Campaigns

CET (Israel)
An example of an activity we have been running on Facebook in recent months was a launch of an App. of a game to learn the Alphabet for first graders, that works on both mobile and PC and we asked the users of the social network to help us improve it. Last week we officially launched it at the beginning of the school year as part of our series for the reading acquisition.

Kreativni Centar (Serbia)
One of the examples of a successful campaign was an integrated campaign (offline and online) which task was to promote our handbooks – we organized a special 50% discount which lasted only for one weekend – only in our bookstore and on our website. We promoted that special offer using our Facebook Page (organic and sponsored posts), Twitter and Instagram and sending special newsletter about this offer for all the people who had subscribed previously on our mailing list. At the same time, we tried to mention that offer in all media appearances that week, and organized a few info banners on our media partners web sites which led to our website. This kind of campaign we have organized regularly once a month during the whole year.

Learnetic (Poland)
We have recently conducted a mass campaign directed to local authorities (counties). It is almost 2500 counties we approach with a dedicated letter and offer. Nowadays schools have a lump sum to spend on educational materials. We try to direct our offering to decision makers - being local authorities in counties, school principals, and others. We do also a telemarketing campaign to strengthen the communication and to follow up. The results will be revealed pretty soon. Previously we used social media just to make the communication to the teachers and other decision makers about our activities in new content products being published and our platform. For 4 years we actively sponsor and take part in roadshows campaigns demonstrating our free platform for teachers across the country.
Otava (Finland)
A few years ago we made a new textbook series for Finnish language and had a huge campaign around it: ads in the teachers magazine, posters for the schools, a small festivity at the book fair, own Facebook-page for the book and even our own t-shirts. All the teachers felt they were a part of something big 😊

Prosveta (Bulgaria)

We recently had a very interesting experience with some of our new educational books for the 8th grade. In Bulgaria the educational books for grade 8th and above are paid for by parents. Our team decided to give students and their families the option to choose between eco-friendly black and white books printed on recycled paper, and therefore with a much lighter body, and their full color counterparts. Needless to say, the content of both versions is identical. We only created these two options for subjects where it is justifiable to have a black and white copy, like mathematics and philosophy for example - subjects in which images are not essential to the learning experience of the student. Because the black and white versions are printed on recycled paper, they are also significantly cheaper than the full colour ones (around 30% cheaper).
About ten days ago our Director gave an interview on national television where he mentioned that we had these two options, and that low-income families would benefit from purchasing the significantly cheaper black and white books because it would save them a lot of money. He never said that low-income families were the sole target of this product. Once the interview was released, several people on social media immediately twisted his words. They deemed the black and white books “books for financially challenged families” and accused us of intentional segregation by income.
The media caught on and blew the whole story way out of proportion. In a matter of hours, the news broke on every news channel, website, radio station, etc. We were put in a position where we had to defend ourselves against these ungrounded attacks and explain what was our initial intention behind these eco-friendly, lighter and, yes, subsequently much cheaper versions.
Ranok (Ukraine)

Media Campaign for Form 9 Textbook Promotion It is possible to estimate the success rate of this campaign by the growth of print-runs of the government textbook orders. In 2016 “Ranok” Publishing House published 1 751 807 copies of textbooks. In 2017 the Publishing House managed to beat its own last-year record and to receive a government order to print 2 113 533 copies of textbooks. An efficient marketing campaign run by the publishing house in social networks greatly contributed to the success. Facebook and Instagram pages are the easiest way to get the information about our textbooks over to our customers. The authors actively communicated with school teachers and parents of schoolchildren as early as at the stage of writing textbooks. We regularly took polls as to: what should a new textbook be like, who should make a choice about textbooks: teachers, parents or officials? We managed to get teachers familiarized with demo versions of new textbooks with the help of social networks. We posted webinars with authors to let teachers know more about peculiarities of modern programmes and about textbooks by “Ranok” Publishing House. In their turn the social networks gave us a possibility to hear what teachers and parents say about things that should be changed in educational literature. For example, there should be more illustrations, long texts should be abridged, textbooks should be made more understandable and interesting for children.

Rokus Klett (Slovenia)

We launched several successful campaigns and it would be difficult to single out only one, however the success we've had with our 4th and 5th grade series Curious 5 is something worth mentioning. We've used teachers to evaluate the material and gathered great feedback on the content. We asked teachers to help us choose the name of the series and the main characters. We gathered comments on the content, etc. In later stages, we've organized a great number of meetings and listened to their objections and worries individually. Later on in the year, the series brought great success, because of the fact we worked closely with the teachers.
Sviesa (Lithuania)
We made an interactive test for parents, called “Generation Z test for parents“ (www.zkartostestas.lt), created by a psychologist. The test helps to evaluate the influence of parents to the motivation and the results of their child at school. We found out two extreme groups who are not helping their children: some parents are too active and they do not let the child to learn by himself, other group is vary passive parents who think that school is responsible for everything.
So we encourage parents to listen to their children, to help them and to motivate them well. In the end of the test along with the personalised advices of the psychologist, we also give recommendations for educational books. The test was very well perceived by the audience and Facebook became the main channel for promotion – even more effective than advertising banners in news portals.

Systime (Denmark)
We had a great experience with a video-interview of a teacher telling about a topic from a book of which she herself is the author. The post generated a lot of views, comments and shares on Facebook.

Vicens Vives (Spain)
We celebrate the international day of the Teacher (UNESCO official date: 5 October) by releasing a video in which we thank the educational community in Spain and Latin America for their dedication. This campaign generates a lot of views and interactions among teachers, creating engagement to our website and sense of global community. We are really proud of it.

https://www.youtube.com/watch?v=fh7yGZbBv38&t=2s