A DIGITAL PARADIGM SHIFT IN THE DANISH EDUCATIONAL SECTOR
KEY FACTS ABOUT CLIO ONLINE

- 100% digital publishing company/Edtech.
- Founded 10 years ago.
- 200+ employes in 3 countries.
- 90% of Denmark's comprehensive schools subscribe.
- One core learning platform. 200,000+ IT hours.
THE DEMOGRAPHIC OF THE DANISH MARKED

- 98 municipalities
- 2,430 primary & secondary schools (public, private, and other types)
- 712,927 students
- Around 60,000 teachers
DEVELOPMENT IN MARKET SHARE (2009-2016)

Source: BFU & Danish Publishers Association
# Development in Market Share (2009-2016)

Source: BFU & Danish Publishers Association

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Traditional paper materials</td>
<td>301</td>
<td>264</td>
<td>264</td>
<td>256</td>
<td>253</td>
<td>290</td>
<td>295</td>
<td>302</td>
</tr>
<tr>
<td>Books % of total market</td>
<td>96.69%</td>
<td>95.26%</td>
<td>90.71%</td>
<td>74.58%</td>
<td>66.84%</td>
<td>52.84%</td>
<td>44.49%</td>
<td>48.04%</td>
</tr>
<tr>
<td>Development</td>
<td>-12.55%</td>
<td>0.00%</td>
<td>-3.04%</td>
<td>-1.06%</td>
<td>14.79%</td>
<td>1.65%</td>
<td>2.37%</td>
<td></td>
</tr>
<tr>
<td>Digital learning materials</td>
<td>10</td>
<td>13</td>
<td>27</td>
<td>87</td>
<td>125</td>
<td>259</td>
<td>368</td>
<td>327</td>
</tr>
<tr>
<td>Digital % of total market</td>
<td>3.31%</td>
<td>4.74%</td>
<td>9.29%</td>
<td>25.42%</td>
<td>33.16%</td>
<td>47.16%</td>
<td>55.51%</td>
<td>51.96%</td>
</tr>
<tr>
<td>Development</td>
<td>27.18%</td>
<td>106.11%</td>
<td>222.59%</td>
<td>43.97%</td>
<td>106.54%</td>
<td>42.08%</td>
<td>-11.22%</td>
<td></td>
</tr>
<tr>
<td>Total market size</td>
<td>312</td>
<td>277</td>
<td>291</td>
<td>343</td>
<td>378</td>
<td>549</td>
<td>663</td>
<td>629</td>
</tr>
</tbody>
</table>

* New way of calculating in 2014 – All figures from trade association, BFU, is included
THE CLIO ONLINE BUSINESS MODEL

- Subscription based 1, 3 or 5 years subscriptions with an annual payment
- 25 portals and a Quiz module
- 90% of the Danish Schools use one or more of our products
LONGER LICENSE PERIODS – BOOK-SYSTEMS ARE UNDER RETREAT
A COMMERCIAL SUCCESS BASED ON QUALITY CONTENT AND A MARKET-LEADING PLATFORM

Revenue and EBITDA, € m.

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue € m.</th>
<th>EBITDA € m.</th>
<th>% EBITDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>0.35</td>
<td>0.01</td>
<td>4%</td>
</tr>
<tr>
<td>2008/09</td>
<td>0.66</td>
<td>0.03</td>
<td>4%</td>
</tr>
<tr>
<td>2009/10</td>
<td>1.46</td>
<td>0.52</td>
<td>36%</td>
</tr>
<tr>
<td>2010/11</td>
<td>2.08</td>
<td>0.64</td>
<td>31%</td>
</tr>
<tr>
<td>2011/12</td>
<td>2.91</td>
<td>1.13</td>
<td>39%</td>
</tr>
<tr>
<td>2012/13</td>
<td>5.07</td>
<td>1.81</td>
<td>36%</td>
</tr>
<tr>
<td>2013/14</td>
<td>7.99</td>
<td>3.87</td>
<td>48%</td>
</tr>
<tr>
<td>2015</td>
<td>11.06</td>
<td>4.47</td>
<td>40%</td>
</tr>
<tr>
<td>2016</td>
<td>14.63</td>
<td>7.30</td>
<td>50%</td>
</tr>
</tbody>
</table>
WHY SHOULD OTHER EUROPEAN MARKETS BE ANY DIFFERENT?

• Swedish digital material percentage (Primary/secondary) from 6% in 2015 to 9% in 2016. Will be much higher in 2017 as we are reaching our targets in Sweden.
• The first movers can shape and define the market.
• Someone will disrupt the market. Be prepared. PDF/Ebook is not disruption.
DIGITAL MARKETING IN CLIO ONLINE

Generating hot leads

Follow up and closing hot leads
**Target: The teacher/school discovers or rediscovers Clio online**
- Tailored newsletters with relevant content
- Engaging content on social media
- Google Adwords, PPC, Facebook Ads
- SEO

**Target: The teacher creates a trial for one or more portals**
- Constantly optimization of landing pages
- Easy access via trial formular
- Easy sign up and verification proces

**Target: The teacher starts using the portals**
- Marketing automation based on customer behaviour (Marketo)
- Optimization of onboarding on portals
- Tailored newsletters with relevant content
- Engaging content on social media

**Target: The school commits to buy one or more portals**
- Optimization of offer mail
- Free implementation courses
- Sign up for free webinars
- Development of upsales campaigns (Digital elite schools)

**Target: The school uses the subscription to a degree**
- Optimization of offer mail
- Free implementation courses
- Sign up for free webinars
- Development of upsales campaigns (Digital elite schools)
WHAT IS A DIGITAL LEARNING MATERIAL IN THE CLIO-WAY?
THE DIGITAL VALUEADD – THE TEACHER PERSPECTIVE

- IT gives the teacher radically new possibilities.
  - Differentiating content
  - Scaffolding didactics
  - Activating students
- Room to be the didactical expert
- Flexibility to organize the classroom activities
- Updated content of high didactical and academic quality
THE DIGITAL VALUEADD – NOT JUST A WIRED BOOK

- Multimodality
- Flexibility
- Interactivity
- Direct response
- Datadriven teaching
- Up to date and topicality
- Motivation
- Differentiation and progression
DOES IT WORK? DO WE HAVE A DIGITAL REVOLUTION IN DENMARK?
PROOF OF CONCEPT: A LARGE SURVEY

SURVEY GOALS:
• To determine the degree of digitization among Danish teachers
• To learn about drivers to the use of digital learning materials
• To get data that can be used in marketing

BACKGROUND:
• An online survey sent out on behalf of EPINION
• 8639 teachers have responded to the survey in Denmark
• This corresponds to about 15% of all Danish elementary and lower secondary school teachers
DANISH TEACHERS USE DIGITAL LEARNING MATERIALS TO A GREAT EXTENT

Only a small minority of Danish teachers do not use digital learning materials at all.

HOW IS THE BALANCE BETWEEN YOUR USE OF DIGITAL AND ANALOGUE LEARNING MATERIALS IN CLASS?

Source: Epinion: Digitalisering i grundskolen i Danmark, February 2017. Responses from 8639 teachers in Denmark.
DANISH TEACHERS USE DIGITAL LEARNING MATERIALS OFTEN

More than 6 out of 10 Danish teachers who use digital learning materials use them in almost all or most of their lessons.

HOW OFTEN DO YOU USE DIGITAL LEARNING MATERIALS IN CLASS?

Source: Epinion: Digitaliseriing i grundskolen i Danmark, February 2017. Responses from 8639 teachers in Denmark.
LOWER SECONDARY SCHOOL TEACHERS ARE MORE DIGITAL THAN ELEMENTARY SCHOOL TEACHERS

HOW IS THE BALANCE BETWEEN YOUR USE OF DIGITAL AND ANALOGUE LEARNING MATERIALS IN CLASS?

Source: Epinion: Digitalisering i grundskolen i Danmark, February 2017. Responses from 8639 teachers in Denmark.
DIGITAL DRIVERS - REASONS WHY TEACHERS ARE WORKING DIGITALLY
Drivers and Motivation Behind the Use of Digital Learning Materials

- It makes it easy to find inspiration for my teaching: 59% in Denmark, 58% in Sweden.
- Digital learning materials are well-suited to the grades I teach: 53% in Denmark, 41% in Sweden.
- Students are more engaged than when I use analogue materials: 41% in Denmark, 51% in Sweden.
- The content is never outdated: 37% in Denmark, 42% in Sweden.
- I save time on preparation: 31% in Denmark, 36% in Sweden.
- It is faster to get started with the lesson when I use digital learning materials: 18% in Denmark, 29% in Sweden.
- It is cheaper than buying analogue learning materials: 15% in Denmark, 11% in Sweden.
- Students are better at reaching the academic goals than when I use other materials: 11% in Denmark, 17% in Sweden.
- Other: 19% in Denmark, 22% in Sweden.
- Not sure: 1% in both Denmark and Sweden.

Source: Epinion: Digitalisering i grundskolen i Danmark, February 2017. Responses from 8639 teachers in Denmark.
MAKES IT EASY TO FIND INSPIRATION
AND MAKES SENSE TO USE WITH STUDENTS

- Makes it easy to find inspiration (59%)
  - Multimodality

- Suitable for the grades I teach (53%)
  - Differentiation and progression

- Students are more engaged (41%)
  - Motivation

- Content is never outdated (37%)
  - Up to date and topicality

- Saves time on preparation (31%)
  - Interactivity and direct response
WORKS BETTER THAN ANALOGUE LEARNING MATERIALS ON ALL MEASURED PARAMETERS

BELOW WE ASK YOU TO CONSIDER THE ADVANTAGES AND DISADVANTAGES OF DIGITAL LEARNING MATERIALS COMPARED TO ANALOGUE LEARNING MATERIALS. DO YOU FEEL THAT DIGITAL OR ANALOGUE LEARNING MATERIALS...

(PERCENT RESPONDENTS WHO CONSIDER ANALOGUE AND DIGITAL THE BEST)

Source: Epinion: Digitalisering i grundskolen i Danmark, February 2017. Responses from 8639 teachers in Denmark.
DOES DIGITAL LEARNING MATERIALS HAVE AN EFFECT?

THE LEARNING OUTPUT EFFECT

Source: Boston Consulting Group and Rambøll Management: Effects of digital learning materials in Denmark, Responses from 1,387 teachers in Denmark.
DOES DIGITAL LEARNING MATERIALS HAVE AN EFFECT?
- THE TIME-SAVING EFFECT

**Tabel 11: Effekt på forberedelsestid**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Oplevet frigjort tid (% af aktivitet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overordnet planlægning (planlægge forløbets overordnede emne, relation til anden undervisning, formål etc.)</td>
<td>23 %</td>
</tr>
<tr>
<td>Inspirationssøgning/orientering i materiale (finde, læse, vurde re etc.)</td>
<td>28 %</td>
</tr>
<tr>
<td>Koordination mellem lærere</td>
<td>13 %</td>
</tr>
<tr>
<td>Produktion af materiale (klippe, samle, lave egne elementer etc.)</td>
<td>27 %</td>
</tr>
<tr>
<td>Printe, kopiere eller hente fysisk materiale</td>
<td>28 %</td>
</tr>
<tr>
<td><strong>Forberedelsestid, i alt</strong></td>
<td><strong>24 %</strong></td>
</tr>
</tbody>
</table>

N=1.387

Den gennemsnitlige tidseffekt for forberedelse er beregnet som et vægtet gennemsnit af de enkelte aktiviteter.

Kilde: Spørgeskemaundersøgelse blandt lærere.

Source: Boston Consulting Group and Rambøll : Effects of digital learning materials in Denmark, Responses from 1.387 teachers in Denmark
DOES DIGITAL LEARNING MATERIALS HAVE AN EFFECT?
- THE TIME-SAVING EFFECT

Source: Boston Consulting Group and Rambøll: Effects of digital learning materials in Denmark, Responses from 1,387 teachers in Denmark

<table>
<thead>
<tr>
<th>Tabel 13: Oplevet effekt på evalueringstid</th>
<th>Oplevet firgjort tid (% af aktivitet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluere elevprodukter (rette opgaver)</td>
<td>22 %</td>
</tr>
<tr>
<td>Give feedback på det faglige</td>
<td>17 %</td>
</tr>
<tr>
<td>Give feedback på det sociale</td>
<td>4 %</td>
</tr>
<tr>
<td>Skrive elevplaner</td>
<td>14 %</td>
</tr>
<tr>
<td>Evalueringstid, i alt</td>
<td>16 %</td>
</tr>
</tbody>
</table>

N=1,387
Note: Gennemsnittet for evaluering er beregnet som et vægtet gennemsnit på baggrund af de enkelte aktiviteter.
Kilde: Spørgeskemaundersøgelse blandt lærere.
SUMMARY

• The degree of digitization is high and are still growing in Denmark.
• Teachers experience greater levels of engagement and learning output, when they use digital learning materials.
• The market potential for digital learning materials is high with the right technology, knowhow and content.

Education is key to digital future

“The Digital Strategy for Schools 2015-2020 outlines a clear vision to embed information and communication technologies (ICT) in schools, acknowledging the potential of digital technologies to enhance teaching, learning and assessment so that Ireland’s youth can become engaged thinkers, active learners and global citizens. To support this strategy, the Government has made €30m available to schools for ICT infrastructure in both primary and secondary schools.”

http://www.independent.ie/business/technology/education-is-key-to-digital-future-36026096.html
THANK YOU!!

Feel free to contact us 😊

Anders Hyldig: andersh@clioonline.dk

Rune Larsen: rune@clioonline.dk