



# What Works ?

## A publisher's perspective on educational policy initiatives

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April 17, 2013

# A publisher's perspective on educational policy initiatives

**A difficult context**



**Digital revolution**

Increased pressure

Strained relations MoE /  
publishers

New challenges for MoE  
And for publishers

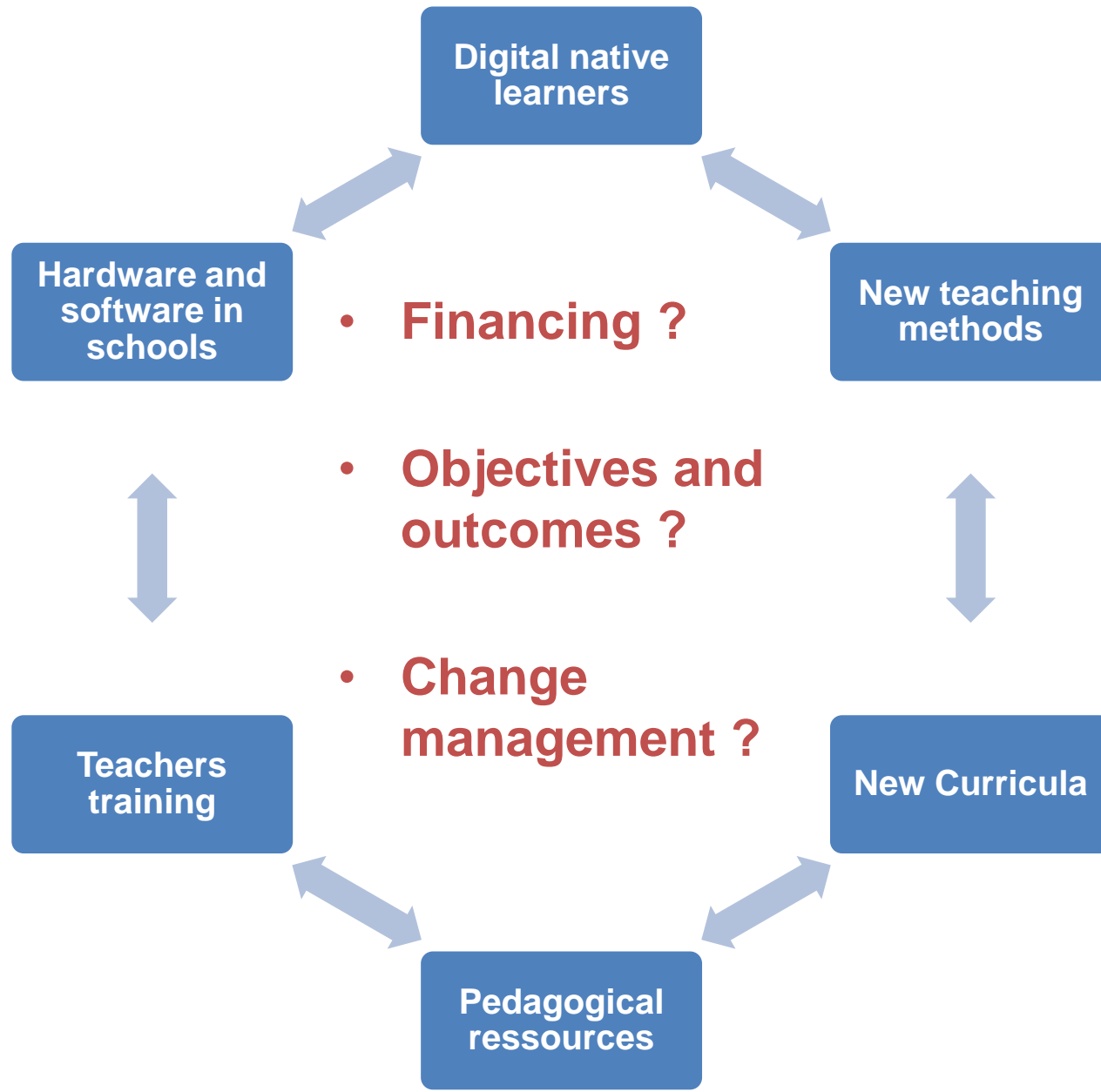
Full of promises...

... but a few pitfalls



**Publishers are essential partners  
for public players**

## Technological revolution creates new challenges for MoEs



# New tensions between publishers and Ministries of Education

- Fat Cats protecting their margins

.Dinosaurs unable or unwilling to innovate

.Always on the (conservative) teachers side

. Limited value added vs. crowd sourced content

**MoEs about publishers**

. Political communication first

.Digital, a magic wand

. Under the spell of the tech companies lobbyists

.Absence of true knowledge of teachers needs and practices

. Giving up easily on quality

.No real change management

**Publishers about MoEs**

# New challenges for publishers

**Education becoming more evidence based**



**Increased value added expected**

- Transferring research results to the classroom
- Transition management
  - Training teachers
  - Digital textbooks, a tool for the transition
- Publishers becoming pedagogical software developers

**Growing technical and market heterogeneity**



**Rising production costs and new skills being built**

- Multi platform developments
- Increasingly complex and fast changing workflows
- Indexation of content

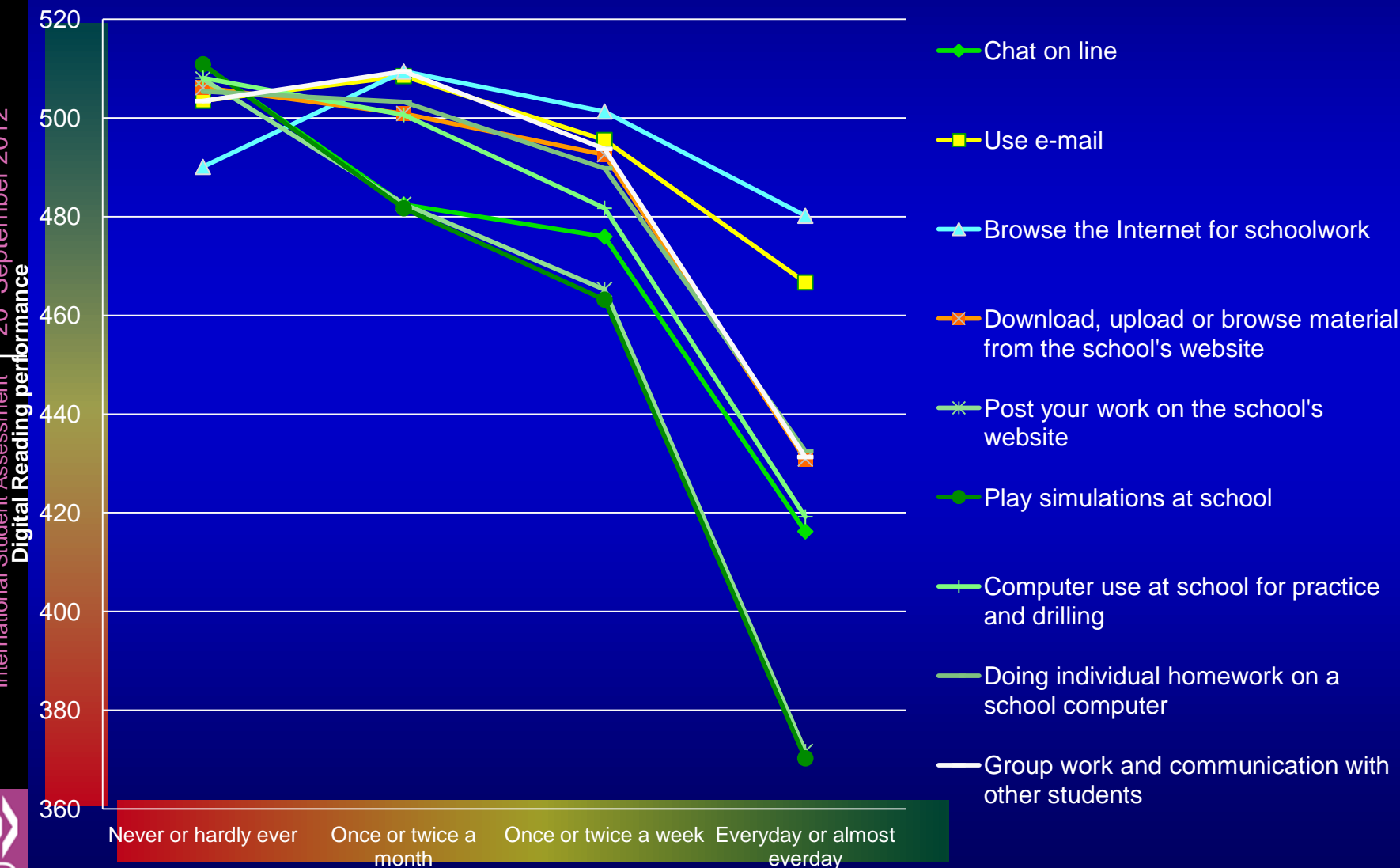
**Pressure on funding**



**Need to find new business models**

- Fighting unfair public competition
- Looking for alternate sources of funding (philanthropy, parents..)

# ICT use at school and digital reading performance



# OERs for K12

## Advantages

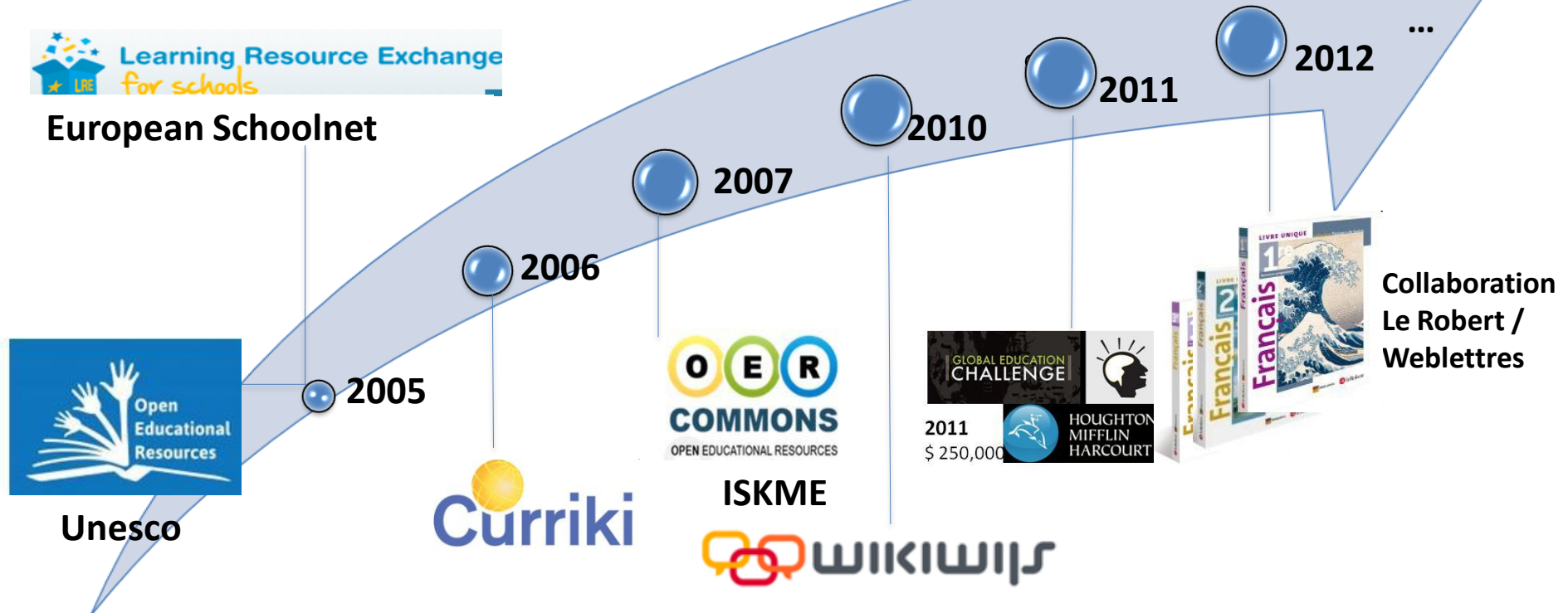
- **Apparently consistent with teachers wish to customize their lessons**
- **Empowerment of some teachers**
- **Perception of reduced costs and efforts for the community through disintermediation and sharing**
- **Facilitation of community based authoring, and product testing and upgrading for publishers**

## Drawbacks

- **Quality control, and searchability issues**
- **Potentially leads to inconsistency in teaching, (cf photocopying..)**
- **Conveys and strengthens the conception that teachers should develop content (at the expense of focussing on the classroom ?)**
- **By reducing the attractiveness of the school market, may incentivize publishers to innovate in priority for the home market, thus increasing the social education gap**
- **May fuel piracy and make way for lawsuits**

# Publishers crowdsourcing and partnering with Open Educational Resources

*Ex of projects*



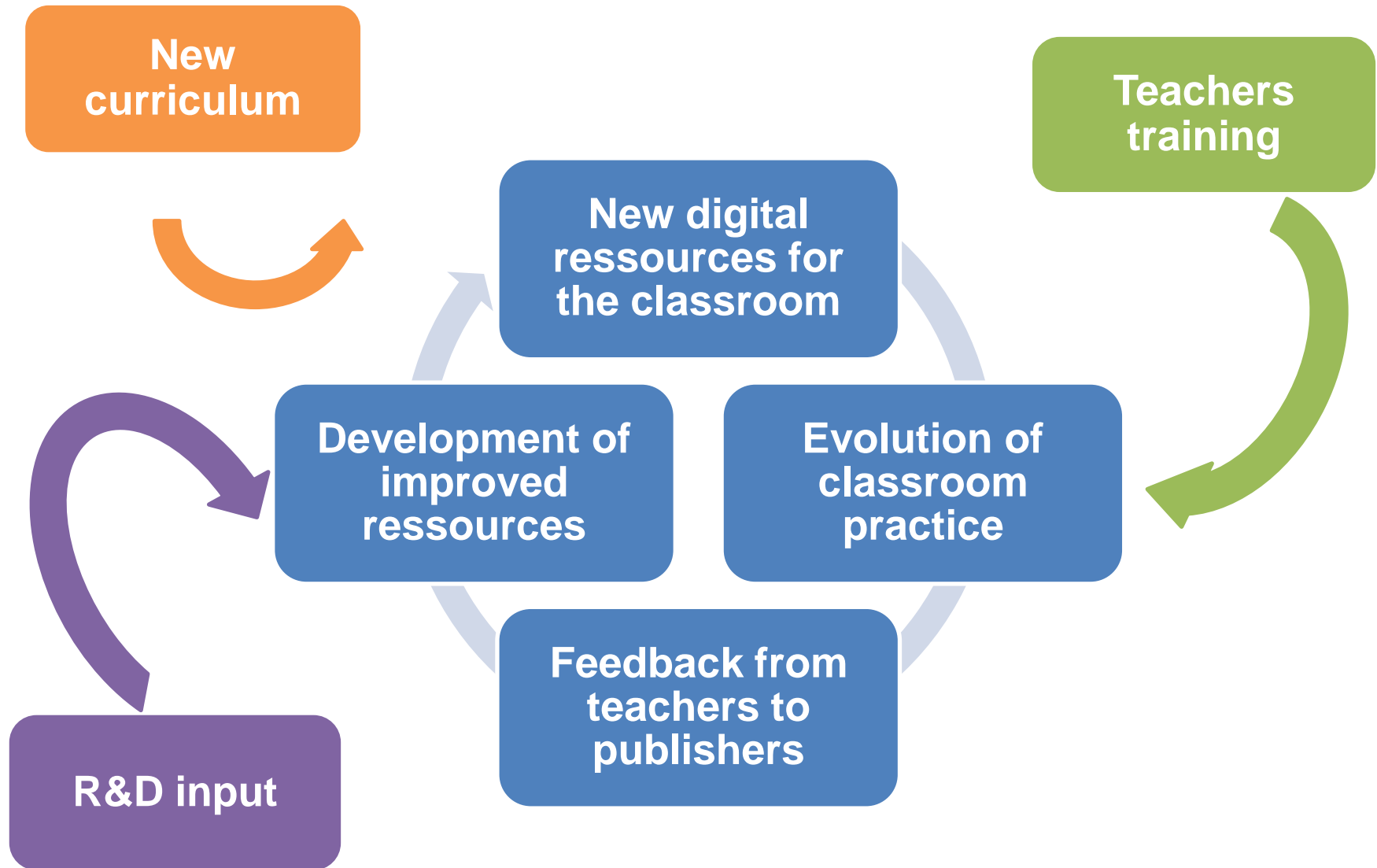
Non profit associations,  
universities & international  
institutions foster OERs

Communities get  
more organized  
(content indexation...)

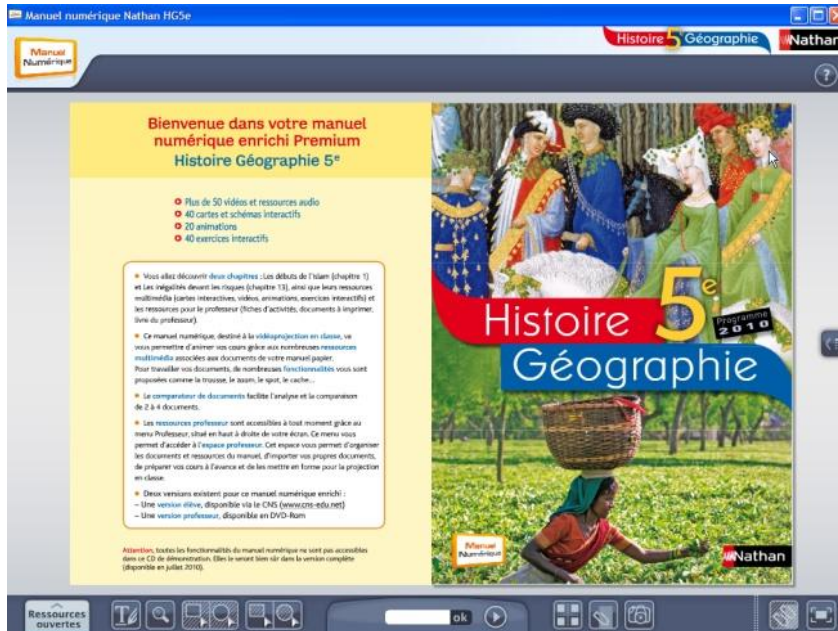
Cooperation between  
teachers communities  
and publishers



# The process of pedagogical resources creation and improvement



# Digital textbooks, more and more elaborate: a change management tool



Increasingly elaborate functionalities

- Viewer
- Personalization and doc import
- Integrated LMS

Content enhancements

- Videos
- Audio
- Animations
- Interactive exercises
- Interactive Maps
- Hyperlinks ...

## Advantages

- Textbooks' pedagogical and editorial quality
- Improved attention and motivation of learners in the classroom
- Easy to use for untrained teachers
- Natural use on tablets
- Reduced weight of backpacks

Teacher, classroom and student versions

# Pedagogical value added of digital education

Increasing need for technical investment and  
pedagogical research

Motivation of learners



Easier management of  
heterogeneous classrooms  
Personnalisation of learning



New pedagogical methods



# Funding uncertainty (and new business models ?)

## Traditional public funding under pressure

- Cuts in public spending
- Pedagogical resources and textbooks funding redirected towards
  - Hardware
  - to subsidize OERS
  - to subsidize state owned publishers
  - to free rights



- Public / Private competition
- Negative cost / benefit analysis of some digital programs

## New sources of funding?

- Tenders ?
- Families ?
- Philanthropy ?
- Corporations ?



- Key impact of funding mechanisms and sources on diversity and quality of publications
- New business models for publishers

# How MoEs can help publishers facilitate the digital transition for K12 Education

## **Sound « governance »**

- Ensuring alignment of key stakeholders around projects and programs
- Consistency between ambitions and means
- Privacy policy. - Interoperability ?

## **Trusting and empowering teachers and bottom up appropriation mechanisms**

- Local autonomy and funding rather than top down projects
- Facilitating teachers training initiatives

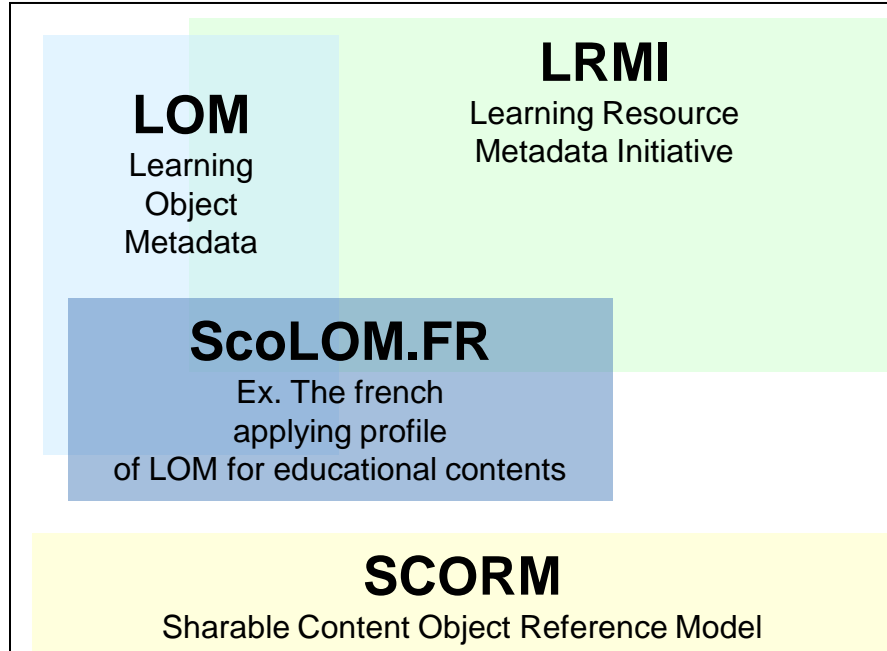
## **Making sure that investing in developing the pedagogical resources of the future is not unnecessarily unattractive**

- Clear rules for public private competition
- Sound funding mechanisms
- Less regulatory uncertainties and imbalances making stakeholders life uselessly complicated (VAT..)

## **Encouraging independent research projects on the impact of digital on pedagogy and educational outcomes**

# Appendices

# Indexing contents : a key project for the publishing sector



- **Publishers' internal needs :**
  - **Enable reuse; produce better, faster, cheaper**
- **Stakeholder's expectations :**
  - **Mainly, to help teachers and learners find the accurate learning object for a given pedagogical context**

## Challenges

- **Indexation depth and choice of index**
- **Can indexation be global ?**
- **Production architecture and workflow organisation**

# **In several countries, a need for clarification of the conditions of public / private competition for the production of pedagogical ressources**

- **Perimeter and role of Education Ministry**
- **Which public institutions really have a educative mission and a role to play in the production of pedagogical ressources for teaching**
- **Fair conditions of access to public data**
- **Fair pricing (using full costing) of pedagogical ressources produced by public institutions**
- **Public money devoted to acquisition of ressources rather than subsidies to production of ressources**



# Digital resources funding mechanisms can increase public / private competition

