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Region and culture
models of public education and culture in Baranya County, 1976-2007

PhD thesis

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I. INTRODUCTION

It became apparent in the mid-1970's that Baranya County, with its typically small villages, would need a new kind of cultural education efforts. A number of methodological models were developed at my initiative and with my research contribution. These were aiming to redesign the then current cultural practices, which were isolated and geographically separated. The then current educational directives focussed primarily on the establishment of *district-based structures for educational institutions*. As a result, no *central* measures were taken to help develop comprehensive and complex *networks* that would also cover public cultural education.

Therefore the regional (or, in today's terminology: small and micro regional) initiatives made in Baranya County received interest from all over the country. These works were popularised at national conferences and in a variety of publications, and numerous aspects of these efforts (professional performance of tasks and regional services) can still inform today's actions.

It is reasonable to ask what justified *then* the development of regional cultural education models in Baranya County; why these were systemised on the basis of spatial, temporal and coverage considerations, and why a network logic emerged. Also, of special importance are the learnings from those research and experimental efforts, as well as the related possibilities now, in the first decade of the new century, when our late modern society is fundamentally a so-called network society[1]. This is the question we seek to answer.

This thesis introduces the regional development carried out in Baranya County *in the 1970's*, with special emphasis on its public cultural education aspect; the efforts made and initiatives taken *in the 1980's and 1990's*, along with their implications for the *current* practices. Since the research concerns primarily the period up to 1990, it is necessary to justify the decision concerning the era specified in the title. It was necessary to consider the period up to 2007 in order to justify the statements made concerning the previous periods. Examples from the entire period up to the present day are used to present the recent emergence of network-oriented thinking, since its logic and predecessors are also evident in the models of the researched era.

The thesis does not offer a detailed historical analysis of the periods in question (although it does go into more depth wherever necessary), but rather aims to introduce the types of models with the goal and from the viewpoint of discovering the possibilities of utilising them in the current regional development and organised culture practices. As a result, the conclusions made are 'timeless' and as such universal. Although the research is carried out 2-3 after the deed, it focuses on the aspects that may yield valuable learnings.

Chapter One reviews the major theoretical and research methodology issues related to exploring the connections between region and culture, as well as the characteristics of these issues in the 1970's, 1980's, and 1990's. *Chapter Two* is devoted to introducing our model developed for the Újpetre economic region between 1976 and 1978, which was widely analysed at the time. This is

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[1] CASTELLS, M. 1996. *The Information Age - Economy, Society and Culture*, Oxford: Blackwell Publishers. Vol 1: *The Rise of the Network Society* (1996), p556; 1997. Vol 2: *The Power of Identity* (1997), p461; 1998. Vol 3.: *End of Millennium* (1998), p418

supplemented by the introduction of the integrated regional cultural education model developed for Dobsza in 1979-1980 (revised until 1989). In *Chapter Three*, the situation of the public cultural education and administrative systems of the City of Pécs and its agglomeration area in the early 1980's are discussed, and the then current directions of development are reconstructed. *Chapter Four* deals with the functions and main characteristics of the mezo-level cultural institutions of Baranya County in the early 1990's.

These four chapters explore the history of approaches, research and administration; they interpret, but do not re-interpret historical approaches and efforts. The majority of statistical data, surveys, studies and publications from the period are not public, and as such are sunk and basically inaccessible. The summaries that were widely publicised during trainings and conferences were not digitised, and are therefore difficult to access. The utility of these chapters for our current purposes is in part that they demonstrate: *the need for change was known to professional circles, and we made preparations for them (I directed the research of the experts of the professional and methodological centre of the then county level public cultural education administration, as well as with groups of experts in administration and the economy); surprisingly, our efforts were in line with and justify the current views and attitudes of the current European regionally focussed approaches.* They also suggest that a number of historical recommendations *are current and valid today,* since effective coordination, functionality and organisational integration are still scarce in Hungarian regional efforts, and convincing examples have yet to be implemented in the societal-cultural education practices. The former is exemplified by complex regional approaches, regional and sub regional modelling, and the latter, by institutional and organisational coordination, methodological and service integration, and the system of efforts aiming to eliminate segregation.

Chapter Five offers an analysis of regional development and regional organisation trends from the mid-1990's to the present day, and the relationships between region and culture are discussed, embedded among others in the issue of identity, based on a discussion of the cultural and regional imbalances and lack of opportunity hat have the consequences that reach to this day.
The conclusions of the thesis are summarised in *Chapter Six*, which also outlines with the tools of eliminating the detrimental processes that developed as a result of regional imbalances: the option of encouraging concentrated local and regional investments, the development of a new type of integrated regional cultural education institutions, and the spreading of integrated knowledge. This includes the 'profits' from the network-building between regions (e.g. "Danube Region", European Capital of Culture, Pécs 2010.).
Current regional development is analysed from the viewpoint of European regionalism, but projected to the level of small regions and the mezo-level.

The bibliography offers a cross-section of multi- and interdisciplinary issues (i.e. regional research, theory of culture and public cultural education practices), a selection of documents that were directly used and that can be used as a reliable starting point for further research. In the body of the thesis, only the original versions of our substantially revised own publications and lectures are noted, and the full list is provided as part of the bibliography.
The chapters are supplemented by maps and tables that help document and interpret the model experiments in Újpetre, Dobsza, and the greater Pécs area.

II. OBJECTIVE

This thesis uses historical and contextual analysis to explore four regional model varieties and methods of operation starting from the 1970's in which the contributing actors verifiably recognised the necessity of regional cooperation. The lack or poorly developed state of regional thinking, however, prevented the establishment of such cultural education models and their utilisation to their full potential, although truly innovative results were reached in particular areas of practice. The network of regional supply centres has not caused local residents to get a sense of immersion and direct contact with the cultural education processes, and their cultural experiences were not improved.

The models introduced in this thesis were developed in and for certain regions and situations, but no comprehensive and detailed historical analysis of the periods in question are given, because the models do have general theoretical and practical implications as well as structural and methodological elements that make them suitable for use as professional starting points in local or regional cultural developments and new types of operating practices. The selected regions still reflect the problems that arise from the small village size that characterises Baranya County, as well as the scattered structure and imbalances in the public cultural education system.

The objective of the thesis is to use a retrospective approach to the models analysed and explore their values that are period-independent and can be used today, but also to point out the contradictions that represent a critique of the same models, and to contrast them with the regional development and organisation trends that characterise the period from the mid-1990's, as well as the consequences of cultural and regional imbalances and lack of opportunity that can still be felt today. This approach ensures that the universal aspects of the models are explored. The comparison of these models is educational because they are all regional in perspective, but they are also unique because they have idiosyncratic characteristics, which allowed us to develop a comprehensive typology:

1. The economic space as the regional model of cultural network development
2. Models of integrated educational and cultural education institutions
3. Unified public cultural education administration model for the agglomeration area
4. Models of the functions of mezo-level (county-level) cultural institutions as functional models

This thesis refers to the differences of the above types of models to explore one of the major obstacles in the way of organising regional provision, i.e. divisionally separated thinking, the attitudes of local leaders and the executives of cultural education institutions, and their tendency to concentrate on local issues. The researched models proved, in both an implicit and an explicit manner that there was a substantial need in all of the discussed regions for crossing the rigid 'official' economic, administrative and cultural boundaries. We consider recognising this fact and communicating it to the regions as one of the results of our research, since the value of regionally focussed thinking must be recognised, and such an approach popularised.

In an effort to assist the geographical redistribution of the cultural functions defined in the models in a more democratic manner, new cultural and educational structures, associated service methodologies and forms of contact have been developed.

We considered it our task not only to discover the current situation but also to point out actual problems, contrast theory with practice, and draw attention to anomalies and the need for change that are associated with the group of problems at hand. We also aimed to define fundamental guidelines for the further development of the system.

The objective of our research was to investigate the following:

- **What changes in approach, recognitions, incentives, regulations and prerequisites are needed to ensure that existing but geographically isolated relationships can develop into an intensive form of cooperation?**
- **How can cultural relationships between the leaders of local communities and administrations, actors in local economies, the communicators of culture, and actors in the immediate societal environment, based on values and interest, be established; and how can they transcend the current thinking and procedures, which are based on rigid administrative, economic and institutional boundaries?**
- **How can the geographical, temporal and cultural framework be developed in a harmonical manner, with an eye to the natural (cultural region, geographical region, etc.) links between effort as well as current planning, regulation and environmental factors?**

III. RESEARCH METHODS

In the course of our research, we contrasted a number of issues that were separate in time and in space. The research synthesises the products of the models developed in the three decades in question as well as their transformation as a results of practical application, the consequences of their utilisation in the operation of institutions, and my previous research carried out in this area. The main theme of the analysis is the connection between the regional level and the effectiveness of public cultural education profession but, from a temporal perspective, the actual discrete periods and situations can be distinguished from consequences and trends that span several periods.

This piece of research is both fundamental and applied. We set out to prove the theoretical concept in an experiential manner, and we also aimed to develop a new theoretical framework. The statements made in the course of the research were used to develop methods and procedures that are based in theory and can lead to a change in approaches.

The logic behind developing models in the course of the research was reflexive inasmuch as the location of origin of the models were selected in accordance with the theory that was being formed in the course of the practical applications.

These locations provided the opportunity of empirical observation that justified the inductive logic of our research, i.e. that studying concrete models and their development under a given set of circumstances can help define the general characteristics of the various types. We then set out to form statements in connection with the theoretical foundations of the possibility to link and the links between culture and spatial location.

We referred to the professional literature to provide a theoretical foundation for our discussion, and to get a comprehensive picture of the regional and cultural planning, administrative systems, the theoretical background of networked operation (district-focussed efforts) as well as the legal regulations concerning culture and the theoretical and socio-cultural aspects of society, in an effort to assist the discussion of the subject matter of our research.

In the regions and period discussed, several empirical research efforts were made, some of which I contributed to. The available documentation[2] of these served as the basis for a secondary analysis and a source of data. I also relied on my interview notes made for previous studies.

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[2] BOKOR B. 1978. Draft complex cultural model. The new public education and culture system of the Újpetre economic region. Baranya County Public Education Advisory Service, Pécs, 1978, p94

The analysis of documents concerned development plans, discussion materials, local statistics, institutional and council work plans as well as interim reports.

These documents and the products of certain milestone conferences[3] were subjected to a qualitative content analysis in order to explore the meaning and extent of cooperation.

A comparative method was used to investigate the causes of effectiveness and methodology of geographically and temporally separate models. Viability and effectiveness were also studied by means of retrospective interviews with focus groups of experts, aimed at discovering the learnings from these models.

IV. RESULTS

The selection of research locations, and the development of models also served as the basis for creating the typology of systems of institutions, which is a major outcome of this thesis.

The following four types of systems of institutions were defined:

1. **The economic space as the regional model of cultural network development** In this model, the concentration of financial support is the basis of operation, therefore various cultural functions are organised in a spatially separate manner, and form an idiosyncratic architecture of relationships. The model is based on coordination, which means the harmonisation of traditions, cultural profiles, unique characteristics and efforts, and the establishment of a regional cultural network based on the current level of development of the cultural infrastructure. This helps utilise economic resources in an efficient and predictable manner, and cultural processes in the region can be launched. (Újpetre and the surrounding area)

2. **Models of integrated educational and cultural institutions.** This type aims to provide a higher-level and more efficient form of primary cultural provision in a region, and is based on the integration of knowledge and capacities. The coordination of the educational and cultural systems is performed in a single institution. (the Dobsza area, which was one of 20 experimental institutions, and one of the 300 general cultural centres that operate in Hungary to this day.)

3. **Unified public cultural education administration model for the agglomeration area.** These models aimed to eliminate the differences between cities and their surrounding areas, and supplement primary services by city-based educational services and infrastructure, making it possible to plan and access primary services. The introduction of a uniform administrative system was also aimed at ensuring the control of the uniform public cultural education system from an administrative viewpoint. It was intended further to establish innovative connections between institutional and administrative characteristics, and to enhance cooperation, a more intensive form of communication and

Changing schools – changing public education and culture. Experiment at the Dobsza Education Centre, Ed. BOKOR B. Pécs, 1980, 146 p.,

BOKOR B. 1981. Integration efforts in the primary cultural services in Baranya County. Dissertation. ELTE, BTK, 1981, 180 p.

BOKOR B. 1993. The roles of cultural institutions at the mezo-level. Dissertation, JPTE, Faculty of Economics, 1993, 47 p.

[3] National Public Education Conference, Public Education Institute, Budapest, 1970.

Seeking a way and exchanging experiences. 1st Conference of Education Centre Directors. Ed. BOKOR B. Baranya County Cultural Centre, Pécs, 1981, 107 p.

coordination, which were necessitated by sociological and cultural interdependence. (the greater Pécs area)

4. **Models of the functions of mezo-level (county-level) cultural institutions as functional models.** Professional, network and methodology centres according to their competences and statutory tasks, operated by county governments. (the county-level public cultural education and public collection institutions of Baranya County)

Challenges, contradictions and limitations in public cultural education between 1976 and 1990:

- In the studied period, no objective factors promoted or necessitated the intensification of relationships between various types of institutions (e.g. schools and community centres). The necessary professional control authorities, professional capacities and appropriate instructions from the professional leaders were not available. As a result, the operations of cultural institutions were not coordinated at a regional level.
- Within the framework of the effective regulations concerning authorities and system structures, the only way to enhance relationships was to divide labour within institutions.
- The network of uniform institutions was not suitable for satisfying differential requirements.
- In the studied period, the legal background was too rigid. Act V (1976) on Public Cultural Education contained predominantly ideologically motivated and general regulations. It nonetheless motivated actors of the economy to support public cultural education.
- The amounts dedicated to public cultural education purposes in local council budgets varied rhapsodically. The funding of community centres was problematic for various reasons. The common practice was for the production co-operative, co-operative store, small factory or industrial co-operative that was located in or employed the residents of a settlement provided financial assistance to the community centre that was operated by the local council. The major problem with these contributions was that they were unpredictable, the amounts and the time of payment changed year by year, and the council had neither the authority nor the ability to enforce payment if the subsidy was not provided in any given year.
- Jointly operated community centres were the exception rather than the rule. Where such an arrangement did arise, operation was irregular and in breach of the basic principles of the institution.
- The other organisations operating in the villages had negligible impact on public cultural education. This was in part due to the fact that neither industrial nor societal institutions felt it even remotely necessary to enliven or deepen local cultural life. The sole 'contribution' of business organisations was the provision of financial assistance.
- Relationships with societal organisations were entirely ad hoc. It was not clear what if any role such institutions should play in public cultural education as a result of their activities and structures, and how they should contribute to the organisation, administration, controlling, and implementation of public cultural education.
- Of the institutions whose primary activity was to provide cultural service, community centres played the most important role. It is evident, however, that even these institutions

did not contribute intensively enough or focussed enough of their efforts on developing the cultural life of their local areas.

- The centralisation of library services appeared the sole feasible objective. The coordination of methodology, the concentration of purchasing and of services were the commonly applied methods.
- Tensions arose from the separation of residential and production activities within local communities, and from the resulting redistribution issues. A different aspect of essentially the same problem is that councils were administratively autonomous but had very limited financial resources. Overlaps between administrative and economic regions, the clashes of interest between the seat villages, and the increasingly uneven development of the pooled villages also contributed to the problem. Life standards were extremely different, and had an increasingly negative societal impact near the lower end of the urbanisation scale.
- The number of public cultural educators without relevant professional qualifications was high, and they generally had little experience, were often new in the field and not local residents. They had to struggle to obtain reliable information about their environment.
- Poor transportation was another contributor to the difficulties. Public transport was inappropriate: bus timetables were adjusted to the needs of commuters and schoolchildren, and made it basically impossible to participate in cultural programmes in the evenings.
- Public cultural education institutions offered a very narrow range of services, and the number of participants was accordingly small. Certain age groups and groups of society were not represented at all. One such group was that of commuting workers.
- The villages did not have substantial information or receive continuous feedback concerning the financial and other implications of the regional functions operated from the cities.
- Regions below the county level also attempted to seek their interests. The operation of sub regional organisations, relying on a sense of patriotism, was justified. Such efforts could have been associated with underdeveloped and depressed areas with scattered small villages. It was in the fundamental interest of these villages to ally and act together.
- Sub regional regulations offered a much wider array of options than what was actually implemented. Both the Council Act and its executive decree as well as other legal regulations allowed for solutions that were not implemented in public cultural education practices in the researched period.
- When developing the public cultural education system care had to be taken to ensure local autonomy and local government as well as the purity of professional profiles and ensuring operations as part of a complex structure.
- It became necessary to integrate institutions into a complex operating system, and to coordinate the public cultural education activities of organisations other than the councils, i.e. companies and production co-operatives. At the same time, the coordination of the activities of societal and political bodies as well as encouraging the cooperation of villages were also encouraged.
- In the early 1990's, mezo-level legal regulations did not deal with the issues of administration at this level in sufficient detail, which was the source of friction between the state and local governments. Counties were subordinate due to the principle that local governments could arbitrarily undertake certain activities, and the representation of

interests was not coordinated, which prevented the autonomy of local governments to reach its full potential and work effectively. Since county assemblies recognised the positive aspects of the autonomy of local authorities, they reacted by focussing on three groups of activities. Firstly, they wanted to secure the operability of their own systems of institutions, and aimed to help local authorities with the same. Secondly, they encouraged the development of a system of local institutions and organisations that was in line with the requirements of a market economy (at both the small and large regional levels). Thirdly, they contributed to the analyses aiming to define the position, objectives, role and tools of local authorities, and to enhance their efficacy.

- Although the need for regional functions turned into regional interests in the 1990's, non-governmental contributions were crucially lacking at this stage; initiatives were predominantly based on routines and informal relationships rooted in the past. Interests were not discussed substantially in other than informal channels. The majority of mayors interviewed in the course of the research only surveyed the opinions and requirements of the local residents in an informal fashion. The mid-level of regional administrative control was missing. As a result, local governments were forced to seek assistance from pressure groups and state bodies. The source of support, however, were far from clear. The relationships with the said organisations were affected by the lack of clearly defined authorities, the development of new institutions, internal reorganisations, changes in personnel, the breaking up of former personal relationships, the way thinking continued to be influenced by the past, and a paternalistic approach that manifested itself occasionally on both sides of an issue.

- Mayors obviously expected the largest contribution to the coordination of regional development efforts from the county government. County governments were considered to play a crucial role in liaising between local settlements, ensuring the exchange of information between settlements and state departments. The newly appointed "representatives of the republic" (central government delegates to local authorities) were expected to promote contact between the departments and local settlements, and to provide professional assistance to the attainment of local objectives. Some of the mayors interviewed expected members of parliament to help regional institutions, assist the operation of regional management, and represent local interests at a governmental level.

The above circumstances give basis to the statements and critique that are formed after exploring the models applied in the researched period concerning the redesigning and improving on previous practices. This allows not only for **defining regional planning levels** but also to **determine the responsibilities** of each level as well as the **prerequisites** of a more efficient operation of regions and systems of cultural activities, the attainment of regional objectives, promoting the cooperation between actors in the network society at the local and regional levels.

The (necessary and required) levels of regional planning:

National level (spanning several macro-regions):
Regional level (regional level):
- macro-regional level (spanning several counties)
- mezo-level (county level)
- micro-regional level (sub regional level)
- regional level (micro-districts and macro-regional levels)

Local level
- settlement,
- settlement part and community levels

Professional prerequisites of operating and developing public cultural education:
- It is the joint responsibility of the public cultural education profession to develop **guidelines for regional public cultural education institutions capable of horizontal and vertical division of labour**, which can help relieve the tension caused by the lack of experts and the lack of variety caused by the uniformity of the institutional background.
- **The information required** to familiarise with all regional processes and to ensure the capability and sufficient level of professional integration **must be obtained.**
- **Various professional and regional interests must surface simultaneously**, then developed, and clashing interests must be **harmonised**.
- Adherence to the principles of openness, professional ability and flexibility are absolute prerequisites of the viability of this new type of institutions. Orders that so far originated from a single centre should be replaced by a joined capacity to organise various interests into one effort. It is important to establish a system of interests between local communities (the local residents) and the county-level organisation forum that allocates professional expertise and institutional capacities accumulated at various locations to real and changing needs and requirements. To this end, **a multisource financing model should be developed that ensures the operation of county-level services** using state-level subsidies, community and organisational support as well as income from services sold on the market.
- The various aspects of **cultural strategy mechanisms must be transformed into a new, interconnected system and an efficient model.** Comparisons and changes based on these comparisons must not be limited to considering the market at equal terms and the absolute authority of the local governments, but must be based on the further emancipation and integration of democratic mechanisms. **This** can be **a way to ensure that the often negative influences of the market are left unmitigated.**
- One **key question is cultural democracy, i.e. rendering culture a social issue, reducing lack of opportunity in culture, and enhancing opportunities**. This may take the form of encouraging the establishment and free activities of cultural associations and alliances, developing a partially new system of not-for-profit organisations, and securing their legal and financial positions.
- **A new cultural attitude, individual and community behaviour should be developed** while also acknowledging and supporting multicultural activities and values. The future and possible transformation of the opportunities and role of state-level cultural policies can only be considered on the basis of these efforts.

Relational preconditions between professional divisions:
- **Regional harmonisation of regional developmental activities.** The market, property and structural changes that must be performed, as well as the need to tackle depressed development require that **the role of regional development policies be confirmed. This goal can only be attained with the contribution of the entire society**. Incentives are needed from the state, along with a variety of support channels, and local governments can

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contribute by harmonising regional interests, performing joint investments, dividing labour and implementing various coordination mechanisms.

Considerations related to regional requirements:
- **Various professional and regional interests must surface simultaneously**, then developed, and the clashing interest must be **harmonised**.
- **Transferring the rights and obligations of decentralised bodies to the level of local governments should be considered**.
- **Legal regulations should not prescribe statutory tasks but rather clear provision responsibilities for county governments with regard to services that affect a larger number of settlements** (e.g. secondary education, adult education at secondary level, adult training, regional cultural methodology and information service, network of museums, libraries, and archives, leisure sport, etc.).
- **In the future,** similarly to settlement networks **cultural professional societies, chambers and associations that cover several settlements, an entire subregion, mezo-level or region can be established, and may later be organised into a true network.** In addition, as a result of the grassroot movements and middle-to-top organisations that are accepted by both the society and the professional communities, new geographical structures could have been created in Hungary, which could then have linked up with international networks, **and if these are formed on the basis of mutual interest in the future, then they can be both rational and efficient.**
- **Transfer as many decisions as possible to local and regional democratic bodies and the professional community,** and involving the maximum number of organisations, bodies and associations in making the decisions that are left to central authorities.
- Modify the principle of subsidiarity in central administration in a suitable fashion. At the same time, **cultural policies and the entire cultural field must be activated and become more diversified** in the near future.
- Local and regional governments can be expected to support culture, art, the artificial and natural environment, etc., even voluntarily if needed. This is a very important 'obligation' because the state mostly contributes to the financing of cultural activities and the organisation of services as required for any by the purposes of central administration. **In the continued democratisation process, communities have only temporary interests in the operation of decentralised regional bodies, since they cannot sacrifice their ultimate goal, i.e. obtaining true independence, medium-level autonomy and a regionally organised society.**
- **The regional and settlement development concept of the county**, and especially its aspects focussed on small villages must be adhered to, and **selectivity applied in development programmes**; efforts must made to ensure that the activities of settlements and institutions help **retain local residents and improve their environments.**
- In an effort to improve cooperation and coordination, a complex regional approach must be applied, as a result of which uniform **service units can be created that are based on mutual interests and adapted to local administrative and environmental requirements.**
- **Considering current trends, five, hierarchically organised activities should be prescribed for county governments as necessary and available.** These include the ability to produce concepts (continuous analysis of the economic-societal and socio-cultural situations, development of recommendations, area utilisation and development planning,

developing network infrastructure concepts, etc.); coordinating the activities of the county-level representatives of regional development (relationships between settlements and the region, the economy and the region and NGO's and the region); cooperation with the state (agreeing on strategic directions and plans); handling regional development tools that can be decentralised (which requires the division of financial resources such as tax income, the development of regional mechanisms that can balance out or supplement normative subsidies, participation in the distribution of central funds, etc.); and finally mezo-level infrastructural development with regard to tasks that surface at the county level.

- **The 'service provider county'** is meant as the legal declaration of the possibility that county governments **can perform all the tasks that local and regional governments as well as the local residents and organisations require as services.**

Complex societal, economic, and financial issues:
- Involving business organisations and market players in cultural and community life. **Attracting investors to the field of culture.**
- **By involving business and non-governmental actors (e.g. employers, employees, associations of villages, chambers, etc.),** regions may become able to **represent values** horizontally and vertically, in a diverse and varied manner. This area also includes the forms of **legal regulation** (lawmaking and application of laws) when regional considerations can be taken into account (inviting opinions, professional arguments and discussions, initiating a change in legal regulations, etc.); **regional development** (economic development, utilising the interconnected mechanisms of infrastructural and social development, etc.); and the **international cooperation of regions.**
- **The funding of culture must at be least partly decentralised, and the allocation of resources transferred to the regional level.**
- New partnerships should be sought, where citizens are not simply 'clients of the state' but also active members of the local and regional communities, who represent and exercise the control functions of authority. **If local residents can participate in the planning and development conceptualisation processes as well as the animation of cultural processes, then they will wish and be able to be responsible community representatives and sources of quality during everyday operations as well**.

Focus group discussions have confirmed that there is a point in cooperation, since it may lead to better, more efficient utilisation of resources and higher professional quality. Access to infrastructure and services can be guaranteed and coordinates, and the number of people who participate in local cultural life can be increased.

Regional knowledge generating workshops and institutional centres can offer professional content and ensure the division of the theory of practice according to the diverse methodologies applied.

The general European practices demonstrate **the important role of regions.** The use of space can only be autonomous and democratic if the identities and diversity of the local residents are reflected in the everyday activities. Globalisation has shaken the foundations of identities rooted in the past in several fields and ways. In order for cultural identity to be able to influence everyday activities and developments on the basis of values and interests, **association with the local and the regional must be strengthened. The '*network of identities*' must be discussed in an increasingly conscious manner, and used as the basis for preserving cultural diversity,** and help promote the 'global' understanding between nations and ethnic groups.

V. CONCLUSIONS

The starting point of the research was how to turn the principle of individuals' and communities' right to education and culture can be applied in the practice, considering the position of institutional infrastructure and its ability to convey culture.

What are the quality indicators of individual and community education and culture?

- intensity, enrichment of contents, diversity, variety, increased coverage of contents, satisfying the needs of various age groups, cultural opportunity, lifelong learning, the ability to find one's way in a knowledge-based society

General system of quality criteria for education and culture, derived from the comparison of the models:

- The position, level of development and accessibility of regional **infrastructure** must be improved.
- Expertise based on **professional qualifications** is an absolute requirement in regional networks and for centralised human resource management. This can help eliminate the need for a full-time expert in each settlement.
- The uneven distribution, unpredictability and significant differences in **public cultural education funds** must not be allowed to force institutions to accept compromises with regard to content.
- **Continuous** operation and development must be assisted by a **system of** professional and financial **support** that is planned, predictable and effective.
- Traditional community and cultural **values** must be strengthened, everyday cultural **activity encouraged,** and **values shaped**.

Substantial conclusions from the comparison of the researched models that serve as the basis for the high-quality cultural opportunities that emerge in the networks:

1. Educational and cultural services for the residents of the villages and regions can only be organised and the intensity of cultural activity improved by applying models and systems which are **based on the following principles:**
    - **embedding in the community of the given regional level;**
    - **adapting to cultural traditions and local customs;**
    - **functional planning according to the intellectual, material and environmental infrastructure as well as the characteristics of the local community;**
    - **all actors in the multisource regional network (users, institutions, sponsors, executives, contributing partners) must enjoy the benefits of the network-based cooperation.**
2. Developing network-based cooperation into a successful practice requires social capital; ethic relationships and trust are crucial prerequisites.
3. **Coordinated** models of provision that can create **new quality**, transcend former educational and cultural practices, can then be created and **encouraged** by coordination or integration so that they can **influence and improve** operating practices.
4. Regionally organised educational and cultural micro centres and **networks** can, **thanks to their integrated knowledge and tools** achieve a lot more than the institutions and

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associations that operated separately or even in isolation in the previous models. (multifactor)

5. Thanks to their improved efficacy and capabilities, regional centres of culture can offer differentiated and professionally specialised services as well as harmonic spaces that create **new opportunities and a culturally attractive environment** for **groups of society that missed out on cultural opportunities before,** and can also provide an atmosphere for **societal innovation**.

6. The opportunities of integration into the new micro-regional spaces and activities of the cultural infrastructure **may help create a fairer and more democratic dynamism and access to culture.**

7. The **complex, integrated cultural mechanisms** of the regions of Baranya County can be developed to their fullest potential in a manner adapted to the environments of the local residents, using **modern animation** (encouraging and enlivening) **techniques**, so that the **network-based operation** can generate innovative methods and approaches.

8. With regard to adaptation ability, the new institutional and cultural provision models can be enabled to **adapt flexibly to the changes in the socio-economic and cultural fields.**

9. **A network-based organisation can be considered a resource, but is no substitute for other resources.**

The thesis investigates *four* former *models* whose regional associations and connections allow for current *utilisation*. The analyses summarising the regional association efforts, the complex approach, cooperation techniques and coordination efforts are not only interesting from a historical, cultural and regional development (*professional*) viewpoint, but also because they had been implemented effectively in the past.

The transformation of the first two models was affected by the intention to express idiosyncratic local characteristics, and to reflect a sense of identity to contrast with uniform and centralised organisations. The revision of current topics aims to *make it possible to utilise* the findings from past experiments to the definition of the future sub regional and regional system of cultural institutions, and the redefinition of the increasingly diversified functions of the cultural sphere. The future is defined not only in the dichotomy of global and local but increasingly along the lines of local and regional. *Regional cultural spaces may become able to magnify and multiply the special and specific values of the local, and spread them in the global space.* On the other hand, regional cultural organisation may serve as receiving and permeable filters that mediate the unstoppable effects of globalisation. Already, in addition to the diversification of primary services, new regional functions can be implemented in the sub regional provision system.

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The following tables are intended to supplement the above statements.
(Source: generated by the researchers)

Dimensions of regional and settlement development

Geographical	Settlement	Agglomeration	Region		Country
Spatio-sociological	Local community	Micro regional community	Mezo-level (county) community	Macro-level (regional) community	Country-level community (society)
Development concept	Village development concept	Small region development concept	County development concept	Regional development concept	National development concept
Regional development institutions	Village development committee	Sub regional Development Council	County Development Council	Regional Development Council	National Development Council

Division of regional and settlement development as per NUTS, and administrative connections

NUTS = Nomenclature des Unités Territoriales Statistiques (Nomenclature of Territorial Units for Statistics)

EU regional divisions: (NUTS)	NUTS 5 village, town	NUTS 4 district	NUTS 3 (mezo) county	NUTS 2 (mezo) region	NUTS 1 state
Administrative divisions:	local government	multipurpose sub regional association	county government and office	regional government and executive body	central government
Levels of political autonomy:	local assembly (direct elections)	sub regional local government (direct elections)	assembly of the county government (direct elections)	regional assembly, local government (direct elections)	national parliament (direct elections)

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The dichotomy and alternative of regional processes

Dimension	Regionalism	Regionalisation
A	Interlinked system of permanently effective socio-economic and cultural factors, 'natural' relationship based on geographical features	Result of a political process governed and regulated at an institutional level: planning-statistical regions/OTK
B	A degree of homogenenouity among 'components' despite existing centre-periphery relations	Institutions and political control play dominant role, hierarchical architecture
C	Horizontal integration. Relationships based on mutual interests (between small regions and urban catchment areas)	Vertical integration. (Agreement between unequal parties.)
D	Elastic boundaries. (Regional coverage typically changes continuously) Characterised by continuity.	Defined by administrative boundaries, made up of administrative units. (Characterised by a degree of regional 'permanence'. Interrupted 'process'.) Settlement→small region(district)→county→region
E	The internal cohesion of the region is secured by functional links.	The 'unity' of the region is secured by political interest. Exists in federalist or decentralised states.
F	Regionalism evident in: *functional regions.*	Basic form: administrative region (NUTS II as per the EU classification)

Possible regional levels of democracy and associated competences

■ **Centralisation** (country level)	= **centralised democracy**
■ **Decentralisation** (regionalisation level)	= **delegated central democracy** (deconcentration)
■ **Autonomous democratic region** (regional mezo-level)	= **transferred democracy** (democracy of mezo-level and small regions)
■ **Autonomous settlement** (local level)	= **local democracy**

V. FURTHER RESEARCH DIRECTIONS

Access to culture can only be democratic if culture is democratised further, and cultural democracy and equal opportunities in the field of culture are ensured.

When considering the distribution of state subsidies allocated to culture, the decentralisation of central funds to the regional level is inevitable. Allocation must also be transferred to the regional level.

Decentralised cultural structures must be established in order to allow the culture of regional communities to strengthen and for their identities to stabilise, to preserve the diversity of cultural regions and, in a more general sense, to achieve a higher standard of life.

Prerequisites of developing regions and cultural regions:
- Utilising the intellectual, environmental and contact capital of the region.
- Modernising the infrastructure of cultural institutions in the region.
- Attracting business and financial investors who are committed to the field of culture.
- Extending the range of socio-cultural services according to social considerations, providing regional guarantees (central and regional government responsibility and commitment).
- Human investment programmes, regional development of cultural experts.
- Application and spreading of new cultural know-how at the regional level, operating innovation forcefields and experimental workshops.
- Cultural regimes can use their unique characteristics and institutional networks to offer services that generate creative and development-oriented educational and cultural effects in the socio-economic space, which, multiplied by community processes, will improve the income generation capacity of the residents of the given geographical and cultural area.
- Through their complex range of effects, cultural regions can substantially contribute to improving the standards of life of those who live in developed and underprivileged regions.

VI. ACKNOWLEDGEMENTS

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