Austria / Veritas

Our new government, digitalization and “textbook contract”

The year 2018 started with the formation of a new government, which meant a big change for us as a publisher. The digitalization of textbooks was an important topic in the program of the former government, but in the programme of the new government it was not even mentioned. During his election campaign the former chancellor stated, “We, the SPÖ (Social Democratic Party), invented the free textbook. Now it’s time for the free tablet!” It was planned that each student in the 5th and 9th grade should be given a free tablet or notebook. This plan has been cancelled.

In June 2018 a new contract with the Ministry of Family Affairs was signed concerning the financing of textbooks for the next 5 years. This contract stabilizes the Austrian print textbook market (100 million Euros), which enables us to develop hybrid textbooks. The financing of digital content is still not fixed. In the last two years the government provided about 1 million Euros per year for e-books, in 2019 the budget will be 2 million Euros. That is not really much, but better than no funding at all. Despite this limited budget, the education ministry expects us to develop digital content on a high level, which is expensive, for the mere 10 % of Austrian teachers who are prepared to work with digital content during their lessons. In addition to that all schools will have to implement a new curriculum for the brand new subject “Digital Competences”, starting in autumn 2018 with tests in 2019 and 2020.

Now, under the pressure of the Austrian industry and economy, the new Minister of Education has to develop a “Master Plan for the Digitalization of Schools” until the beginning of 2019. Let’s wait and see ...

New curriculum

Like almost every new government, this new government announced new curricula for all schools for 2020. I think that every publisher knows what that means.

Number of students

In the past years the total number of students has slowly decreased. At present the number of students at primary pupils is slowly increasing due to migration. The total number of students in Austria is around 1,1 million.

Market

On one hand the market is stable. On the other hand, competition is heavy because of “overproduction”, which means that it requires great efforts to gain high market shares with only one product brand. VERITAS was able to slightly increase market shares 2018.

VERITAS

During the last two years we attached great importance to the digitalization of our products. As a consequence, we are the only publisher in Austria who can deliver a digital product to every printed book teachers orders for their schools.
Bulgaria / Prosveta

The reform of the Bulgarian educational system is continuing. Tenders for the textbook evaluation and approval for the 4th and 10th grades were announced by the Ministry of Education. Thus the process of developing new textbooks for primary and lower secondary school will be completed in 2019. The new curricula for the upper secondary school were discussed and the tenders are expected to be announced soon.

A good communication between the Ministry and the publishers has been established during the last year and we had regular meetings with the minister to discuss issues of importance for both parties.

A new initiative of the Ministry was introduced in 2018, namely to provide every student from 1st to 7th grade with an online PDF version of the textbook he/she uses in order to use them at home to prepare homework. This service was also paid to the publishers although the payment is very low.

Publishers are now struggling to convince the Ministry that the state has to pay for the digital versions of the textbooks enriched with additional interactive learning materials to ensure the better level of education. Prosveta has digital versions of all printed textbooks. Unfortunately, they are mainly used in classrooms by teachers (they get them for free if they use the printed textbook) and only very limited number of parents buy their children the digital versions.

The idea of introducing one textbook per subject per grade emerges from time to time. It is supported by a political party that is in opposition now but the idea has a lot of followers among the public and its possible realisation is a permanent threat for all publishers in Bulgaria.

Croatia / Profil Klett

Political and legal

In the absence of significant results in the implementation of social or economic reforms, the Government prepared a number of legal changes in the area of tax, public administration, health and, most importantly, education for the second half of the year.

The Ministry of education decided to experimentally implement the curricular reform, which has been introduced in 47 primary and 26 secondary schools in the first and fifth grades of elementary and first grades of secondary schools from autumn 2018.

At present, the implementation of experimental curricular reform has no basis in the existing legislation (the Law on Textbooks for Primary and Secondary Schools), so the Ministry has begun the process of amending the law to be adopted in Parliament during the 3rd quarter of 2018.

The Ministry has unilaterally and without formal consultations with the publishing community written the first draft of the law and gave it in August to other ministries to provide expert advice.

Key determinants of the law that differ from the existing law and significantly deviate from the interests of publishers:

- Definition of textbooks - the textbook becomes the only compulsory educational material; a digital textbook may or may not be an integral part of a compulsory textbook; the textbook does not require the writing of answers to questions and is meant to be used for many years; the write-in textbooks can only be used in grades 1 to 4 in primary schools.

- Maximum allowed price and weight of textbooks - formula for calculating the maximum price of compulsory textbooks is defined per number of subject hours and the median salary of the Republic
of Croatia (5,038 HRK – 676,00 EUR); an additional focus is on the mass of the textbook which is also limited and defined by a special formula.

- Selection of textbooks - in grades 1 to 4 in primary schools, each teacher chooses textbooks for his/her class; in grades 5 to 8, the teachers choose the textbooks for each subject together (e.g. all English teachers in one school choose one publisher)
- Other educational materials – workbooks have so far been an integral part of the compulsory educational material, whereas according to the new draft of law, workbooks are not mandatory and the price of them has to be up to 20% of the price of the textbook for the subject.

With these legal changes, the prices of textbooks would reduce by 5% on average, while the price of workbooks would drop by 76%. With this change, the compulsory educational material market for primary schools would be reduced by 33%, i.e. from HRK 300m (EUR 40m) to HRK 202m (EUR 27m). By limiting the price of other educational materials, workbooks would force other materials (exams, worksheets, art folders) out of the market, which is a loss of about an additional HRK 30m (EUR 4M) in non-obligatory educational material market.

In addition to the curricular reform in primary and secondary schools, there is an ongoing vocational education reform in Croatia and the introduction of dual education. The Ministry has defined 19 new qualifications and is writing 30 new vocational curricula.

**Economic and social analysis**

The economy enters its fourth year of recovery and following revisions to the national accounts, real GDP growth in 2017 is reported at 2.9%. Real GDP growth is expected in 2018, as economic activity was strong in the first two quarters of the year while the weaker tourist season, as the main economic sector, indicate a slowdown in growth in the third quarter of 2018.

In Croatia, there is a growing social stratification and a reduction of the middle class which, among other things, has resulted in the emigration of a large number of young people to the Western European and Scandinavian countries. In 2017, 36,500 people left Croatia and the same trend will continue in 2018. As a result of these processes and a difficult demographic and social situation in the country, less and less children enrol in primary school. In the school year 2017/2018, a 4.2% less students were enrolled in Croatian primary schools in comparison to the school year 2014/2015 when the last textbook selection took place.

**Technology and digitalisation analysis**

In 2018 a large number of Croatian schools still do not have the basic ICT infrastructure that would enable the more widespread use of digital content. There is also a very small number of teachers with necessary digital knowledge and competencies.

CARNet, a public-sector institution, has established itself as a central and crucial factor in technological development and digitalization of the educational system in Croatia. In 2016, CARNet secured funding for developmental technology and digital projects from EU funds, following which they have so far invited tenders for 3 large projects for implementation and development of digital educational content in Croatian schools. Profil Klett is the only publisher who applied and won the tenders. During 2017 and in 2018, Profil Klett distinguished itself as the most reliable and best CARNet partner in the process of technological development of the Croatian education system and the application of ICT in schools.
**Czech Republic / Fraus**

The Czech textbook market is mostly determined by insufficient public investment in education (about 3 - 3.5 % GDP compared to 5 - 6 % in highly developed countries).

When a "poor market" arises, publishers are competing with low-cost products, not based on state-of-the-art development.

After a previous decline, the number of pupils in pre-school, primary and secondary schools is relatively stable for several years and the prognosis for the next years is the same.

The latest significant curriculum change took place in 2007, when the new “framework” curriculum came into effect, replacing the previous more strictly defined one.

Extremely low teachers' salaries lead to using undemanding and obsolete educational methods and to demand for adequate – simple and obsolete – textbooks. On top of the above-mentioned low amount of state finance (counted in EUR tens of millions per year) provided to schools (founders, directors - at their disposal for buying necessary service and products, including textbooks) which is spent relatively effectively and creates market opportunities for professional textbook publishers, a significantly higher amount of public ("EU") money (counted in EUR hundreds of millions per year) is spent extremely ineffectively on projects of "open educational resources" or "education improvement". The result is serious damage to the fair textbook market.

"Digitization of schools" has been in the phase of political declarations and ministerial concepts for several years. Even the lack of basic infrastructure (sufficient internet connectivity of schools) has not been solved yet, while the state administration is not able to organize the use of EUR hundreds of millions offered by the EU for this purpose.

Thanks to the economic growth of the Czech society, parents are also interested in the way their children are educated. This is reflected, for example, in the dissatisfaction with the education of children in public schools and leads to the emergence of new private schools (where teaching is, of course, paid for).

Given that government spending on textbooks has stagnated over the last 15 years, we see a potential growth opportunity in the private sector (although parents already pay more than 50% of the cost of textbooks and workbooks).

**Currently we see these major risks:**

- in the long-term stagnation of state expenditure on textbooks (the Czech state only covers textbooks at first and second grades, textbooks are borrowed, the average product life of textbooks is around 9-10 years)
- increasing teachers' salaries even for those teachers working outside the school sector, i.e. increasing costs in the publishing industry for the further development of modern textbooks (raising salaries within publishers, raising fees to external collaborators and authors, extreme salaries in the ICT sector)
- public money used to sponsor OER development projects.
Denmark / Systime

Primary and lower secondary

The political atmosphere surrounding primary and lower secondary education is a bit strained these years. The Minister of Education is an outspoken critic of the reform implemented right before she became minister and some of her initiatives might be interpreted as efforts to dismantle that reform top down. It is not easy for teachers or principals – or pupils and parents - to navigate these waters. For educational publishers the largest change has so far been an abandonment of hundreds of subgoals introduced into the curricula with the reform. They no longer exist and must be removed where mentioned in the textbooks – a less laborious task in dynamic, digital materials than in printed books ...

Upper secondary

At the upper secondary level, it’s – as mentioned in the CP last year – still not entirely clear to all school principals and teachers which online resources may and which may not be used during exams. Systime ran ads giving our view (internetBooks used in class may be consulted and used during exams when it’s legal to use printed books) and it has not been contradicted, so the matter seems somewhat settled for now. The reform of the four lines of upper secondary education is in its second year. The reform has in combination with ongoing, rather large budget cuts meant that practically all schools in the most digital of the four lines are now “fully” digital when it comes to learning resources (except for some copying), while the least digital are still struggling a bit when it comes to finding their takes on balancing use of digital and printed materials.

Adult education

The adult education sector is on the brink of a reform. A new type of school will house the youngest of the adults (below age 25) without an (completed) upper sec. ed., so they will no longer share schools with older adults. It’s up to the municipalities to physically and organizationally establish new schools and man them, and publishers are eager to come first serving these new types of schools with targeted materials.

GDPR

Rather a lot of work has been done the last year by publishers on the one side and on the other side municipalities (primary + lower sec. ed.) and individual schools (up. sec. ed.) to be GDPR compliant in their relations and exchanges especially, obviously, when it comes to digital learnings materials. While we haven’t heard of really bad stuff having surfaced, I’m sure the bottom level of awareness and quality of handling of person data and use trails in digital educational materials have been heightened across the industry. School managements have discovered questionable elements of pure “big mother” surveillance in some of their well intentioned initiatives on cross referencing large sets of data about behavior, test results and so on of identifiable pupils and students.

Systime Publisher

In our own pond business is surprisingly good in this climate of budget cuts on Systime Publishers primary markets. Turn over form printed books keeps declining, but turn over from digital licenses and iLibrary agreements have risen more. Having access to more than 400 internetBooks in the iLibrary changes the learning environment for the student in profound ways - in contrast to having access to just a few (in the range of 15 - 25) textbooks. And for the better it seems, since extremely few schools have discontinued their iLibrary agreement. The database publishing approach gave Systime Publishing a decisive advantage when the reform had to be implemented in a few months before the pupils of the first year started and needed new material. Visits to schools are still prioritized. We must show and tell and instruct in hands on works shops to let busy and sometimes digitally sceptical teachers actually see how much content there is and how good and up to date the content in the internetBooks is. And to get their feedback and ideas for the ongoing development – both editorially of the publications and technically of the platform. Systime
Publisher has extended its information services to our authors. From week 42 all authors will have access to daily updated sales numbers and use statistics of their internetBooks.

**Systime Solutions**

Systime Solutions have had a major break through on our home market. Four well established competitors of Systime Publisher on the upper secondary market have now decided to join Systime Publisher in using the internetBook platform for production and the MyAccount platform – at the same url as previously; konto.systime.dk to not confuse the end users – for distribution of their digital learning materials for upper sec. ed. Three of the publishers are connected to subject teachers organisations: Nuclesu (ass. of Biology Teachers), Danskærerforeningens Forlag (ass. of Danish Teachers) and Columbus (ass. of Social Science Teachers). The last is Gyldendal Uddannelse Gymnasium; our cousins within the Gyldendal Group).

konto.systime.dk opens in a new, generified version in week 42. The competing distribution hub for a number of publishers, Gymportalen, have been closed and the handling of the publications in it has shifted from the founding publishing house L&R Uddannelse to Lix, who now hosts the enhanced eBooks formerly at gymportalen.dk at their site. Providing a new distribution hub might also prove of political significance. The MoE have had a consultancy analyse the market for educational materials at the upper secondary level and make subsequent recommendations. Some of the proposed actions to be taken by the MoE, the schools or the publishers are sound, while some seems to, if implemented, further tendencies already very dominant in primary and lower sec. ed. also in upper sec. ed. to centralization close to MoE of display, choice and trade transactions between schools and publishers - in effect establishing a webshop at the homepage of the MoE. A user centric common hub at konto.systime.dk can hopefully fend off such initiatives.

**Estonia / Koolibri**

The Estonian market is very small as our population is 1,3 million; we have only 147 200 pupils studying in primary and secondary schools.

Nevertheless there have been many players in the textbook market so it has been quite tight all the time. During the last years some new publishing houses have entered the textbook market and of course this have made the competition even more serious. Although many schools just try these new textbooks from new publishing houses and come back to us again the situation is not easy for us.

We have to pay more attention to developing digital materials to give even more reasons to stay with us in a tight competitive situation. We have digitalised 52 primary school textbooks for iPad already 5 – 4 years ago but the sales have been poor because of the high price of iPads. It was obvious already many years ago that we have to offer digital textbooks also in other platforms. This year we have got very good news from our Ministry of Education – all primary school pupils can use the environment Opiq for free for one year. This news is useful also for Koolibri because we have put some textbooks in this environment.

In our country the biggest pressure to create digital textbooks comes from the Ministry of Education not from schools. It has been so for many years already and from time to time we hear announcements that in the near future Estonian school will go over to digital books and paper books will be history. We can be almost sure this will not happen in the near future even if there will be sufficient financial resources. Lots of teachers are strongly against global digitalisation in school especially at junior school level. Right now the main attitude among teachers is that we should keep both – paper materials and digital ones and try to use the best of both.
Finland / Otava Publishing Company Ltd

New curriculum and digital learning content vs. printed one

Year 2017 was the second year of a new curriculum in primary education (grades 1-6) and in upper secondary school (grades 1-3). As previously, the second year after the change of curriculum is still a great year for sales. Year 2018 seems to be still a time for growth of the total learning material sales in Finland.

Learning material market size

The total market of learning materials in Finland has grown 13,4% (2016->17)
- printed + 9,8% (2016->17)
- digital + 66,3% (2016->17)

Digital learning materials are about 9,1% of the total sales. (2017)

After 2015 the market size has increased by about 25M€. Educational publishers in Finland think that it will decrease about the same amount during the next coming years. Cities are using the money to buy devices and for the buildings (new school buildings & repairing the old ones)

On the political field – Election Is coming in spring 2019

Ongoing discussions

- about the free learning materials for upper secondary level (In Finland students are paying the learning materials and devices by themselves after age of 16). This is political debate. Before government took any decisions, the City of Helsinki decided already to support its own students.

- Minister of Education has announced that cities have to find solutions for cheaper learning materials.

- City of Tampere has decided to make their own learning materials. They have started project and hired teachers to make learning materials. Materials (made during the project) will be free for all schools in Tampere.

There is going to be new curriculum for upper secondary school in August 2021

Germany / Cornelsen

Greece / Patakis

Ireland / CJ.Fallon

- The Minister of Education has issued an 'order' to all schools to phase out the use of "workbooks that cannot be re-used" by 2018. The IEPA have written to him seeking clarity on the definition of ‘workbooks’, asking on what research this radical decision has been based etc. We have quoted Tim Oates’ research in our detailed letter and have engaged the teacher unions to help to have this surprise decision reversed.

- The Government have announced funding for IT resources in the classroom, for the first time since the crash in 2008. As usual, the emphasis for the funding is on hardware, rather than resources.

- The overall market for new textbooks continues to decline year on year, despite an increase in the school-going population. This is due to the development of book rental schemes and ongoing efforts to reduce the cost of going ‘back to school’. In Ireland, parents buy the books each year.

- The ‘race to digitise’ the classroom has slowed, like everywhere, and remains largely confined to post primary schools.
The Copyright Bill is progressing through the Parliament here and the IEPA is engaging with the relevant Departments to try to ensure educational resources are protected. The influence of Big Tech on proceedings has been obvious, given that many of them have their European HQ’s in Ireland, but we are hopeful that our campaign will be successful.

Israel / CET
Latvia / Zvaigzne

Basic data

As noted in the previous report, in autumn of 2016, the Ministry of Education and Science started a major educational reform in Latvia. It will change all education levels from preschool (kids starting 1,5 years of age) up to secondary schools (students of 18-19 years). The main aim of these reforms is to reorganize the content making studies more focused towards competencies. Officially the project will end in October 2021. It’s funded both by government budget as well as EU funding with a total budget of 13 960 884 euro.

It was planned that the new curricula will be announced in April 2018 and kindergartens will adopt the new strategies starting September 2018. However, in spring of 2018 the Minister of Education announced that the intended reforms were postponed for one year. This decision was mainly due to political situation as Saeima (parliament of Latvia) is elected for the term of next four years in October 2018. Secondly, teachers had a rather strong opposition saying that they couldn’t work according to the new guidelines if there are no curricula and methodological materials. Thus it’s planned that content reforms will start in September 2019 for kindergartens and then for Year 1, 4 and 9 students in September 2020.

Also the intended tender for development of new digital materials according to the new curricula has been postponed for a year. It’s planned for autumn 2018 but there was no official information as of October 2nd, 2018. Currently it’s known that publishers will be allowed to take part in the tender (as was not the case with the previous tender in 2013) but there is no information regarding formats or any compatibility issue that could be relevant to ed-publishers.

For publishers this has been another year of uncertainty, however, with the postponed date of new curricula schools spent their money on existing learning materials. Currently 18,80 euros are spent per each student for learning materials from state budget with additional money coming from local municipalities. Schools still prefer printed learning materials to digital content and there are not many classes using digital content as their main learning material.
In Lithuania we observe a decreasing governmental funding for textbooks and other learning materials. Schools are able to buy less than one new textbook per year/per pupil on average. This year the government changed funding by pupil to a different funding system based on teachers’ posts. Lack of clarity on funding leads to community dissatisfaction. Another concern is how to raise the popularity of teaching professions and to lift the requirements for entry to the university.

Poor funding for educational materials is influenced by inefficient use of funds to support large schools with decreasing number of pupils, especially in countryside. The school network is too large with an extensive number of subject teachers. On the other hand, there is a lack of primary teachers in the biggest cities – Vilnius, Kaunas and Klaipėda.

An important issue in Lithuania is to raise the prestige of teaching professions. Actually, educational studies in the university of education are among the least popular. There still is a well-argued belief in a society that only students who do not succeed to enter any other university programs tend to choose education professions. A lack of talented educational students and teachers makes it difficult to raise the quality of education in the whole country.

**Upcoming new curriculums**

In Lithuania it is planned to change the curriculums of various subjects in 2021. Yet the Ministry of Education is aware this will lead to a financial difficulty to acquire new learning materials for schools.

**Digital trends**

In Lithuania there are many discussions about using digital in education, yet only now these discussions turned to reveal the digital depends not just on technical equipment, but especially on digital content. In 2016 Šviesa introduced “EDUKA klasė“ ([www.eduka.lt](http://www.eduka.lt)) – the first digital education and assessment environment in Lithuania offering digital textbooks, learning tasks and other educational materials such as a teacher’s book, task books, long-term plans, interactive presentations and other materials – all in one location. Full training and learning content is available on-line. The platform is offered to schools for free with a plan to monetise it in few upcoming years.

Possibilities offered by “EDUKA klasė“:

- Digital textbooks, sets of textbooks and tasks. Teachers can find more than 200 sets containing digital textbooks, teacher’s books, task books and more than 21,000 tasks in the bank of digital tasks.
- Development of tasks and tests: teachers can create open tasks and tests based on different complexity levels.
- Time saving. Teachers can assign individual tasks to every student individually or a group of students.
- Students’ achievements are registered, stored and analysed in a single digital system. Teachers can evaluate and monitor students’ results;
- Personal library. Teachers can form their personal library of teaching materials.
- Simple use. Quality teaching content is presented in such a way that it is easy and convenient to use it both for teachers and students on different smart devices.
- Content + Diary. Integrated solution for schools helps teachers teach and track student progress. All the tasks made in school now appears in the new generation diary.

“EDUKA klasė“ has been in use for two years (as of September 2016) and has already gained popularity among more than one third of all the teachers in Lithuania. Yet this platform is not monetised yet and is available for free. We expect this will raise the awareness and the demand for print materials, coming along with the sets of paper and digital textbooks and exercises.
Norway / Gyldendal

Digital products have contributed to a steadily increasing segment of the market for learning materials in Norway. This is especially true of the primary school segment, as secondary education is still effected by NDLA. Expansion plans for NDLA in the primary school sector is causing concern.

New curriculum are expected to be implemented in 2020. Publishers are currently working to influence the government, and recommend a three-year phasing in of these directives, including the allocation funds for purchasing new learning products.

All established publishers are already planning for this change, and we are relatively certain that the government will shift towards an increase in digital learning products. The Danish model may have served as inspiration.

We expect increased competition from new players in the field of education, especially from the EdTech community.

Poland / Learnetic

Polish educational system is focused at the moment on implementation of the recent educational reform introduced by the new (for two years now) government. The reform has been announced and introduced in the extremely short amount of time. It has changed not only the curriculum but also the entire structure of the educational system. Previously, Polish educational system was built on six grades of primary school, three grades of lower secondary school (Gimnazjum) and three grades of upper secondary school. The new structure has introduced eight grades of primary school and four grades of secondary school.

As a result of this rapid reform, two age groups of students will meet and cumulate at the end of their compulsory education during the current school year. One group that was following the previous system (Gimnazjum) and the latter that has graduated eighth grade of the new primary school. It will introduce enormous tension for the high school recruitment process as those schools will have to accept twice as much students in the same year.

For several years the duopoly of two major publishing houses (Nowa Era and WSiP) was established on the market. This situation was strengthened by the recent change of the textbook financing system. Previously, the books were entirely financed by parents. For a few years now they are bought by the state but the budget available for the books is almost two times smaller than it was typically spent by parents. As Ministry forbids to increase the textbook budgets by parents or to form any other sources, the schools are forced to look for savings by negotiating a purchase of complete textbook collection from one source (one publisher). Only those two have the offer wide enough to negotiate those deals so this made their market position even stronger. Smaller publishers are forced to look for other, smaller niche markets (kindergartens, special needs materials).

The reform of education system was also a chance for textbook publishers to fight for their market shares. Recent reform seemed to be won by Nowa Era over WSiP which has increased its market share again, doing it continuously over several years.

It was recently announced that WSiP, owned currently by Advent International found, is going to be purchased by Hungarian investment group owned by Zoltan Varga. The deal is currently being in the approval process in the Polish Antimonopoly Office.

Polish Ministry of Education is continuing the project of connecting all Polish schools to the broadband internet. The project is supposed to be finished in its major part by the end of the current year and the beginning of the next one. The entire process will be probably slowed down at is final phase as the local school network info structure has to be financed by the local governments.
At the same time, the Ministry is announcing new tenders and contests to create free offer of digital textbooks and supplementary digital materials. The new project to create secondary school digital resources for ten school subjects has just been announced in October. The value of the project is almost twenty million Euros. The next spendings for digital resources has already been unofficially announced for the coming months with even larger budgets, mostly for vocational schools.

One of the key technical requirement for the ordered digital content is accessibility and WCAG 2.0 compatibility. It brings serious technical challenges for potential vendors. Polish Ministry of Digitalisation prepares a new law for all public institutions to oblige them to prepare their web sites and web services to be accessible as well. It will probably be soon extended to all digital materials offered by publishers as an extension of the printed textbooks.

**Poland / WSiP**

Following 2016 reform, the textbook market is now 100% government-funded in primary school (8 years) and parents-funded in preschool and high school (4 years). The change from a parent-pay model led to consolidation of the retail and wholesale parts of the market, which serves the relatively small high school segment and supplementary materials market. The largest part of the distribution market functions in a direct-to-school model, served by textbook publishers through logistic operators. Only the largest or niche textbook companies survived two educational reforms introduced within just 2 years. The 2016 curriculum change, just about introduced in primary school (we still have 3rd and 6th class in 2019), will reach high school in 2019.

With exception of the government funded investment into roll-out of interactive whiteboards in public schools and some small scale tablet based projects, digitalization initiatives are quite limited, and traditional textbooks remain at the core of the learning process.

**Portugal / Texto Editores, LeYa**

**Serbia / Kreativni Centar**

Many new things have happened since the last AGM.

A reform of the primary school curriculum is currently underway. New programs have been adopted for grades 1 and 5 and open calls to publishers were announced in January of this year. New textbooks have been approved and are being used in schools since September. Textbooks for these grades were selected for the duration of one year. A new subject, computer science, has been introduced, while some elective subjects have been discontinued; there is an emphasis on goals and outcomes instead of content, as well as insistence on making connections between subjects.

A new program has just been adopted for grades 2 and 6, so we are expecting an open call for textbooks for these grades soon. These textbooks will enter schools in September 2019.

The process of digitalizing schools has begun. As part of the Digital Classroom pilot project, 2000 teachers have been equipped with computers and trained to use digital contents. An open call has been announced for digital textbooks for grades 1 and 5, and publishers have submitted their textbooks. The Ministry has just started a public procurement for textbooks for teachers as part of the Digital Classroom project.

A new Law on Textbooks was adopted in April 2018, correcting for the disastrous measures introduced in the previous legislation. The most important changes to the previous law are the following:
1. The limitation of 6 textbooks per subject and the 5% of the market share census have been abandoned.

2. Free additional electronic materials for each textbook are no longer required.

3. The maximum price of textbooks is no longer restricted, although that requirement of the previous law was never enforced.

4. The law no longer mentions a recommended page count for each textbook.

**Slovenia / Rokus Klett**

In Slovenia we had elections in June but the government has been set not earlier than in September. Ministry for education is led by the left party of Slovenia, by the person who used to be minister for education already in 2013/14. In the coalition agreement they’ve promised increasing budget for educational to 6% and free textbooks for first three grades. Details as textbook policy are not mentioned.

In the meantime, the ministry continued to provide funds for textbook change in School funds in the same manner it did in 2017. It provided 3 million euros out of which approximately 0.5 million euros are dedicated to first grade students.

Anticipating this, we already knew what will be the overall market monetisation. Since the funds were generally renewed in the previous three years, we knew that the dispersion of sales across titles will be vast. It meant micro sales of individual titles that resulted in a few hundred pieces from one title to another. Consequently, it means higher costs for promotion and difficulties with reprints.

Macroeconomic indicators are positive, with economic growth expected to continue this year (5.1%), growth in employment will remain high this year, which also results in low unemployment rate (6.7%) – which also effects our logistics efforts, since there are few effective people that would consider working for our outsourced partner with traditionally low wages.

**Spain / Vicens Vives**

*Textbook sales*

As referenced by ANELE’s* “2017-18 Textbook Market Report” the Spanish textbook market has yet to recover the size it had in 2008 (starting year of the crisis). In 2018,

- textbook sales are still **27% below** the amount invoiced in 2008.
- the number of copies sold is currently **34% less** than in 2008.

2018 has reflected a minimal **growth of less than 1%** in relation to last year’s campaign.

- Strong presence of Students’ Parents Associations who set up efficient reuse textbook banks (that allow families access to the books through a renting system). Reused books may be 50 to 70% of the market in Secondary and Pre-Univ. stages.
- Irruption of second-hand sales appears where textbooks are being resold.
- Direct public aide covers 23% of family spending on textbooks

*Digital licences sales*

- Increasing trend of digital contents in the classroom. Textbook publishers are heavily investing in digitalisation and have already digitised **95% of their textbook catalogue**.
- However, sales of digital content only amount for **3,6%** of the general market invoicing with an **annual growth of 2%**.
As its common in the digital economy there is a great gap between business expectations and ROI. Some causes for the low performance of digital licenses are:

- Lack of proper connectivity
- Insufficient investment on e-learning teacher training.

**Law**

No significant changes are foreseen regarding the current educational law (LOMCE) for the next school year.

*ANELE (Asociación Nacional Editores de Libros y material de Enseñanza) Spanish Textbook Publishers’ Association*

**Sweden / Natur och Kultur**

*The educational market in Sweden is divided into four stages*

1. Pre-school and primary;
2. Lower secondary education;
3. Upper secondary education and vocational training;
4. Further education (including Swedish as a foreign language for adults).

*The number of students is increasing*

From the autumn of 2018 pre-school education at the age of 6 is mandatory. (119,076 children are attending pre-school classes this autumn)

Primary and lower secondary: 1,049,490; Upper secondary: 347,863
Adult education: 235,000; Swedish as a Foreign Language: 163,175

*Latest amendments in the curriculums*

- Pre-school classes got their own curriculum in 2018.
- The syllabus in Swedish as a foreign language was revised in 2018.
- Digital competence is required in all subjects as of 2017 and programming must be taught in maths and technology.
- From the autumn of 2018 modern languages (French, German or Spanish) must be taught from year 6 (12-year-olds).

*The educational market including digitisation*

In 2017 the educational market decreased by 9.4% (842 million SEK), but digital sales increased by 38% and is now 11.4% of the total market (96 million SEK). Estimated digital sales in 2018 is 15–20%.

Textbooks and other materials used in the classrooms are mainly produced by five privately-owned publishers. All major publishing houses are also producing digital materials such as e-books enriched by audio-files, online exercises and teacher access to additional materials, so called blended learning.

Although most students have access to tablets or laptops at school there is still no significant revenue from digital content due to high investment costs and the practice of price dumping on digital materials.

New competitors have entered the market, offering complete digital solutions in several subjects, i.e. Clio, EF Classroom and NE (the National Encyclopaedia). In September 2017, Natur & Kultur acquired **Digilär**, an ed-tech company providing complete digital solutions in 44 subjects.

*Alarming shortage of authorized teachers*

There is a lack of qualified and authorized teachers, especially in maths, natural sciences, social sciences and languages. A large number of retirements and many teachers leaving the profession because of heavy
workload and stress will lead to an estimated lack of 80,000 teachers in 2031 according to Skolverket (the Swedish National Agency for Education).

However, the lack of trained teachers may be an opportunity for educational publishers.

**Switzerland / Lehrmittelverlag Zürich**

*Digitalisation is currently one of the major challenges facing the Swiss education system.*

The Lehrmittelverlag Zurich is working closely with schools and authorities to tackle the issue. The Swiss cantons have agreed on the goals for a national digitalisation strategy in the field of education.

The Lehrmittelverlag Zurich is dealing with the constant process of change arising from digitalisation in the field of education, tackling issues such as pupils’ digital abilities, technical facilities and infrastructure, teacher training, promoting digital teaching material and learning environments, and the educational use of new technologies.

The Swiss cantons’ new strategy for dealing with developments in the field of education is embedded in the ongoing process of digital transformation. Their goals cover seven areas:

1. data use in the field of education i.e. how to handle data generated through digitalisation and data security issues;
2. the skills and resources required for schools and their management (equipment, infrastructure, digital identity)
3. the skills that pupils and teachers need to learn when dealing with digitalisation;
4. the ongoing training of teachers when it comes to digitalisation;
5. utilising digitalisation through research and innovation;
6. clarifying the role of different parties; and
7. implementing new technological opportunities in the network of educational authorities.

The Lehrmittelverlag Zurich (LMVZ) fulfils two main roles: the publishing company aims to shape the planning and development of teaching material to meet the demands of Lehrplan 21, while also focusing on the development of digital teaching and learning resources. The planning and development of teaching material for primary schools is progressing successfully. In 2017, the didactic and digitally aware French teaching material ‘dis donc!’ was introduced in primary schools. Plans to introduce new teaching material for the new subjects ‘Media and IT’ and ‘Ethics’, in accordance with Lehrplan 21, are underway. The challenge of creating new teaching material for German as a subject area was also taken on. This is part of the first generation of teaching material which, after the launch of Lehrplan 21, will be coherently built upon from kindergarten through to secondary school. The LMVZ has introduced a licence platform (a user and licence management system) for the implementation of digital teaching and learning resources. Digital teaching and learning methods are an integral part of all new teaching material.

The publishing company is changing its legal form in order to meet the challenges of the market environment: the Lehrmittelverlag Zurich will become a public limited company (privatrechtliche Aktiengesellschaft) in January 2019.
Textbook contest

A new Minister of education was appointed at the end of 2016, so this time again we had new rules of the contest and new schedule of textbooks’ development. Unfortunately, all the terms and stages were not planned out properly, and as a result, Ukrainian publishers were not able to meet a deadline and supply textbooks before this school year. As of today all textbooks corresponding to the new curriculum haven’t been supplied to schools yet. Usage of electronic textbook versions, shared on the Ministry website, can be one of the solutions. The negative side of the situation is that the authors get royalties only from printed versions.

Electronic textbook version

This year is the first year when schools are allowed to use not only paper textbooks but also electronic textbook versions. The state is ready to cover expenses from the budget. But since it is a fresh experience both for the Ministry and for publishers, there are no transparent rules and terms. Due to this fact, the process itself is very slow - we all are still in process of negotiating conditions. As of today the technical requirements are not clear and there is a weak point with the open licence - the Ministry insists on sharing for free all the textbooks throughout the world and it slows down all the negotiation with foreign partners as for using their content in Ukrainian textbooks. Another controversial point is money - publishers insist on state payment for a student, the Ministry is not ready for that.

Legislation

1. A new resolution issued by the Cabinet of Ministers came into force and then was frozen for half a year (now it comes into force again from 01.01.2019). It concerns textbooks financed from the budget only. According to this resolution, publishers must grant exclusive rights for all textbooks’ layouts (including all texts and illustrations) to the Ministry.

All Ukrainian educational publishers are not satisfied with the decision of the Cabinet of Ministers. Ranok will be one of the coordinators of negotiations with the government. In this situation the support from foreign partners and EEPG community will be vital and precious for Ukraine.

2. A new Law on Education, introduced last year, simplified the process of textbooks funding. There is a new provision in the law stating that the state money for textbooks will be spent for educational materials for each student irrespective of the school in which he/she studies - either in a private or a public one. This provision will come into force in 2019. It is also the good news for us, since we established our own private school.

3. A new Law on Education allows NGOs train teachers. Ukrainian and Finnish Governments have established a joint project as for teachers training.

Teacher Prize Ukraine

Teacher Prize Ukraine is a new award for teachers. It was inspired and supported by NGO Osvitoria and it’s a good alternative to the state award for teachers - The Teacher of the Year. This year our Ukrainian teachers will take part in the global competition with teachers from other countries. The main award of the contest is $10 000 for the best teacher of the country.

Cooperation with Ukrainian and foreign NGOs

Now NGOs have more power and influence than they had before. Every year this trend is strengthening. Ranok supports partnership relationship with the leading organisations in educational area: EdCamp, Ukrainian Leadership Academy, Osvitoria, etc. and holds joint events all over Ukraine.