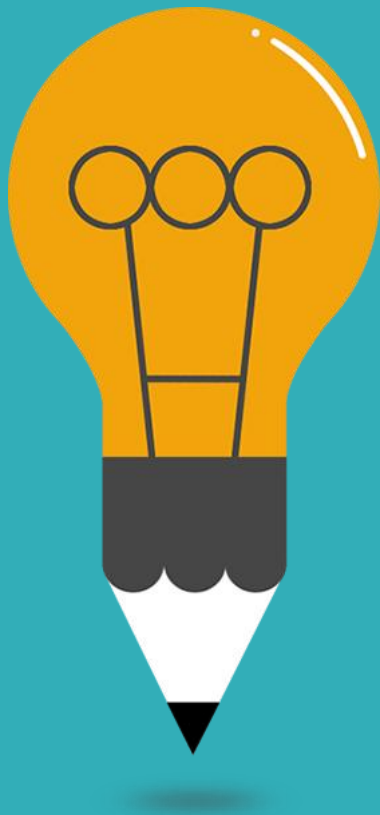




On the verge of political involvement

Dilemmas of an NGO





Who are we?



Central-Europe
9,5 million citizens
envy of your seaside
inspired by your libraries



Who are we?

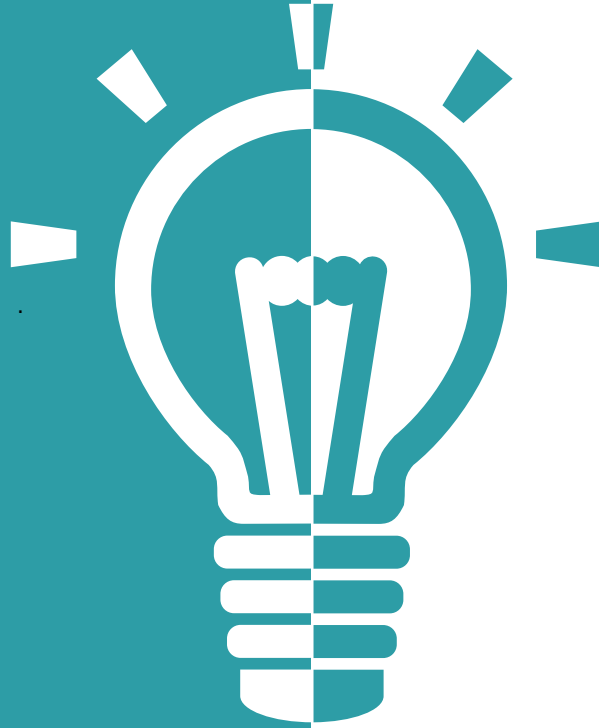


- We are school librarians, who are actually **teacher librarians**.
- In Hungary the person who is allowed to work at a school library must be:
 - **a qualified teacher**
 - ***with a diploma on library science as well.***

We are bound to both professions, we might call ourselves:

- twins in one body – double bound,
- with mixed identity.

Teacher?

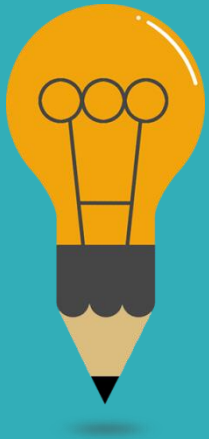


Librarian?

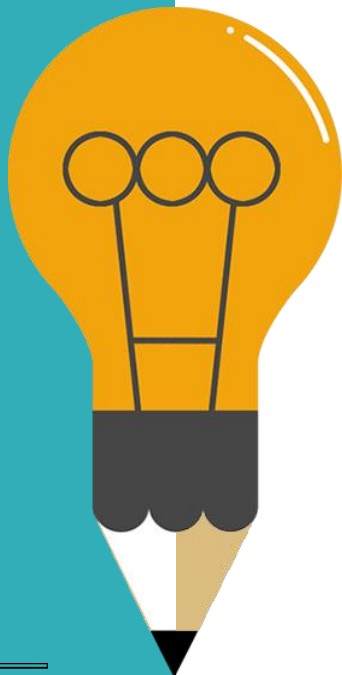
Teacher – librarian!

Why are we here?

- Wrocław, IFLA WLIC 2017
- *“Library Associations in Solidarity with Civil Society - Management of Library Associations”*
- presented our than actual affair with a movement
 - “Let us Teach”
 - Civil Platform for Public Education
- Māra Jēkabsonsone attended this section



What are you going to hear today?



01

Brief **history** of our NGO
and the framework of its **objectives** and **operations**

02

„I would teach” movement & CPPE – 2015-2017

03

Reflection on the two years long cooperation
personal reflections of board members

04

Results and dilemmas
„Where are we now?”



Brief history of our NGO

and the framework of its **objectives** and **operations**



Development of school libraries



- School libraries as they are today, **functionally separated but integrated into the schools** are in line with the European tradition since the 18th century.

DILEMMA:

- Whether school libraries are cultural institutes, or they are integrated parts of schools submitted to its needs?



Development of school libraries



- In the 1970-ies the position of the school libraries **improved**.
- The most **forward thinking pedagogy** formed the methods of school librarians:
 - student centered approach
 - research based lessons



Development of school libraries



- **DILEMMA:**
 - Which section of the Association of Hungarian Librarians represented best the interest of school librarians?
 - school librarians who worked at primary schools joined the **Children's Librarian Section**
 - secondary school librarians became members of the **Young Adult Librarian Section** although their common goal was to provide the best services for students.



Development of school libraries



- As school librarians became **more and more aware of their pedagogical role**, the need for an independent association arose.
- At first the previously separated primary school librarians and secondary school librarians formed the **school librarian's section** in the Association of Hungarian Librarians.



Independent Association



- The time for independence came with the **change of system**, after the fall of communism.
- In **the early 90-ies** the mother organization did not really enjoy the idea of a new and independent school librarian's association



Independent Association



- Finally **in 1997** the independent Hungarian School Librarian's Association was established.
- Witnesses of the events say that the motive of creating a new association was fueled primarily by professional needs and financial possibilities.

Timeline of independence

Young Adult
Section
Secondary school

School
Librarian
Section



1935

Hungarian
Librarian
Association
(HLA)

1973

1974

Children's
Librarian
Section
Primary school

1986

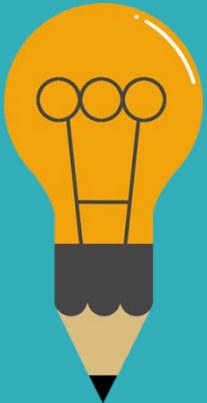
School
Librarian
Section

1997

Independent
School
Librarian
Association

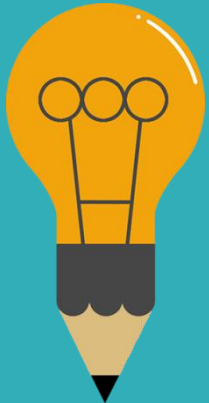
Strengths of the Hungarian school librarianship

1. fundamentally sufficient legislation
2. committed teacher librarians
3. well-functioning libraries,
4. library practice is built into the national curriculum
5. teacher librarian education is available at several universities



Strengths of the Hungarian school librarianship

- we have journal
- a nationwide library based research skill competition – Bod Péter
- School Librarian's Association



HuSLA's efforts for fostering professional assertiveness



The five pillars of empowerment

01

**professional
advocacy**



02

**dissemination
to
professionals**



03

**write policy
statements**



04

**dissemination
to
public**

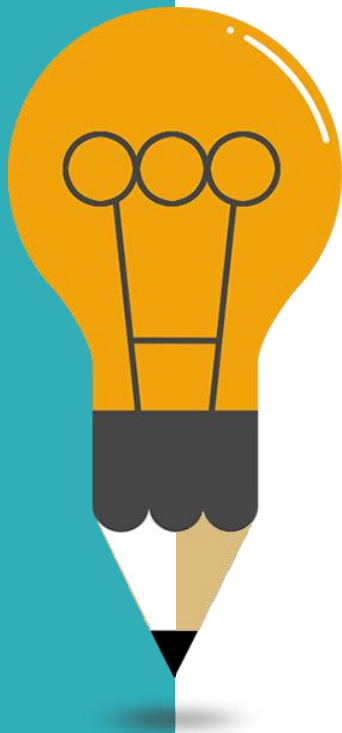


05

**social
responsibility**



The five pillars of empowerment:



1. **professional advocacy:**
 - to empower school librarians to represent their professional interest locally by **conferences, news** on current issues
2. **dissemination to professionals:**
 - publicity in **press**
 - **cooperation** with other associations, institutes
3. **to write policy statements:**
 - form an opinion on draft laws,
 - **lobbying,**
 - **participate in committee meetings**
4. **dissemination to the general public:**
 - gain prestige,
 - **improve the image of school libraries,**
 - gain publicity
5. **social responsibility**

Threats

Education Act of 2012

The education act of 2012 brought significant change to the education policy and effected the school libraries' service capacity negatively.

The acquisition budget reached zero. Since the lawmakers decided to provide students with free school books the school libraries are flooded with them.

Massive centralization

Zero acquisition budget

Free school books

School libraries – school book stores



„I would teach” movement & CPPE

Civil Platform for Public Education

The rise of discontent

From 2012 on many teachers expressed concern about the new regulations:

- the extreme centralization,
- the lost independence,
- unpaid extra hours,
- bloated bureaucracy.

It became very difficult to manage schools.



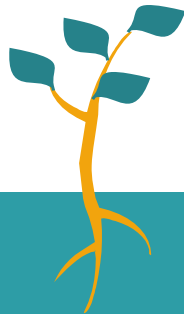
„I would teach”

In November 2015 the teaching staff of the Herman Otto High School from Miskolc published **a treaty of protest against the changes in the education system** and many associations and teaching staffs



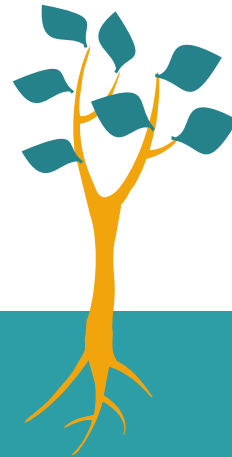
jan. 2016

a treaty of protest
against the changes in
the education system



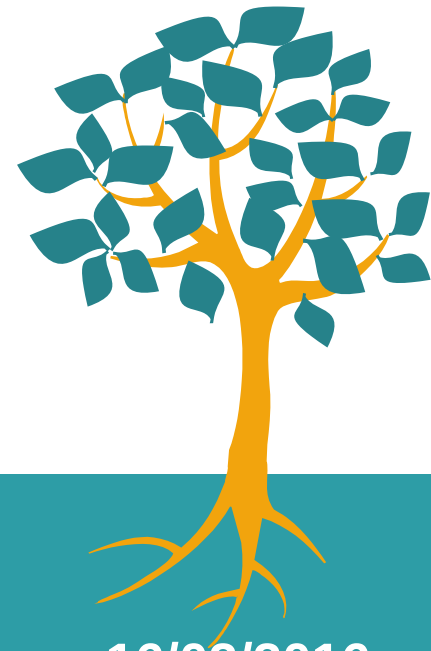
+ 958

35 000 civil protesters
supported it within a
short period of time.



jan. 2016

„I would teach”
movement



16/02/2016

Civil Platform for
Public Education

CORE VALUES



KÖNYVTÁROSTANÁROK
EGYESÜLETE

Civil Platform for Public Education

1. **Focus on the person**, focus on the child and on the student in education and learning
2. **Equity**, lack of discrimination, creation of opportunities
3. Support the development of student competencies, including social and civic competencies
4. **Democratic operation**: be open and partner to children, parents, social players and partner professions
5. **Autonomy and accountability**
6. Transparent, transferable school system from kindergarten to adult education

OUR VALUES



KÖNYVTÁROSTANÁROK
EGYESÜLETE

HuSLA's core values

1. **Advocacy for School Libraries for quality education**
2. **Equitable Access to Information and Library Services**
3. **Information Literacy**
4. **Education and Lifelong Learning**
5. **Intellectual Freedom**
6. **Maintain an open, inclusive, and collaborative environment**

Civil Platform for Public Education

“After **50% of the members** and the board expressed their support, our NGO joined the Civil Platform for Public Education (CPPE), but **we do not know exactly what did the other, silent 50% think...**”



Results

Checkered Book / Booklet

The aim of the document is:

- To reach the politicians, **to generate debates** and to provide basis to given discussions;
- To put forward one of the most neglected questions in politics, the **social dialogue**.

Checkered Book – with its **system level recommendations** – may have a role in preparation of the required profound changes.



KÖNYVTÁROSTANÁROK
EGYESÜLETE

Bigger picture





Reflection on the cooperation

2015-2017



Personal reflections



Common values
Different background
Different personalities



What did you expect at the beginning of the work with the Platform?



01

Possibility to take action.

02

Hoped that quality theory can change the practice too.

03

Expected collaboration between professionals.
Believed in real change.

04

Hoped for a greater change based on the intellectual greatness of CPPE.



What did you experience?

01

Widened perspective, got even more discontented with the situation. **It felt good to do something** and to work with big names, their thoughts widened my sense of responsibility for the profession and for the society, **became more passionate about advocating.**

02

I helped them **not to be too idealist.** I was not too idealist in mobilizing teachers and unfortunately I was proven right.

03

It was great to see the passion of the participants and their readiness to act, which is atypical to Hungarians. **Conflict avoider** therefore naively believes in the power of the dialogue. I got overburdened.

04

Possibility to speak to people who we cannot meet otherwise **It was inspiring** to see that people care for school libraries.

What is the result?



01

Run out of steam. Precious professional papers. Became widespread that **people can count on teacher librarians.**

02

It was difficult to form an organization of 50 partner organizations. Nobody knew what the work in CPPE really meant.

03

After a time it became difficult to keep up with the pile of information. The members lost interest in working together actively with CPPE.

04

The movement's power faded partly because it became too theoretical.



What are your feelings about it at present?

01

Sadness, anger and helplessness but nevertheless we have to be active we have to share the Platform's ideas. I believe in making a difference is possible if everyone does his best.

02

Remorse, lack of power, it is annoying that I cannot take part in it anymore.

03

Embittered. The majority of teachers lost interest in CPPE before it could reach its peak, achieve critical mass. Everyone should take stand, because no one can hope to get away with compromises. With this attitude it is not possible to make a difference.

04



Results and dilemmas

Where are we now?

The five pillars of empowerment

01

**professional
advocacy**



02

**dissemination
to
professionals**



03

**write policy
statements**



04

**dissemination
to
public**



05

**social
responsibility**



The impacts of the cooperation



Professional advocacy

- STRENGTHS
- did not change significantly

Dissemination to public

- new doors opened:
 - dialogue with other associations started

The impacts of the cooperation



Write policy statements

- the fact that we worked with the Platform of the opposition did not help us to tighten our bonds with the ministry of education.
- it affected our lobbying efficiency negatively

The impacts of the cooperation



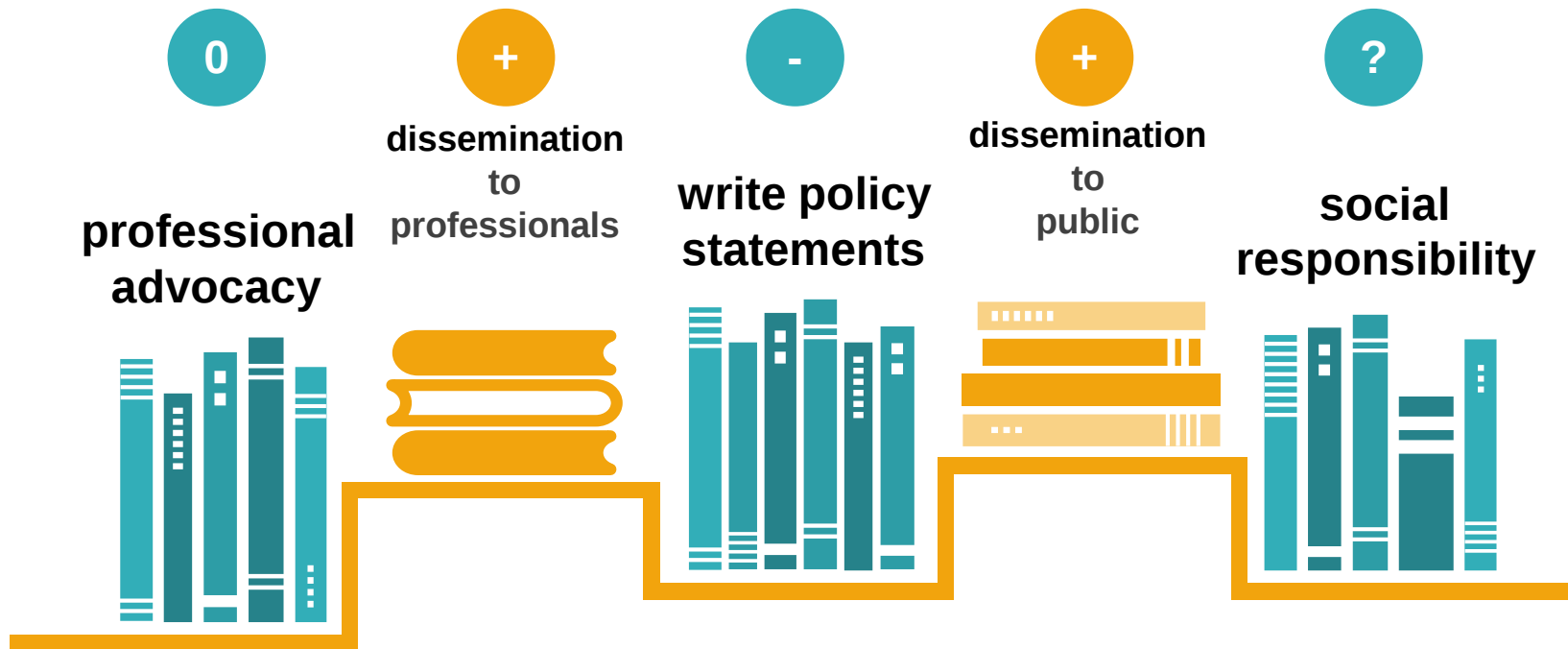
Dissemination to the general public

- brought us publicity
- made us known to key persons of the education
- our cooperation with CPPE was the most beneficial here

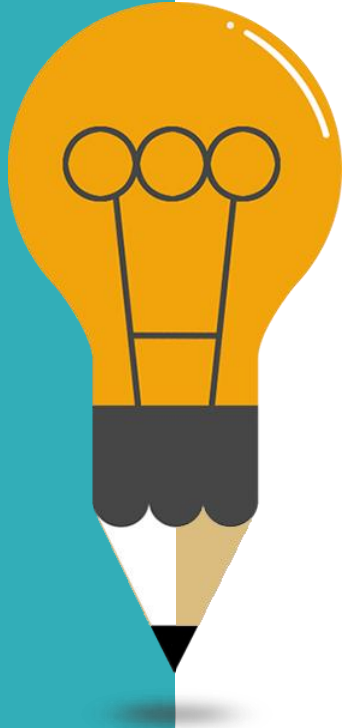
Social responsibility

- supported the demonstrations of „Let us Teach”
- when the power of demonstrations seized the intensity of the professional cooperation got to standstill

The five pillars of empowerment

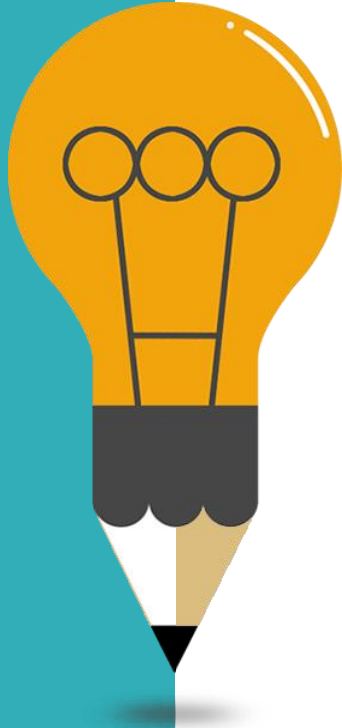


Summary:



- our most important aim is **to have dialogue with representatives of:**
 - **students and parents**
 - **teacher and librarian organizations**
 - with the **government**

Summary:



- our aim is to **advocate** school libraries everywhere to everybody
- we **work for** professional school librarianship



**We believe that good school
libraries can make a difference
in education to the benefit of
the whole society!**



Thank you!

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