acquisition of knowledge, as well as the establishment and maintenance of contacts, and the strengthening of social and cultural capital come to the fore. And among the young age group, the duration of schooling will be extended, so the target groups of the institutions of cultural education will remain longer and more extensive, and the circle of young adults in the institutions will also increase. We assume that in response to these changed characteristics of the target audience, the system of activities and institutions of the cultural education sector will change in the light of cultural learning.

The institutions do not select according to the target group, their services address the entire population circle, and we

see differences primarily in the emphases between age groups. In the prioritisation of target groups, the conservation effect can be identified: the young age group is the number one targeted group of visitors to cultural education. The substitute function is hardly typical of the institutions of cultural education, and among the basic services it is only among the extracurricular activities that help to catch up. Cultural learning events are characterized by the effect of establishing and nurturing contacts/generating capital, as well as the intention to transfer knowledge. Learning activities involve cultural and social capital investment. Educational activities are often aimed at the older age group, but institutions also offer services for active employees and, through gamification, for the younger age group. Between the clubs and study circles, there are sessions dealing with traditional and modern topics.

In the second (H2) hypothesis, we assume that in the field of cultural education, institutions apply two measures in order to ensure the appropriate quantitative and qualitative characteristics of human resources. On the one

hand (1) in addition to those working full-time or part-time in professional staff positions, the technical staff related to the institution, volunteers and high school students in the community service also perform decisive animation and professional tasks, often supplementing the professional work. On the other hand, we assume (2.) that the supply of professionals, professional training and further training play a decisive role in the fulfilment of professional tasks.

Full-time employment as an employee in accordance with the Labour Code is typical in the institutions. There is a high turnover rate among employees, and the skill retention power of the area is weak, the main reason for which is the low wage situation. To mitigate this and retain employees, we see several practices to be followed in institutions: in the form of informal working hours, teleworking, part-time employment. Volunteers and school community service students and public employees are present in the institutions, primarily on an occasional basis, to perform auxiliary and support tasks. The presence of contributors is high in terms of numbers, but at the same

time, institutions place varying emphasis on their tasks based on their own professional concepts. Public workers are present at the service providers in small numbers to perform helper, supervisor and often cleaning tasks. Volunteer helpers, high school students in school community service participate in the performance of tasks, typically performing technical, additional tasks, often event organizer and animation activities. They also provide information and reception services. In institutions, interoperability between individual tasks is primarily typical in the case of people with the same job, but not between professional and technical tasks. The demand for further training and participation in training is significant in this area. Participation in free training is dominant, and there is a great institutional demand to support training costs. A recurring motif in connection with the training of professionals is the prioritisation between higher education training, professional practice and professional personality. The latter are of great importance to the leaders of the institutions.

In the third (H3) hypothesis, *we assume that in addition to the formal (documented, institutionalized) relationships and partnerships of an institution, the informal (personal, non-fixed) relationships of the institution contribute with equal importance to the professional success and advancement of the institution. We also assume that the head of the institution plays a key role in all of this.*

The social capital and network of contacts of the examined institutions are convincing. In terms of formal relations, cooperation with the maintainer (typically the local government) and with the background institutions and advocacy organizations (umbrella organizations) of the field of cultural education are decisive. These formalized partnerships, especially in the case of organizational cultures based on membership, often mean not only institutional membership, but also active participation of managers and employees. In the case of formal relations, minority self-governments, representatives of twin cities, local social institutions, virtual communities and sponsors were also named. Among the informal collaborating parties, the formalized partners appear in several cases,

repeatedly, in a new capacity. Formalized collaborations are often reinforced by informal, interpersonal partnerships, going beyond the formalized framework. The informal, personal relationships between the heads of institutions with the actual local settlement leadership stand out, and the informal acquaintance with the managers of the larger local cultural service providers is decisive. Local, social embeddedness is key to its successful operation. The social capital of the head of the institution and the perception of his or her person are decisive, which can bring both advantages and disadvantages to the organization. In addition to the manager, the partnerships of the employees are also significant in relation to certain specific events or projects. For this reason, if a potential employee is hired, one of the selection criteria may be the social capital and network of contacts of the job applicant.

In the fourth (H4) hypothesis, *we assume that in the examined regions, with regard to the socio-geographical (life phenomena and processes of the local society) and the economic characteristics of the given area, we can*

experience differences in priority between the individual elements of the system of activities and goals in the cultural learning processes of the institutions of cultural education system in the spirit of adaptation to the needs and richness characteristics of the region. At the same time, we assume that in addition to local characteristics, the universal characteristics of basic cultural education services also prevail.

Cultural learning should be considered a universal characteristic, however, in the case of each region, we found regionally outstanding professional characteristics relevant to cultural learning in cultural education, as well as unique services (so-called good practices) reflecting regional characteristics, needs and traditions. The cultural learning events of the institutions are also influenced by the currently available application opportunities. The universal characteristics of the profession are also emphasized in terms of basic services, human resources and the institutional system. This constructed framework provides basic functions and helps the professional reproduction of cultural education. It contributes to the

professionalization of the field, emphasizes universal characteristics that distinguish it from other cultural fields, and emphasizes the assumption of identity.

In the fifth (H5) hypothesis, *we assume that the disadvantage-compensating functions of the cultural and social capital accumulated in the system of institutions of cultural education are inversely proportional to the economic efficiency of the given area, so we can find a more complex system of activities and target groups in the more disadvantaged regions.*

Our research experience is that the inverse proportionality of the disadvantage-compensating function of cultural learning in cultural education with economic effectiveness has not been proven. There are differences between the Great Plain and the North, as well as between the large regions of Transdanubia: direct professional services are stronger in institutions across the Tisza River, while in Transdanubia, the use of institutions in many ways or indirectly is typical. Of the fifteen disadvantaged groups, the institutional network does not organize direct events for refugees, LGBTQ communities and the homeless.

Children and young people (1) and pensioners (2) are the most supported disadvantaged groups. The disadvantage-compensating function is part of cultural learning in cultural education, in which institutions play a significant role, locally, directly or indirectly.

In summary, it can be stated that our study aimed at presenting a unique learning phenomenon, and as exploratory research, it resulted in several useful research experiences. Among our most significant achievements are the creation of a cultural learning index, the analysis of the universal and local characteristics of cultural learning, and the examination of how cultural and social capital are enhanced through cultural education.

In the dissertation, we reviewed and interpreted their quantifiable professional characteristics relevant in cultural education, examined the most important institutional documents of the sample institutions, and observed the professional opinions of the top leaders on the central concepts of our research. In our exploratory study, we also looked at the cultural-related experiences of the Covid pandemic, and we also achieved illustrative

results in terms of addressing and involving disadvantaged groups in terms of target groups.

In addition to our empirical investigations, the theoretical chapters of our dissertation provide an overview of the system of institutions of cultural education providing services after the paradigm shift, and the aspects of cultural learning. They describe the connection of the topic to capital theories, provide an overview of the history of Hungarian cultural education up to the present day, and contain findings for international comparisons of the field. Due to its educational character, the dissertation also presents the educational policy characteristics of the examined topic.

Our research results may be useful for the actors of cultural education policy and the scientific community researching the topic, and their results can be utilized both from a practical and an academic point of view.

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List of publications related to the dissertation

Hungarian book chapters (2)

1. **Kuthy-Megyesi, J.:** Kulturális tanulás a magyar közművelődés alapdokumentumaiban.
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2. **Kuthy-Megyesi, J.:** A kulturális tanulás és a COVID19 pandémia kapcsolata a közművelődés alapdokumentumai tükrében.
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3. **Kuthy-Megyesi, J.,** Miklósi, M.: Közművelődésben megvalósuló kulturális tanulás egy életen át.
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List of other publications

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7. Szerk. **Kuthy-Megyesi, J.**, Ponyi, L.: Kulturális intézmények társadalmiasítási folyamatai Magyarországon. Szabadtéri Néprajzi Múzeum : Múzeumi Oktatási és Módszertani Központ NMI Művelődési Intézet Nonprofit Közhasznú Kft. : Országos Széchényi Könyvtár Könyvtári Intézet, Budapest, 153 p., 2019. ISBN: 9786155123924
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