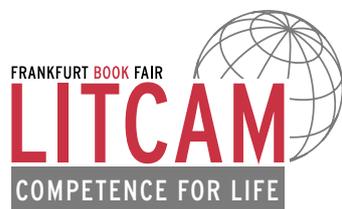




East meets west – Innovative Literacy Learning concepts

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Preface

EAST MEETS WEST – INNOVATIVE LITERACY LEARNING CONCEPTS

Dear Colleagues,

Incheon Metropolitan City, the Asian Pacific Publishers Association, the Frankfurt Book Fair and LitCam collectively organized the Incheon International Children's Education Forum on 17 and 18 December 2014. We wanted to showcase ways in which reading promotion and literacy work, in both the East and the West. With its focus on reading promotion, the conference was an important contributory event to Incheon's tenure as the World Book Capital in 2015.

We at LitCam were very impressed by the variety of presentations on literacy, education and reading promotion. We therefore decided to collect together the different learning concepts and best practices, and to present them together in this white paper alongside overviews of the situation of reading promotion in South East Asia and Europe.

The world today is knowledge based. Globalization and digitization are changing the world faster than ever before. Education, too, must adapt to these rapid changes. Nevertheless, literacy remains a basic prerequisite. Without the ability to read it is nearly impossible for people to address the challenges of the modern world.

There are many different ways of promoting literacy and reading. I was surprised to see how far technology is already integrated in the education systems of the South East Asian countries.

It made it clear how mobile devices can also play an important role in reading promotion in Africa and other parts of Asia. Meanwhile, a woman publisher from Indonesia gave a presentation showing how children can be encouraged to become authors.

The aim of this paper is to share good practices and great ideas from all the contributors, and to start a discussion and

an exchange about the future of teaching literacy. You will find articles from both Eastern and Western countries on the many different uses of technology and a range of learning concepts.

There will also be new challenges. Besides the undoubted importance of (reading) literacy, for instance, we should not forget that other important skill set in today's world: digital literacy.

I would like to end with a quote that is 20 years old but which could not be more relevant today:

"Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens."

President Clinton on International Literacy Day, 8 September 1994

Sincerely
Karin Plötz
Director LitCam



OK KYUNG CHUNG,
Professor Incheon National University

READING PROMOTION IN INCHEON, KOREA

1. Introduction

What is reading promotion?

- / Directly influence reading habits of people and stimulate reading
- / Popularization movement to create a reading-friendly environment
- / Movement to lead a nation's psychological revolution that goes beyond reading
- / Become the starting place for developing future-oriented people

In the case of Korea

- / Establishment and announcement of 5 year basic plan for reading culture promotion following the Reading Culture Promotion Act
- / Establishment and execution of yearly plan for reading promotion by central department and local government following the plan for reading culture promotion

As such, I will first introduce Korea's 2nd Reading Culture Promotion Plan announced in 2014 and present reading promotion in Incheon.

2. Basic plans for reading culture promotion in Korea

- / In Korea, reading is considered an important part of the education of people and a pillar for the revival of the country
- / The start of reading promotion in Korea
- / In the 1960's during the rural modernization movement, village libraries were created focusing on rural areas fi renamed and operated as 'new village library' today
- / 2007 Enactment and Announcement of fiReading Culture Promotion Actfi
- / **Purpose:** To enhance the intellectual power of the people, cultivate healthy minds and provide a basis for lifelong education, thereby strengthening the national competitiveness, provide equal reading opportunities to the people and improve the quality of life
- / According to the clause "establish and execute basic plan for reading culture promotion in 5-year terms" stated in the Reading Culture Promotion Act, 4 major projects and 52 business units, such as creating reading environments, propelling the business on habitual reading, reading movement, supporting reading activities for the underprivileged, etc. announced as the "first basic plan for reading culture promotion (2009-2013)" in June 2008. Based on this, the "second basis plan for reading culture promotion 2014" announced
- / The second Reading Culture Promotion plan(2014-2018) : 4 promotion strategies, 19 major milestones

Vision and Strategy

Vision → Happy Korea opened with Books

Goal → Spread reading culture of people
- create a book reading society

Strategies → Form the basis of reading promotion in the society
→ Promote the habit of reading in daily life
→ Spread the joy of reading
→ Realize reading welfare

Promotion strategies and milestones for the 2nd Reading Culture Promotion Plan

Strategies:

1. Form the basis of reading promotion in the society
2. Promote the habit of reading in daily life
3. Spread the joy of reading
4. Realize reading welfare

Major milestones:

Strategy 1

- / Build cooperative system for reading promotion
- / Create a local reading community
- / Improve reading environment in schools
- / Create a reading workplace
- / Provide support for sound reading materials
- / Spread digital reading culture
- / Expand basis for reading culture

Strategy 2

- / Support reading activities for different stages of life
- / Vitalize various book clubs
- / Supply customized reading education and reading programs
- / Build a book information system

Strategy 3

- / Carry out reading campaign involving civic participation
- / Spread civic participation through various media
- / Spread reading culture in local communities
- / Spread humanities culture through reading

Strategy 4

- / Expand book services to people with disabilities
- / Strengthen support for reading activities for the underprivileged
- / Support reading activities in military and correctional facilities
- / Improve accessibility to books for multicultural families

3. Reading promotion in Incheon

- / Establish and carry out yearly reading promotion plans based on the 2nd basis plan for reading culture promotion
- / Lead reading promotion movement and create reading environments with 'Reading city Incheon' as the catch phrase since 2010
 - / Set up basis for the continuous drive of reading habituation business
 - / Continuous support for building public libraries with the goal of having one for every 50 thousand people as a result
 - / 49 public libraries and 212 small libraries being operated
 - / Compared to 2009 before the reading culture promotion, noticeable quantitative growth: public libraries increased by 127% from 19 and small libraries increased by 27% from 166
- / The increase of public libraries contributed to the reading culture of Incheon citizens
- / Designated as the Reading City of the World in 2015, the city of Incheon will focus on creating a book-friendly cultural environment
 - / Based on the 2nd reading culture promotion plan announced by the Ministry of culture, expand opportunities to participate in reading for people in different stages of life from infant-hood to old ages.
 - / Carry out reading promotion movement focused around libraries to let the culture of reading settle in the daily lives of citizens
- / Divide Incheon's reading promotion program carried out mainly through libraries by the different stages of life from infants and preschool children to seniors, and by social groups (for all citizens, for the underprivileged)

Reading Culture Promotion Program for infants and preschool children (ages 0-5)

Operate with the goal of developing emotional and cognitive capabilities by providing the joy of reading and the opportunity to experience reading for infants and preschool children and create a basis for lifetime readers.

Book Start program

- / Reading promotion program for the local community that provides books to infants for free so that children and parents can form a rich bond through picture books
- / Incheon to carry out the Book Start program in public and small libraries with the main library (Michuhol Library) at the center
- / Distribute book bundles and execute follow-up program

1. Distribute book bundle: composed of 2 picture books, Book Start brochure, parental guidebook.
2. Book play: provide opportunities to become book-friendly through play games with books for infants and preschool children.
3. Book reading
4. Run education program for parents

Reading Culture Promotion Program for children-youth(ages 6-19)

Operate with the goal of stimulating creativity and imagination for children and youth, while creating a book-friendly environment in kindergarten and schools.

1. Book reading mother: Reading promotion program for elementary schools
2. Morning reading campaign: 10 minutes of reading before class begins in elementary, middle and high school
3. Reading with teachers: Reading program for students and teachers together
4. Reading relay activity: Reading promotion program where participant visits the library every day, fills out book title with the number of pages read and a short commentary, then gets the librarians approval
 - / Promotes continuous reading habit as it requires keeping a reading log and cooperation of each class

5. Reading account system: Issue a 'reading account' and accumulate mileage for every book read
 - / Check the accumulated mileage at yearend and provide incentives
 - / Create a book-friendly environment where students can enjoy and develop reading skills through autonomous reading habits
 - / Operate in public and school libraries
6. Reading class: Operate in summer and winter vacations mainly in public libraries
 - / Concentrated education on reading through reading activities and writing book reports, how to use libraries, choose good books, and education on proper reading habits
7. 1-day library school
 - / Promote habitual reading through education on using libraries along with various reading activities and experience with books
8. Reading camp
9. Book club: Operate children's book clubs and youth book clubs centered around school and public libraries
10. Humanities on road, a search for humanities for youth: expand opportunities for students to learn humanities and increase their thinking ability and creativity, operate a reading academy
11. Operate homework support center
 - / Operate homework support center in public libraries for active reading education in schools
 - / Build a cooperative relationship with elementary schools to prepare books related to textbooks
 - / and support classes in libraries of related elementary schools
 - / Operate in 8 libraries including Michuhol Library

Reading Culture Promotion Program for young adults and middle aged people (ages 20-59)

Operate with the goal of creating an open book-friendly environment

1. Reading promotion program in universities
 - / Create a University program that promotes humanities (liberal arts), provides scholarships to reading students, and form a collaborative university reading club through “book reading university” reading program
2. Operate a reading promotion program for “book reading workplace”
 - / Promote habitual reading through settling of model reading culture in workplaces and reading for
 - / all employees, in line with the “Reading City Incheon” efforts
 - / Reading relay activity involving all employees
 - / Operate book clubs at work
3. Humanities on road: Promote reading of classic literature
 - / Popularization of humanities through reading of classic literature and spread of liberal arts through actualization of reading culture values

Reading Culture Promotion Program for seniors (ages 60 and above)

Operate program so that seniors can transition from cultural beneficiaries to cultural supplier (reading activist)

1. Produce and supply big-letter books and hold reading classes for seniors
 - / Support leisurely reading and promote habitual reading by providing big-letter books and magnifying glasses for those who experienced difficulty reading small-letter books. Operate reading culture program
 - / Book club activity:
 - / Operate book club organization: reading and discussion, writing activities
 - / Children’s book reading club for seniors
 - / Senior story telling: Story-telling activities in daycare centers and kindergartens

2. Korean literacy education
3. 2014 Traveling library “book cart”
 - / Install and operate traveling library senior care centers for senior who have difficulty accessing the library

Reading promotion for all citizens

Operate with the goal of creating an open book-friendly environment

1. One city, One Book
 - / A program in which all citizens read one book selected by the local community and have a discussion
 - / A reading promotion program that began in Seattle, U.S. in 1988
 - / Began in 2003 in Korea
 - / Execute in the main library, Michuhol Librart to create the brand and image of “Reading City Incheon” and spread the culture of reading with citizens
 - / Select 1 book of the year each for children, youth, adults
 - / After reading the book together, hold a ‘book concert with citizens’ with the author and have book discussions
 - / Carry out book relay, book donation, poetry reading, musical concert
2. Library Week (April 12 to 18), Month of reading (September), Book day (April 23, October 11)
 - / Motivate reading for local community members through Reading Culture Promotion business to encourage library use and the habit of reading for local community members
 - / Hold various book related cultural events to continuously spread the book reading movements
 - / Operate a reading culture program that promotes communication between libraries and local communities, such as recognition for model user and extensive readers, distribution of recommended book list, special lectures, book relay, meeting with the author, various concerts and exhibitions, book report contest, library promotion, etc.

3. Operate an everyday economical book exchange corner
 - / As part of the Conserve. Share. Exchange. Reuse. (CSER) movement, readers can exchange books that they have read in the economical book exchange corner installed in by the entrance hall of public libraries in local communities
 - / Increase reading volume
4. Book greeting service: A service that allows borrowing of books without visiting the library
 - / A service where users can reserve books online through the library website and borrow/return the books at the library lobby or book greeting corner at the Arts Center station
 - / Reading promotion business to promote the habit of reading
5. Reading promotion at home (example)
 - / A movement to change the living room into a library (Chosun Ilbo): reading campaign to create a new family culture centered on reading by making a library in the living room
6. Carry out reading activities through various media activities using broadcast, media, electric books, etc.
 - / Provide book information using new media such as the Internet and SNS: provision of customized book education, reading program, and book information to users who need book information
7. Book club
 - / Operate in order to heighten the cultural knowledge of people from elementary school students to ordinary citizens through various post-reading activities where they read and discuss their thoughts, and also to promote sound leisure activities

Reading promotion for the socially disadvantaged

1. Rotating library (Book outing, book cart)
 - / Create a book-friendly environment through long-term rentals of 50-100 books at hospitals, welfare centers, children welfare centers, offices, daycare centers, military base, etc.

2. Traveling library: Book rental service in areas with limited access to libraries by visiting directly with car
3. Book wing service : Operate free parcel service for people with disabilities
4. Reading program for multicultural families
 - / Operate a reading program in Michuhol Library and public, small libraries with multicultural books
 - / Operate visiting Book Start, Korean literacy education program, visiting library program, etc.
5. Check the Dream
 - / Present dreams and visions to underprivileged children and inspire the children of becoming pioneers of their own life through reading
 - / Provide 3 books per child (within KRW 30,000) every quarter
 - / Operate book related programs (Reading class, essay class, etc.
 - / Hold a book report contest
6. Happy book sharing
 - / Re-donate books that have been donated to people who have limited access to books and to local welfare centers, thereby reducing the information gap through increased reading
7. Operate program to support the reading cycle of the local community (village library, book café)
 - / As part of the 'Reading City Incheon' business, continuously and systematically support reading promotion space to promote reading for local community members and information exchange
 - / Support book donation, training of volunteers and general operation in areas with limited book access such as Yeonpyung-do and Baeklyung-do
 - / Build network with small libraries for stable and active operation of small libraries

4. Conclusion

- / Reading is a quite activity done in private spaces. Therefore continuous campaign activity is necessary for measurable outcomes from the reading campaign
- / Necessary to spread a reading social environment by increasing citizens interest through reading promotion activities for various occasions
- / Establishing more public libraries, increasing books, assigning professional librarians and financial support necessary to realize „Reading cultural city Incheon“, „2015 UNESCO World Book Capital“ with books for all

BIOGRAPHY

OK KYUNG CHUNG,
Professor Incheon
National University



**March 1982 –
February 2010**

Professor of the
Department of Library and Information
Science at Junior College of Incheon.

March 2010 – present

Professor of the Department of Library
and Information Science at University
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national university located in Songdo
International Business District composed
of 12 colleges and 64 departments of
major for developing global and local
talent.

Vijitha Yapa, President Sri Lanka Book Publishers Association

READING PROMOTION IN SOUTH ASIA

Malala Yousafzai, a Pakistani girl of courage, was awarded the Nobel Prize for peace. Defying a ban on women being educated and nearly having her life snuffed out by gunmen, she is a symbol of courage. Reading to the mind is what exercise is to the body. It fires the imaginations and makes people think, which is an important part of education and training to live in society. Irvin (1998) describes the reading process as “The interaction of what is in the head with what is on the page within a particular context that causes students to comprehend what they read.”

What are the standards we can use to measure life skills or reading habits, which are not as straightforward as counting the number of books or number of libraries. Literacy rates in south Asia present an interesting story. Maldives has the highest with 99%, and Sri Lanka in second place at 98.1%, India 3rd with 74.4%, Pakistan 4th with 69%, Nepal 65.9%, Bangladesh 6th with 57.7%, then Bhutan with 52.8% and last Afghanistan with 28.1%.

Sri Lanka

Since I am more familiar with Sri Lanka, let me start with that country first. Sri Lanka has a literacy rate of 98 % and the government’s aim is to achieve 100% by 2016. From kindergarten till they pass out from

university, education is free. In addition, school children get free text books, school uniforms and even free breakfast. The Colombo International Book Fair each year in September, with over 400 stalls including those from international publishers, attracts over a million visitors. The event is organized by the Sri Lanka Book Publishers Association and is the largest public event organized by any private organization. The Chinese took 24 stalls this year. There is a nominal entry fee for adults of Rs 20 (15 US cents) which is then credited to the Daru Diri fund (encouraging children fund) and is used to give scholarships to poor students to study at University. This year the executive president of Sri Lanka, Mahinda Rajapaksa, came as the chief guest. After opening the Fair, he made a very intriguing proposal. “I want to award 3 presidential prizes, gold, Silver and Bronze, to the 3 people in Sri Lanka who read the most amount of books. You find the winners and I will award it at the President’s house.” I was thrilled but asked the President, “Your Excellency, what is the methodology you suggest?” He smiled, put an arm round my shoulder and said, “Don’t expect the President to give answers to your queries. That’s your problem, not mine. Find the winners for me and I will give the prizes.” Scratching my head in the last months to obey a Presidential directive, you will understand now why my hair is all white!

Now we are working on the possibility of restricting it to school children and discussing with the Ministry of education a scheme where the class teacher will have to certify the number of books read by children who want to participate in the competition. If you have ideas on what can be done, I am willing to listen to them but you will not be allowed to enter the competition as it will be restricted to Sri Lankan citizens.

The most looked forward to literary event in Sri Lanka is the Swarna Pushtaka prize, or the Golden Book award, for the best novel published in the island. Rs 500,000 is the prize and the 5 runners up get an additional Rs 50,000 each.

The event is organized by the Sri Lanka Book Publishers Association and 20 judges read through all the books submitted for the competition. The result is that it has encouraged reading and sales of Sinhala novels have gone up while the letters are that are published even today, 3 months after the event, indicates the keen interest in it. Taking authors and publishers to schools is another event that has created wide

interest, as well as having exhibitions in various parts of the island. One of the most moving sights I have seen is when children come with their piggy banks to a book fair and break them open to buy books. At our book fairs, reading sessions for children are an integral part. Recently, the chief guest was Robert Blake, the US Ambassador, who is today the Ambassador in Indonesia. He insisted on sitting with children and reading to them.

We need to re awaken, nurture and rekindle the literary taste buds of our students with the initial programmes where parents began by reading to their children. The Sinhala and Tamil New Year, on April 12 each year, is an occasion to give gifts. We carry out a campaign through posters in bookshops and information through media to encourage parents to give gifts of books to their children. Interestingly we have found that it has also worked the other way where family members contribute what they can to buy books for their parents!

The decision of private institutions including banks to gift libraries and library books has greatly encouraged the reading habits. The education ministry has begun a programme where a certificate is issued as recommended reading for books approved by them from among books submitted to them. A current advertisement shown on local TVs has a poor boy going into a shop in a village to buy some goods. The shopkeeper takes a book and tears out a page to wrap the goods. The boy pleads with him by saying, “please do not tear that book. Give it to me so that I can read it.” It’s a beautiful advertisement from a leasing and credit company.

Bangladesh

The Government of Bangladesh has made primary education a high priority since passing the Primary Education Compulsory Act in 1990, which made education through 5th grade mandatory and free for all students. Nonetheless, Bangladesh still faces many educational challenges.

It has one of the largest primary education systems in the world, with an estimated 18 million primary school aged children (ages 6 to 10 years). Because of this, the student to teacher ratio in government primary school is 59:1, which is challenging for students and teachers alike, and school hours are limited to four hours per day. Access to resources can also be a problem, with

no formal library system in the country's schools.

As a result of these and other factors, school completion rates and academic achievement in Bangladesh remain low, with 56% of all students dropping out before secondary school. As in many other developing countries, educational access is particularly poor in rural areas, where schools are few and far between and children are expected to work to contribute to family income. This divide is reflected in the stark contrast between literacy rates in rural and urban areas—a nearly 30% difference.

For girls in Bangladesh, the barriers to education are even greater than those of their male peers, with cultural norms and early marriage often preventing young women from fulfilling their academic potential.

Bhutan

Bhutan with beautiful mountains and high on „Gross National Happiness“ has many living in remote areas, with rugged terrain and limited educational or economic opportunities. The goal of transforming rural communities by creating access to information and resources, and building a culture of reading is the goal of institutions who want to help. The first rural lending libraries in the country are now in operation. In 2013, the SAARC Cultural Centre had the first SAARC Literary Festival in Bhutan giving an indication of the recognition of the need for reading and education.

Afghanistan

The barriers to education facing girls in the developing world go far beyond simple economics—cultural bias, tradition and safety concerns often stand in the way.

India

India is too vast an area to give a brief description of activities in reading. But looking at studies done in Kashmir it is significant that the majority of students read in English (71.75%) followed by Urdu (22.93%) and only a small number of them (5.32%) prefer to read in other languages like Persian, Hindi, Panjabi and Kashmiri respectively. The region wise data discloses that urban students read in English more than rural students (75.95% versus 68.06%)

and rural students read in Urdu more than urban students (27.50% versus 17.72%). The students, irrespective of regional differences, do not read as per expectations in their mother languages in Kashmir Valley. The possible reasons are lack of qualitative reading material in these languages and lack of reading and writing skills in these languages.

Nepal

The challenges to the Nepalese educational system are many and complex. The very mountains that give Nepal its grandeur including Mount Everest make building sustainable infrastructure a slow and arduous process. A significant portion of the country's population lives in rural areas where there are no phones, roads, clean water, or schools exist. While the country's educational system has made a great deal of progress in a very short time, there is still much to be done. Many government schools are run down and underfunded, especially in the countryside. Despite the government's policy of providing free primary education, overcrowding and lack of materials keep many children from reaching their full potential or even finishing primary school. Government funding usually accommodates teachers' salaries, but all other costs are expected to be covered by the village families—meaning libraries and books are extremely scarce. Schools that do have books recognize that they are a precious commodity and often lock them up for safekeeping—unavailable for use by children. Individual family situations and cultural bias further complicate the effort to achieve universal education. Girls typically have less access of educational resources and opportunities than their male counterparts, making them 22% less likely to be literate. Organisations like 'Room to Read', founded by Microsoft Executive John Wood, has helped open the doors to a new dimension in reading and sharing.

Pakistan

Pakistan's Children's Literature Festival is proof of many uplifting aspects of Pakistan today. It encourages children and adults to help with the revival of books and to expand learning experiences beyond the classroom walls. Children's Literature Festivals are a platform of hope for the children of Pakistan. Though Pakistan faces significant challenges—huge disparities

in opportunities, particularly for the rural poor and girls, poor quality education, low enrollment and completion rates, high drop-out rates and low levels of transition to secondary education—the Children's Literature Festival is an encouraging sign.

The Children's Literature Festival is a place for children, young people and adults to seek positive means of self-expression through reading, illustrating, writing a book review, debating and more. The Festival hosts panel discussions and guides children on how to use library resources and supplementary readers, all with the aim of developing an interest in reading amongst Pakistan's children. In December 2014 the SAARC Literary Festival which will be held in Islamabad, will also focus on children's books. The growing need to promote reading is recognised.

Maldives

Political will is an important factor and not mere locality or mountain terrain. Maldives has no mountains but 1,190 islands spread over a large area of ocean. Some of the islands are very small but with determination they have achieved almost a 100% literacy.

I hope I have given some ideas on the scene in South Asia in this short summary.

BIOGRAPHY

**Vijitha Yapa,
President Sri Lanka
Book Publishers
Association**



Vijitha Yapa is the president of the Sri Lanka Book Publishers Association and the president of the Africa-Asian Book Council which is based in New Delhi.

He is a publisher and book seller and has written 4 books on Sri Lanka and the Maldives.

He is the founder editor of three national daily newspapers. He is a journalist and was the correspondent of the Times, London.

Ian Denison, Head of Publishing and Branding at UNESCO

READING PROMOTION VIA MOBILE IN AFRICA AND ASIA

INTRODUCTION – UNESCO AND ITS ROLE

Since its Founding, UNESCO, has gathered a considerable mass of statistics about the global book trades. It published, for example, until recently, an annual Index called Translationum, listing book translations by language and by subject, and not so long ago also a Statistical Yearbook monitoring national levels of import and export of books and other media.

In addition to collecting statistics, UNESCO has been a key player in defining what to count and how to count it. It was UNESCO that supported the formulation of the first official definition of a book—a nonperiodical printed publication of at least forty-nine pages, excluding covering matter—which was accepted by the publishing industry. UNESCO also facilitated and backed the Invention of the ISBN (International Standard Book Number), to ease the international sale and tracking of titles.



UNESCO has worked with Member States for many years on promoting the National Book Policy which was a political commitment to consider books as part of a cultural economical strategic sector and a global conception of the book industry which constitutes in itself an articulated chain.

Today UNESCO's has lead for 20 years World Book and Copyright Day and now on World Book Capital City (which took us to Incheon).

International copyright law has been debated, established, and reformed at key UNESCO-backed conferences. UNESCO has long advocated the treatment of books as a unique category of commodity, which should not be subject to regular tariffs, taxes, or postage. And most recently, UNESCO has been at the forefront of efforts to measure and address global illiteracy.

2007 Joseph Slaughter describes in a book UNESCO as seeking to “fortify the conceptual connection between literacy and development – and illiteracy and underdevelopment – with its declarations of the Charter of the Book and of 1972 as International Book Year.”

UNESCO's overall approach to Literacy For All encompasses:

- / building strong foundations through early childhood care and education;
- / providing quality basic education for all children;
- / scaling-up literacy programmes for youth and adults who lack basic literacy skills;
- / and developing literate environments.

As the UN agency dealing with Education, Science and Culture UNESCO's action for literacy and reading can be seen through a multitude of projects carried with a very transdisciplinary approach. Opening up access to knowledge, ICTs in education and promoting information literacy are also part of UNESCO's mandate.

As the majority of the world's illiterate are women, UNESCO favors targeted initiatives such as the Global Partnership for girls' and women education.

UNESCO launched this Global Partnership, known as 'Better Life, Better Future', in 2011 guided by the conviction that educating girls and women can break the cycle of poverty and foster greater social justice. I will name just a few of these projects which are all funded by the private and the public sector donations and include:

2 out of 3 illiterate people are women



- / Malala Fund for Girls' Education (Pakistan) 2012, Pakistan, Malala Yousafzai's home country, joined forces with UNESCO to protect and promote girls' education in Pakistan and elsewhere.
- / UNESCO/HNA partnership (HNA Group) Signed in February 2014, this is a five-year framework agreement (2014-2018) to fund girls' and women's education in Africa and South Asia.
- / Girls' and women's education using ICTs in Senegal and Nigeria (Procter & Gamble). Launched in 2012, the project is working to reach 40,000 girls and women, aged 15-55 years, with basic literacy skills in a period of 2 years.

- / Crowd-sourcing girls' education in Ethiopia and Tanzania (Packard Foundation) The project aims to decrease by 20% the school drop-out rate among girls in remote areas, especially during the vulnerable transition period from primary to secondary education and until the completion of secondary education (ages 12-19 years).

The project I want to highlight today is a project on literacy and mobile reading in developing countries, in particular in Africa and Asia.

DIGITAL BOOKS AND MOBILE READING

The world faces a fundamental challenge: how to bring text to the millions of people who do not have enough. Fortunately, the internet is helping to level the playing field. It has accelerated the spread of information and, in many instances, democratized access to it. Digital networks, computer processors and liquid crystal display (LCD) screens remove production constraints that have kept reading material prohibitively expensive for centuries. Increasingly, paper and ink are being replaced by bits and bytes, and physical distribution channels are being streamlined by cables that can carry electronic information to the farthest corners of the planet almost instantaneously. At the same time ever-improving search tools are making the vast repositories of online text easy to use and navigate. Today a robust internet connection gives a person access to more text than in all of the physical libraries ever built.

While this is transformational by any measure, there are still gaps. Only 40 per cent of the world's population is online and in developing countries 16 per cent fewer women than men use the internet (ITU, 2013). Geographic inequity is especially startling. Today in Africa only 7 per cent of households are connected to the internet, compared with 77 per cent in Europe. Although fixed-line internet technology has certainly expanded access to text, it is hardly a panacea. Many people lack access to computers as well as books, and hence remain cut off from textual information that is foundational to education, employment and engagement in the world at large.

Reading in the Mobile Era A Study of Mobile Reading in Developing Countries



The question remains: How do we bring text to the unreachable? How do we make reading material accessible to, say, a girl from a poor family in the northeast of Ethiopia where over 50 per cent of her female peers will never go to school (UNESCO, 2013a)? How do we provide text to young people in remote Pakistani villages, or adults living in slums outside Rio de Janeiro? What mechanisms exist to get books into the hands of the poorest people on Earth? The answer - at least in the immediate term - is mobile devices, and more precisely mobile phones.

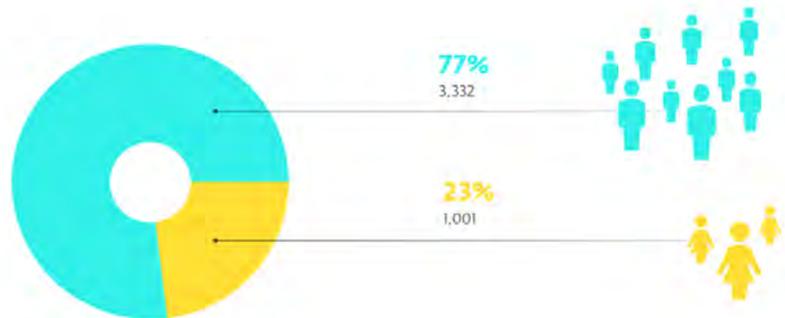
Why mobile phones? Because people have them. Recent data from the United Nations indicate that of the estimated 7 billion people on Earth, over 6 billion now have access to a working mobile phone. To put this number in perspective, only 4.5 billion people have access to a toilet (United Nations, 2013). Collectively, mobile devices are the most ubiquitous information and communication technology (ICT) in history. More to the point, they are plentiful in places where books are scarce. While mobile phones are still used primarily for basic communication, they are also - and increasingly - a gateway to long-form text. For a fraction of the cost of a physical book, it is often possible to access the same book via a mobile device. And this capacity is not restricted to smartphones: today even the least expensive mobile handsets allow users to access and read books.

Across developing countries, there is evidence of women and men, girls and boys reading multiple books and stories on mobile phones that can be purchased for less than 30 US dollars. Mobile reading is not a future phenomenon but a right-here, right-now reality. UNESCO is committed to encouraging mobile reading as a way to help people get on the right side of the Matthew Effect.

The more pathways to reading, the better, and mobile devices represent perhaps the most promising pathway of all, due to their unprecedented proliferation. Stimulating people to utilize mobile devices as books can prompt a virtuous cycle. A small amount of mobile reading can beget more reading and eventually, following from the Matthew Effect, ensure people 'have in abundance,' not only books themselves, but the benefits of strong literacy skills.

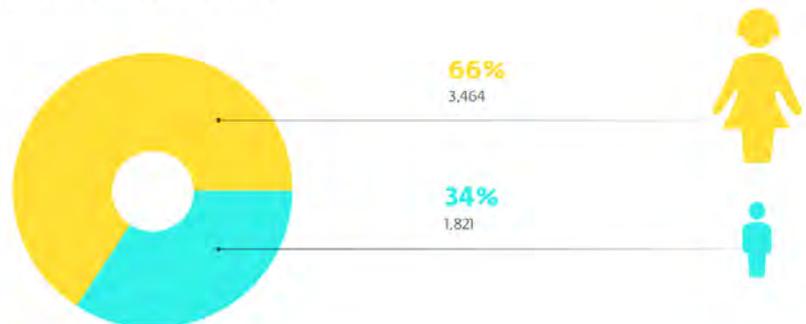
Finding #1 Mobile readers in developing countries are primarily male

NUMBER OF READERS

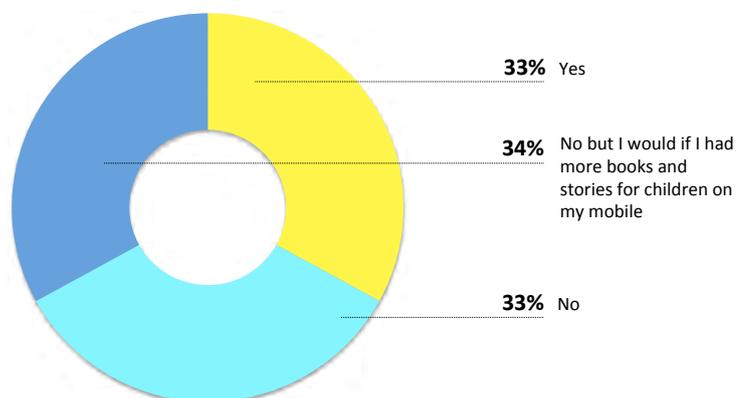


Finding #2 Women spend far more time reading on mobiles than men

TOTAL READING TIME (ALL READERS)



Finding #3 Mobile reading positively impacts children



THE UNESCO STUDY ON LEARNING IN THE MOBILE ERA

To better understand how technology can facilitate reading, UNESCO, in partnership with Nokia and Worldreader, developed a survey to learn about the habits, preferences and attitudes of mobile readers. Specifically, the survey was designed to discover who reads on mobile phones and why; if and how mobile reading changes reading habits and attitudes towards reading; what people read and want to read on their mobile phones; what the central barriers are to mobile reading; and what factors predict people's intentions to read and keep reading on mobile phones.

The survey was completed by over 4,000 people in seven countries (Ethiopia, Ghana, India, Kenya, Nigeria, Pakistan and Zimbabwe) and supported by qualitative interviews with numerous respondents. The depth and breadth of data collection make this study the most comprehensive investigation of mobile reading in developing countries to date.

The findings are significant. Among other conclusions, UNESCO has learned that people read more when they read on mobile devices, that they enjoy reading more, and that people commonly read books and stories to children from mobile devices. The study shows that mobile reading represents a promising, if still underutilized, pathway to text. It is not hyperbole to suggest that if every person on the planet understood that his or her mobile phone could be transformed – easily and cheaply – into a library brimming with books, access to text would cease to be such a daunting hurdle to literacy. An estimated 6.9 billion mobile subscriptions would provide a direct pipeline to digital books (GSMA, 2014).

The UNESCO study on Reading in the mobile era – by breaking down who reads on mobile devices and for what reasons – is a roadmap for governments, organizations and individuals who wish to help people better leverage mobile technology for reading. Knowing, for instance, that younger people are more likely to read on a mobile device than older people is instructive, as it indicates that older people will likely require significantly

more guidance as they discover how to turn a device they may already own into a gateway to text. The study also exposes governments to the idea that digital libraries and mobile reading initiatives may have more impact than traditional, paper-based interventions.

In essence, the study shines to the light on a new strategy to bring text to the people who need it most. It is important to qualify that access to books does not, by any means, assure or necessarily even promote literacy. Parachuting books to people – whether through mobile phones or other mediums – is exactly that: dropping books and leaving. Deriving meaning from text is a deeply complex act that does not happen through exposure alone. People who think that literacy can be achieved by mere proximity to reading material should be reminded that it took the most talented linguists on the planet over a thousand years to decipher Egyptian hieroglyphs. The challenge wasn't access to hieroglyphs; it was figuring out what they communicated. Humans may have a language instinct, but there is nothing natural about reading; it is a skill that needs to be taught and practiced, again and again and again. It is UNESCO's hope that mobile reading will be integrated into broader educational systems that teach people how to use text productively – from access to comprehension, and all the stages in between.

Nevertheless, the primacy of access cannot be overstated. While it is true that books, by themselves, will not remedy the scourge of illiteracy, without them illiteracy is guaranteed. A key conclusion from this publication is that mobile devices constitute one tool – in a repertoire of other tools – that can help people develop, sustain and enhance their literacy skills. They can help people find good books and, gradually, cultivate a love of reading along with the myriad advantages that portends – educationally, socially and economically. This report, by explaining who reads on mobile devices and why, illuminates how mobile reading can be encouraged and spread, with a goal of making book shortages obsolete and thereby eliminating a long-time obstacle to literacy.

BIOGRAPHY

Ian Denison,
Head of Publishing
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UNESCO



Ian Denison has worked for over 25 years in publishing mainly in the Education sector.

He is currently Head of Publishing and branding at UNESCO in Paris, where he is responsible for policy and innovation on dissemination and brand issues.

As such he is global co-ordinator for World Book and Copyright Day and World Book Capital City.

He was responsible in 2013 for formulating and implementing the organisation's Open Access Policy making UNESCO the first UN Agency to adopt OA.

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READING FOR A BILLION, EVERY DAY AND LIFELONG

India's literacy challenge, massive and complex

India is 70% rural. According to the Census of 2011, of the 1.21 billion people, 833 million live in rural and 377 million in urban India. The Annual Status of Education Report (ASER), conducted across rural India by Pratham, from 2005-2014, is therefore an important source for a macro view of, both, the achievements and challenges of education in India.”¹

Since the passage of the Right to Education Act (RTE) in 2009, promising a “free and compulsory” education to all children in the 6-14 age group, a surge of children have been enrolled in schools. During the 2009-2014 period enrollment in schools has been over 96%, a singularly remarkable achievement of RTE.

Getting children into schools, however, has proven to be much easier than ensuring quality learning in schools.

ASER (2014) found that on any given day, 71% enrolled children are in attendance in government schools. Even if attendance were to approach enrollment figures, the important questions would still lie around learning achievement.

Basic functional reading is arguably the most critical and foundational skill that any school system can be expected to deliver on in primary schooling, preferably by Grade 3 and certainly by Grade 5. Without a critical reading ability in place in a timely manner, all further learning that assumes it and builds on it in school or outside of school through self-directed opportunities opened up by digital advancements, is severely stymied.

The extent to which the learning of India's children is compromised is shocking. Only 23.6% rural children in Grade 3 can read a Grade 2 level text (ASER 2014). By Grade 5 it goes up to 48.1% and by Grade 8, to 74.6%. Seen another way, by Grade 3, 76.4% rural children are falling behind, unable to fully keep up with a curriculum that is taught at the grade level one is in, but not at the ability level one is at.

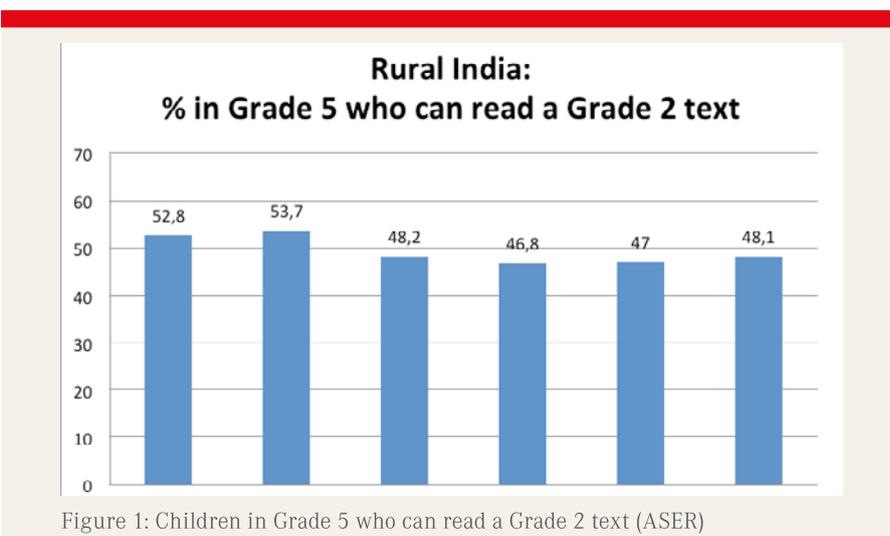
Since the implementation of India's landmark RTE, ASER (2009-2014) found that reading outcomes have remained low over the years (Figure 1). More than 50% rural school children are not able to read functionally by Grade 5 and are unlikely to be able to do so later in life. The reading skills of those who remain weak readers by the end of primary school erode further (Kothari and Bandyopadhyay, 2010). In a large rural sample drawn from four large Hindi states, representing all ages, we found that just 25.8% could read a Grade 2 text.

Officially, 74% or 778 million people aged 7 and above, are “literate” and 273 million illiterate. Assuming that 50% official “literate” cannot read a Grade 2 text, India has over 389 million weak readers (functional illiterates) in addition to the 273 million who are completely illiterate.

The literacy challenge in India has two major constituencies. The considerable resources of the state are directed toward the 273 million illiterates. However, if the learning outcomes in schools are any indication, the state will succeed at best in transitioning the illiterates to a state of weak reading. What is sorely missing is a national strategy for how an estimated 389 million weak readers, plus 273 million illiterates who may become weak readers, or a total of 661 million weak readers, will engage in regular reading to become functional readers (or better).

As every literacy practitioner knows, motivating a weak reader to engage in regular reading activities, long enough to achieve functional reading ability, is not easy. Many good literacy interventions face three major challenges: i) identifying weak readers, ii) motivating them to invest the time, effort and opportunity cost of participation and iii) post-intervention continuity, because, every intervention tends to be time and context bound.

India further has to achieve the above challenges at a scale of over 661 million weak readers, speaking a mix of 22 official languages, and a thousand dialects, in a country where 60% live on less than \$2/day (PPP). As necessary and laudable as many print-based solutions may be, they still have to contend with the scale and diversity of the challenge, in an extremely low resource context.



A simple solution

Same Language Subtitling (SLS)²s simply the idea of subtitling the lyrics of songs already shown on TV – film songs, music-videos, devotional songs and folk songs – in the same language as the audio. What you hear is what you read, just like in Karaoke³.

To understand the potential of SLS for mass reading skill development, one has to consider the oversized presence of TV in India, and on TV, the predominance of Bollywood and film songs. Presently, 750 million people in India have access to TV in their homes, and this is growing. A viewer watches, on average, slightly over two hours of TV a day. At least 15 minutes of that would be song-based content. If all the songs shown on TV were to have subtitles in the same language as the audio, it would guarantee that 750 million viewers get an opportunity to read along with songs for at least 15 minutes every day. But will viewers read along?

Eye-tracking research has found that reading of subtitles on audio-visual content, translated and/or transliterated, is automatic and inescapable (e.g., d'Ydewalle, Praet, Verfaillie, & Van Rensbergen, 1991). A key assumption in this body of research is that the viewer is a functional reader. But will weak readers, like the hundreds of millions in India who have some decoding ability but are non-functional readers, also engage in automatic and inescapable reading of subtitles on audio-visual content?

Drawing on several controlled experimental studies and pilots on TV, we know that the answer is yes, but, on songs. Anyone with a modicum of letter decoding ability will, automatically and inescapably, try to read along with SLS on songs. Songs offer a non-stressful context in which to practice one's emergent literacy, in a sustained manner. The reading challenge draws on a learner's prior knowledge of song lyrics. The knowledge of song lyrics is almost always partial so there is an interest in knowing the rest. Furthermore, people like to sing along purely for entertainment (Karaoke is popular for a reason). Both these become drivers of reading engagement, even among weak readers.

Probably the most arduous task in literacy work is around motivation. The road from initial letter familiarity to functional reading ability is a long one, on which, some form of engagement with text needs to be regular and sustained. For the learner, if this experience is marked by difficulty, disappointments, considerable effort, and/or embarrassment, it is unlikely that she/he will stay the course.

Songs with SLS offer the weak reader relatively stress-free and lifelong encounters with text marked by success more than failure. The answer to the reading challenge is almost always seamlessly in the audio and/or the mind from one's knowledge of lyrics. Far from being an onerous task, regular reading practice not only becomes a guaranteed byproduct of entertainment, it becomes a fun and subconscious activity.

In practice, several scenarios are known to play out. Starting and along with the early introduction of letters in school, a child with access to TV at home has her/his developing letter skills practiced, the very same day, and every day, without additional effort, or change in behaviour, on the child's or parent's part. Those not in school, including school dropouts, youth, and adults, can continue to have their reading skills engaged. In the process, dormant skills are revived. Skill erosion is prevented. Everyone who watches TV regularly, potentially remains on a path to constant improvement. Importantly, because TV viewing is a familial activity in India, reading along with songs further acquires a social dimension. A child who watches a sibling read along

with songs, is motivated to do the same. The benefits of reading acquire immediacy for both children and their families, rooted in routine entertainment.

The important question then is, does SLS exposure result in measurable reading skill improvement?

Does Same Language Subtitling (SLS) improve reading skills?

Two of our earlier studies, in a classroom (Kothari et al., 2002) and on TV in Gujarat state (Kothari et al., 2004), found that even limited but regular exposure to SLS, had a positive impact on the reading skills of children and adults. Those exposed to SLS advanced faster, all else being comparable. In those studies, however, the exposure period was small. The classroom study gave 90 minutes/week, over three months, and the TV pilot could offer, at most, 30 minutes/week over six months.

The strongest evidence of the impact of SLS on reading skills, was found in a study that implemented SLS for 60 minutes/week, over nearly five years, on a nationally telecast programme of Hindi film songs (Kothari and Bandypadhyay, 2014)⁴.

Among children who were completely illiterate (or non-decoding) at the baseline, children who got schooling plus SLS exposure regularly at home (SLS-Group) advanced much faster on a number of



reading indicators, than children who got schooling but practically no SLS exposure (No-SLS-Group). In the SLS-Group, 70% became functional readers, 17% weak-readers and 13% remained non-decoding. In the No-SLS-Group, the corresponding figures were 34% functional readers, 21% weak-readers, and 45% non-decoding. SLS exposure also contributed to other forms of reading. By the endline, newspaper reading in the SLS-Group was 53%, nearly double of that found in the No-SLS-Group, 27.5%.

Youth and adults (15+) too benefited from exposure to SLS, although, the impact, as expected, was less pronounced. Children are faster learners and they had the added advantage of schooling over the intervention period. Of the non-decoding youth and adults at the baseline, in the SLS-Group 13.8% became functional readers, 17.5% weak-readers and 68.7% remained non-decoding. In the No-SLS-Group, the corresponding proportions were 5%, 7%, 88%.

There is strong evidence that regular SLS-exposure makes a substantial and measurable contribution to transitioning weak readers to functional reading. Additionally, SLS starts many (not all) non-decoding people off the block, and on the path to lifelong reading.

Cost

SLS is cost-effective, mainly for two reasons. We subtitle existing song-based programming on TV, mainly, all

the songs in Bollywood-style films and song-based programmes. The content we subtitle is watched by hundreds of millions of viewers, making the cost of reading practice per viewer, absurdly and somewhat unbelievably low. For instance, on average, one US dollar gives 30 minutes of weekly reading practice to 500 weak readers, for one year, i.e., US\$ 0.002/weak reader/year.

The annual budget for scaling up SLS on all songs, in all languages, on the national TV network, Doordarshan (DD), is US\$ 1 million. From outright rejection in the early 2000s, policy-making in both the education and broadcast ministries has come around to accepting SLS in principle. But the appropriate mechanism to scale up SLS, including the allocation of funds, remains a challenge.

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¹ www.asercentre.org

² Still from Film *Kyun! Ho Gaya Na* with SLS. Viewing songs with SLS in Gulbai Tekra slum, Ahmedabad, India.

³ See SBS Dateline (Australia)’s story on how SLS works in the villages of India: www.youtube.com/watch?v=tOsWTol2PIw

⁴ Downloadable from: <http://itidjournal.org/index.php/itid/article/view/1307> (checked on February 20, 2015).

BIOGRAPHY

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UTILIZING DIGITAL BOOK AS A BREAK- THROUGH MODEL IN DIGITAL AGE TEACHING AND LEARNING

Abstract

This paper is to report the initiatives and best practices of SEAMEO SEAMOLEC in the field of distance education by maximizing the use of Information Communication and Technology (ICT) tools. ICT has been a major issue concerned by Southeast Asian Ministries of Education Organization (SEAMEO) as stated in the resolutions of the 41th and 42th SEAMEO Council in 2006 and 2007.

The rapid development of ICT has permeated almost in all aspects of human activity. ICT tools have the potential to change the paradigm in teaching and learning. ICT enables education institutions to manage the learning process in a system that is more flexible and can support the alignment of a better quality of education. This phenomenon is marked by the emergence of new technology such as digital book, e-learning, ubiquitous learning, cyber/virtual campus, and mobile learning. The impacts are the change of learning styles of the students, teaching strategy, the use of various media, the strengthening of the competency through assignments and the discussions ensued, measurable assessment development, and the possibility of collaboration in teaching and learning among teachers or schools.

SEAMEO Regional Open Learning Centre (SEAMOLEC) as the regional Centre for Open and Distance Learning in the Southeast Asia, developed Digital Learning Model through Digital Book to face the challenges of ICT in education that emphasis on digitalizing content into multimedia digital book/document, which is included in the flagship program of SEAMOLEC called as Digital Simulation.

SEAMOLEC has also developed courses related to the development of Digital Book that are held by SEAMOLEC staffs and/or with the cooperation of other educational institutions.

Keywords: SEAMEO SEAMOLEC, Information Communication and Technology (ICT), Digital Book, Digital Simulation.

I. Introduction I.1. SEAMEO SEAMOLEC

SEAMEO was established in November 30, 1965 with its head office and the secretariat in Bangkok. The Member Countries are: Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand (all in 1965), followed by Cambodia (1968), Brunei (1981), Vietnam (1992), Myanmar (1997) and the last inclusion, Timor Leste (2006).

It has Associate Member Countries i.e.: Australia and France (1973), New Zealand (1974), Canada (1988), Germany (1990), Netherlands (1993), Spain (2007), and United Kingdom (2013). This organization has 17 Specialized Regional Centres and four (4) Network Centres spread all over the regions. SEAMOLEC stands for SEAMEO Regional Open Learning Centre is one of these 17 Centres, specializes in Open and Distance Learning (ODL).

SEAMOLEC was established in 1997, under the responsibility of the Ministry of National Education of Republic of Indonesia. Formerly, SEAMOLEC had to share a place together with PUSTEKKOM (The Center for Communication) Jakarta. Later it was shifted to the new location, together with Open University, Jakarta, that was inaugurated in March 13, 2007.

SEAMOLEC's Vision is to be the center of expertise in Open and Distance Learning. Its Mission is to assist SEAMEO Member Countries in identifying educational problems and finding alternative solutions for sustainable human resource development through the dissemination and effective use of ODL.

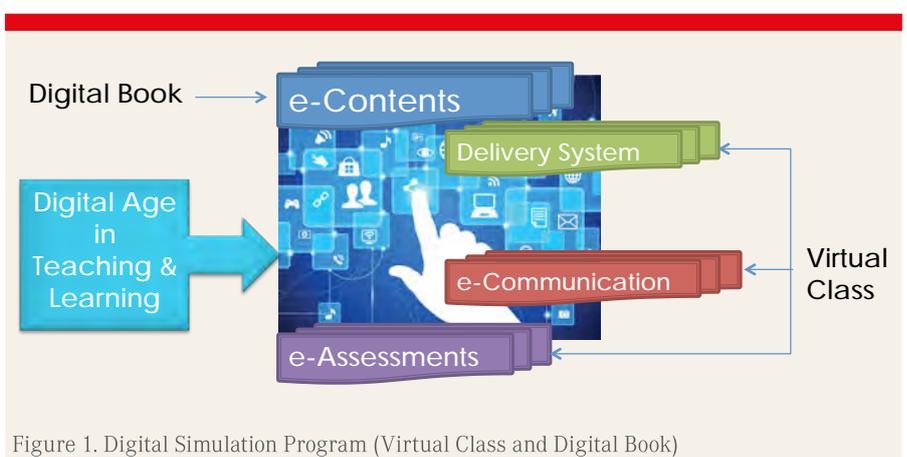


Figure 1. Digital Simulation Program (Virtual Class and Digital Book)

1.2. Digital Age in Teaching and Learning

Information Communication and Technology (ICT) developments in the world has made „life easier“. Nowadays, the rapid development of ICT has impacted to the change of learning styles of the students, teaching strategy, the use of various media, the strengthening of the competency through assignments and the discussions ensued, measurable assessment development, and the possibility of collaboration in teaching and learning among teachers or schools.

The third-grade students are already familiar in texting on their cell phones. Kindergarten students can navigate a tablet better than their parents. Middle school students are able to access blogs or YouTube channels to get learning materials. They are the 21st century learners or called as digital natives who require prompt access to new knowledge. This phenomenon has changed their way of study and implementation in instruction, which is marked by the emergence of new technology such as digital book, e-learning, ubiquitous learning, cyber/virtual campus, and mobile learning.

It is time for schools and educational institutions to start engaging ICT for its teaching and learning, also collaborate with other school in local and global communities. SEAMOLEC as the regional Centre for ODL in the Southeast Asia, developed Digital Learning Model through Digital Book by using ICT. This model is the sample development of the digital era in teaching and learning that emphasis on digitizing content into digital book/document, which is included in the flagship program of SEAMOLEC called as Digital Simulation. Given the promises of Digital Simulation, many higher education institutions in the region and beyond have decided to embark on significant Digital Simulation initiatives. And as the SEAMOLEC Center for ODL in the SEA region, SEAMOLEC has been facilitating many of these initiatives, which are highly diverse, ranging from simple ICT-literacy training to actually designing and developing virtual classes and digital learning materials (see Figure.1).

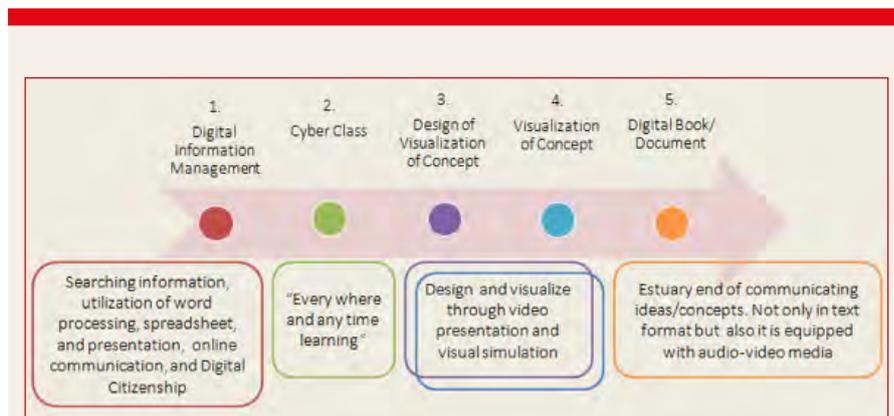


Figure 2. Scope of Digital Simulation



Figure 3. Digital Simulation training with blended learning strategy in 27 provinces of Indonesia

A “wow“ factor in the digital world that is attractive, interactive, communicative will encourage learners to learn. With the increasing of mobile devices penetration (mobile phones and tables) in the region nowadays, it is needed to transfer teaching and learning materials into mobile devices. According to that, the development of digital book is intended for mobile devices, which can be accessed offline, online, anywhere, anytime, and collaborate with the virtual classroom as a medium for distributing digital books. Through this method, it will also help students to improve self-directed study/willingness to learn independently.

2. Digital Simulation

Digital Simulation consists of 4 (four) units of competency as follows:

1. Managing digital information.
2. Participating in virtual class.
3. Creating visualization of concept.
4. Digitalizing content into multimedia digital book/document.

All units of competency consist of the following activities:

1. Identify definition, functions, and competency objectives.
2. Identify components that construct sub-competencies and required equipment.
3. Perform the process/work.
4. Conduct follow-up treatment of the obtained result.

Several trainings for master teachers are prepared to support implementation of Digital Simulation.

On April-June 2014, SEAMOLEC in cooperation with Educational Quality Assurance Council (Lembaga Penjaminan Mutu Pendidikan/LPMP) conducted Digital Simulation trainings for teachers in Virtual Class and Digital Book/Document with blended learning strategy in 27 provinces of Indonesia (Figure 2). These trainings were attended by 1,267 participants and assisted by 50 tutors.

3. Digital Book

As a part of Digital Simulation program, the development of digital book is using electronic publication (ePub) format. The excellent of ePub features has made this book format as one of the most widely used digital resources with following reasons:

- a. Free access and open source.
- b. Various kinds of ePub readers are available in various devices.
- c. Various kinds of ePub makers are available.
- d. Supporting video and audio.
- e. Reflow able (word wrap) and text size is adjustable.
- f. Support for Digital Rights Management (DRM).
- g. Cascading Style Sheets (CSS) Styling.

In 2015, SEAMOLEC is developing its own digital book reader called as SEA Reader with “.ser” file extension. This SEA Reader can be accessed by Android smart phone. SEA Reader will convert ePub format to ser format and directly integrate to SEA Market. SEA Market is a site developed to accommodate content of digital books and as a media intermediary for developers to users (see Figure.4).

The site can be accessed at <http://seamarket.seamolec.org>. Developer creates digital book with ser format then uploads it in SEA Market. If the content is paid, it cannot be duplicated and can only be read through the SEA Reader.

4. Conclusion

Participating institutions have gained benefits from implementing the Digital Simulation program as a vehicle for IT-literacy improvement.

However, it is not easy to conduct the program that requires a paradigm shift for each school/university to the concept of learning, the role of the teachers/lecturers, delivery system, and supporting units. As for the student, it requires a paradigm shift in the perception and the pattern of learning habits: (1) from face to face learning into the technology-mediated learning activities, (2) learning is controlled and guided directly by school/faculty into learning activities that are completely determined by himself (self-directed learning), (3) learning behaviors that are often dominated by a culture of hearing

into learning that dominated by his own reading and accessing information from various sources, and (4) learning in groups in a classroom into a learning in groups in an online community.

Recognizing the magnitude of the challenges faced in the implementation of ICT in teaching and learning, the school/university need to improve continuously in providing the best education for the students. Improvements can be in the form of institutional arrangement, sustainable adjustment of systems and equipment/infrastructures to run these ICT-based models.

As for the students, they need adjustment in the form of sustainable debriefing and counseling/guidance to enable them to succeed in learning. The most important thing is the use of ICT can be applied optimally to provide the acceleration of education in a positive way;

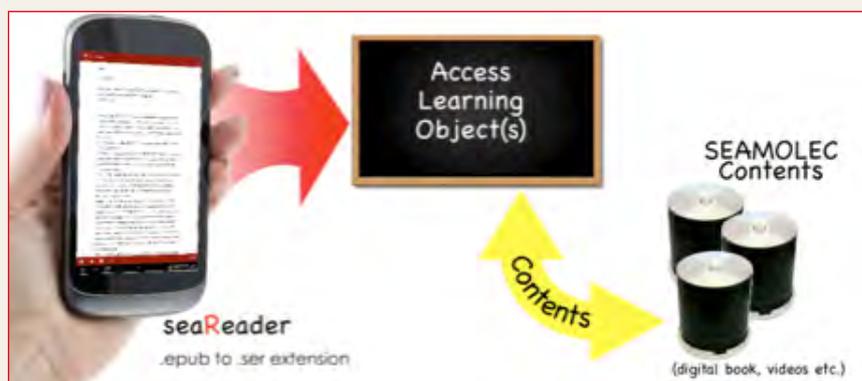


Figure 4. SEAMOLEC Develop SEA Reader for Digital Book



Figure 5. SEA Market SEAMOLEC, a site to accommodate digital books

to advance more quickly, and to support sustainable, directed and coordinated education systems.

The impact concerning the implementation of Digital Simulation that supports virtual class and digital book model is identified as follows:

1. The program is perceived to be a popular alternative learning system for schools and higher education.
2. It requires the paradigm shift of teaching and learning from face-to-face instruction into independent and/or technology-facilitated and mediated learning.
3. ICT-based learning program using virtual class and mobile learning are demanded, because the quality of educational equity needs to be held in a new approach. This new education improvement, both in quality and quantity, has always been the concern and shall get special treatment as an alternative in developing education and increasing pedagogic competence
4. Educators need be able to design and develop ICT integration for teaching and learning process.
5. Educators and students need to be able to gather adequate teaching learning resources to support their teaching learning material development.

BIOGRAPHY

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Prof. Md Sidin Ahmad-Ishak,
Dean Faculty of Arts and Social,
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USING E-BOOKS TO PROMOTE READING AND LITERACY

Introduction

As children are exposed to technology from a young age, therefore, literacy, book and reading promotion can no longer be separated from technology. Technology has advanced to the point that there is an ever-increasing use of digital media in leisure time activities. This increasing use has changed the way children think, learn and how they give and receive information. Given the influence of technology on today's children and youth, it is not surprising that e-book and other forms of digital media have demonstrated a positive effect on motivating and promoting young people to read. The objective of this paper is to generally discuss how new technologies especially e-books, through certain approaches, support the goals of motivating and promoting young people towards reading and literacy. It is also to examine some of the main challenges and prospects of reading and literacy promotion using e-books

ROLE OF E-BOOK IN READING AND LITERACY

More readers are demanding access to text than ever before as global literacy rates climb. Governments are now committed to helping citizens become strong readers and today literacy is regarded as a human right and international frameworks have been formulated: UNESCO's Education for All (EFA) and United Nations Millennium Development Goals (MDGs). But despite this progress and recognition, it is estimated that worldwide 774 million people cannot read or write where 123 million aged between 15 and 24 years-old.

The Internet has accelerated the spread of information. Today, about 40 per cent of the world's population is online (UNESCO, 2014). In Africa, 27% of households are connected to the internet, compared with 84% in North America, 77 per cent in Europe, 73% in Oceania/Australia, 48% in the Middle East, and 35% in Asia (Internet World Stats, June 2014). Given the influence of technology on today's youth, it is not surprising that e-books and other forms of digital media have demonstrated a positive effect on motivating young people to read.

The e-book discussions, however, have been mixed. Some authors believe that e-books represent the future of reading, while others feel that e-book reading is an unpleasant experience that has, and will continue to hinder the growth of e-books.

A recent study conducted in the United Kingdom evaluating and e-book on five different portable devices found that after using e-book half of the participants would continue their usage with the other half explaining that they would not. Reasons for continued usage included portability, hypertext and search ability while reasons for discontinued usage include price, battery life, lack of functionality, weight and limited advantages of printed text.

Other studies of e-book usage in Australia concluded that despite a variety of issues, the benefits indicate that e-book can bring added dimensions to the learning environment when used in an appropriate context. For example e-book permits greater control by readers as

they navigate the information resources and construct meaning appropriate to their learning needs. The interactive features embedded within that digital tools result in an increased sense of users' control of the direction they take within these info contexts.

Interactive online book offers choices that readers can enjoy reading independently. These choices include multimedia and multi-sensory features such as animated illustrations, sound effects and fully digitised audio narration accompanied by highlighting of the text.

E-books offer choices that they can enjoy reading independently. These choices include multimedia and multisensory features such as animated illustrations, sound effects, and fully digitised audio narration accompanied by highlighting of the text. E-books let children activate reading of words, phrases, or pages in any order they want and are typically equipped with sound and animations that are activated by the child.

The unique features of e-book technologies provide the attraction, options, and accommodations that promote reading. E-books are a type of e-content based learning object whose benefits may include: hyper linking, nonlinearity, data density, customizability, greater distribution, low costs, search ability, and other multimedia features.

There is accumulated research-based evidence for the integration of online e-books in primary classrooms. They can impact the potential success of struggling and unmotivated students by providing individual attention, immediate and specific feedback, as well as guided practice and scaffolding during reading instruction (Lefever-Davis & Pearman, 2005; Sandholtz, Ringstaff, & Dwyer, 1997).

These technological tools present opportunities to be responsive to different learning styles and can fulfill educational objectives better than in more traditional approaches (Reeves, 1998).

E-BOOK AND CONSTRUCTIVISM LEARNING THEORY

One of the theoretical approaches to the use of online and digital resources such as e-books for teaching and promoting

reading and literacy is Constructivism Learning Theory. This theory is defined as the learner's active construction of new knowledge based on his or her prior knowledge and experiences. Here, children are seen as inherently active, self-regulating learners who construct knowledge in response to interactions with environmental stimuli; understanding is built up step by step through active participation and involvement. In this theory, the role of a teacher is shifted from a "sage" to a "guide" in order to benefit from the interactive nature of the technology and its capacity to enable learner-centered exploration and discovery. Constructivist theory also emphasizes that learning should be authentic, and that learning needs to meet real-life experiences. Thus, the belief for educators that reading instruction should be grounded in contexts that are familiar to students. Students are now immersed in communication technologies such as the Internet.

Constructivism focuses on learner's control of learning processes and it narrows the gap between the school world and real-life society. The future of education, then, depends on our ability to integrate technologies that complement students' out-of-school lives (Scheiter & Gerjets, 2007).

Conclusion

The decrease in motivation to read among young people has stimulated concern about how they might be motivated to read and engage in literacy activities. Literature reveals that reading software with multimedia enhancements, motivational aspects, and constructivist methods of instruction can promote reading motivation among young readers. Of particular importance was the effectiveness of these programs in increasing sustained levels of attention, competence and engagement for students. E-books are more likely to be a part of the solution rather than a symptom of the reading and literacy problem. Publishers of electronic materials should take full advantage of the multimodal learning styles that can be addressed by well-designed electronic publications. Multimedia and digital reading programs can help to address the gap in achievement and motivation between good and poor readers. Educators and parents are instrumental

in helping their students to develop the new skills and strategies that are important in today's technological age. Digital reading programs alone will not teach children to read but it may provide an opportunity for practice of skills in a highly appealing and constructivist manner. As young people take advantage of these digital opportunities, positive attitude will develop in the use new digital literacies for reading, fostering motivation, engagement, and a lifelong love of reading.

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BIOGRAPHY



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Md Sidin Ahmad Ishak is Profesor at the Department of Media Studies, University of Malaya and Dean at the Faculty of Arts and Social Sciences at the same university.

His previous posts include Deputy Dean of Postgraduate Studies, Head of Department of Media Studies and Head of University of Malaya Press. He has been active in book publishing and promotion. Currently he is Vice President of Malaysia IBBY (International Board on Books for Young People) and previously served in various boards and committees including Malaysian Book Development Council, Malaysian Book Publishers Association, and Malaysian Scholarly Publishing Council and Perbadanan Kota Buku.

He has chaired many book award panels such as National Book Award, National Library Book Award, and MBBY Honor List. He himself has won the DBP Cipta Pendeta Award for his work on the history of Malaysian book publishing and printing.

Sari Meutia,
CEO of Mizan Publishing

READING PROMOTION: A CASE STUDY BY A PUBLISHER

KKPK (The Junior Masterpiece) Series

*„When you write for children,
don't write for children.
Write from the child in you.“
(Charles Ghigna)*

KKPK and Young Writers Conference

KKPK series stand for Kecil-Kecil Punya Karya or The Junior Masterpiece which was created 10 years ago by editors in DAR! Mizan. At that time, it was almost impossible finding publishers that publish books written by children.

However, editors of DAR! Mizan were frequently involved in children activities through programs like Puppets Show, Storytelling, Authors Meet and Greet, and many more. Then, they came up with the idea of accommodating series written by children. The idea was fully supported by promotion and marketing divisions,. Thus, the KKPK series was born. KKPK is founded ideally to publish writings written by young writers, especially children under 12 years old. The goal is to accommodate the imagination of the children writers and to give inspiration for the readers. The series was established with foundation and orientation to provide readings that are suitable and appropriate for children written by children. Books written by children to children (writers to be). In Indonesia Kecil-Kecil (Small) is a very popular term. In Indonesian, the term, kecil-kecil cabe rawit—small but bites like a hot chili, is very popular. A small chili but with a powerful hot taste. That's the essence of the KKPK series. Small but powerful.

During 2003-2006, only few titles of KKPK were published because it was difficult to find the writers. Then, in 2008, came the idea of having the first KKPK conference. Since then, the number of children writers age 7-12 years old along with their works is growing rapidly.



Through the conference which is held every year, the number of writers continue to grow. On its 10th anniversary in 2004, KKPK has published more than 300 titles with more than 200 young writers. Every year, these young writers gather in a children writers conference or Konferensi Penulis Cilik Indonesia (KPCI). The participants of the conference are students from elementary school that have published their works or who are still working on their first book. Participants who passed the first selection process then invited to Jakarta, and will participate in a series of programs prepared for them during the event.

Now we can find KKPK writers from all over provinces in Indonesia. Not only from big cities in Java island but also from remote areas in other islands of Indonesia. This is also the case for KKPK fans. At the meantime, the KKPK fanpage on facebook has more that 200.000 children fans that came from various cities, big and small. The KKPK fanpage provides fans with information on products, competition, writing events, quizzes and so on. The rights of some KKPK books have also been sold to the international market, especially, Malaysia, where the children there welcomed this series enthusiastically.



Celebrating its 10th anniversary, the KPKK has developed into various forms and sister-brands. In addition to the regular books such as short-story compilation, novel or poems compilation, the KPKK series now also publishes KKKK comics, KKKK Lux Full-Colour with short stories compilation from the writing competition winners, and also true story novels with the Juice Me brand, traveling novels with Travela brand, and culinary stories with Cookidz brand. These stories from the children writers have also been adapted into a TV series into a movie.

To celebrate the 10th KPPK anniversary, we hold many events for KKKK writers and readers alike.

Further information can be found in Kecil-Kecil Punya Karya (KPKK) facebook fanpage, www.darmizan.com, and also twitter account @kakapeka.

DAR! darmizan

Dalam Rangka Apresiasi Sastra Siswa Sekolah Dasar 2013
Kementerian Pendidikan dan Kebudayaan Republik Indonesia bekerja sama dengan Penerbit Mizan menyelenggarakan
Konferensi Penulis Cilik Indonesia 2013

Tanah Air Satu: Darat Tempat Berpijak, Laut Tempat Berimajinasi

Mata lomba yang dipertandingkan:
Cerpen Syair Pantun Mendongeng

Persyaratan:

1. Peserta lomba adalah siswa Sekolah Dasar dan yang sederajat
2. Karya bertema "Tanah Air Satu: Darat Tempat Berpijak, Laut Tempat Berimajinasi"
3. Ditulis dengan bahasa Indonesia yang baik dan benar
4. Tidak menghasilkan karya yang mengandung unsur SARA dan PORNOGRAFI
5. Hasil karya sendiri dan belum pernah dipublikasikan atau dikusertakan pada lomba lain yang sejenis
6. Naskah tidak menggunakan komputer pada kertas HVS ukuran A4, spasi 2, Times New Roman 12 point
7. Cerpen: membuat satu judul sepanjang 4-6 halaman
8. Syair: membuat dua judul syair
9. Pantun: membuat lima pantun
10. Dongeng: mengirimkan CD berisi video peserta mendongeng dengan durasi 5 menit
11. Setiap karya harus diserahkan keasilannya oleh kepala sekolah (ditempel dan tanda tangan kepek)
12. Pemenang lomba dan peserta yang terpilih akan diundang ke Jakarta untuk mengikuti Konferensi Penulis Cilik Indonesia mewakili daerahnya masing-masing, sekaligus pemberian penghargaan kepada para pemenang.
13. Karya dikirim dua rangkap (sudah distempel dan tanda tangan kepek) disertai dengan fotokopi identitas diri (kartu pelajar dan biodata singkat: nama, alamat lengkap, nomor telepon (handphone), email) ke Sekretariat Konferensi Penulis Cilik Indonesia 2013 dengan alamat: **Penerbit Mizan, Jl. Cimambo No. 135 (Clarantes Wetan) Bandung 40294**. Beri keterangan di sudut kiri atas amplop tentang lomba yang diikuti
14. Karya diterima paling lambat **21 Oktober 2013** cap pos.
15. Keterangan lebih lanjut, klik dar.mizan.com
16. Contact person: **Tiana: 085723925981**, pin bb: **2A629D44**, **Moemoec: 085322941995**

**Hadiah Lomba:
TABANAS, TROPi, dan BINGKISAN**

KPKCI
KONFERENSI PENULIS CILIK INDONESIA

Pemenang akan dipromosikan di serata Konferensi Penulis Cilik Indonesia
Kerjasama antara Direktorat Pembinaan Sekolah Dasar, Direktorat Jemberal Pendidikan Dasar, Kementerian Pendidikan dan Kebudayaan dan Penerbit Mizan

**Kecil-Kecil
Punya Karya®**

This is one of the advertisement of KKKK event in 2013 for children all over Indonesia.



Small but Big Achiever



Among the first generation of KKKP children writer is **Sri Izzati Soekarsono**, or better known as Izzati (born in Bandung, West Java, Indonesia, 18 April 1995; she is 19 years old now). Izzati loved

to write since she was five. On 2003, Izzati wrote and published her first novel entitled *Powerful Girls*. Through this publication, she broke the MURI (Indonesian Record Museum) record as the youngest writer ever to publish a novel. Izzati is also very active in social media such as Facebook and Twitter.

After her first novel, *Powerful Girls*, Izzati wrote and publish her other novels in turns. Her second novel, *Kado Untuk Ummi- A Gift for Mom*, was published by DAR! Mizan.

Izzati's novels are:

- / Powerful Girls
- / Kado Untuk Ummi - A Gift for Mom
- / Let's Bake Cookies
- / Hari-hari Di Rainnesthood - The Rainnesthood Days
- / Let's Go, Fatimah!
- / Kumpulan Cerpen Jempolan - The Best Short Stories Compilation Ever!
- / Kenangan Manis Kelas 5B - Sweet Memories in Class 5B
- / 2 of Me
- / Ibuku Chayank, Muach! - I Love You, Mom. Kiss!
- / Tangan-Tangan Mungil Melukis Langit - Little Hands That Paint The Sky
- / Magic Crystals
- / Cyber Adventure
- / Safe Secret Deposit Box
- / Hypnolicious,
- / My Culinary Journey
- / Satu Keping - One Piece

Awards

From her hard work Izzati has received many awards, among others are:

- / MURI Record as the Youngest Novel Writer (2004)
- / Islamic Book Fair Award 2009 for Best Islamic Novel (Ibuku Chayank, Muach!)
- / Jakarta Book Fair Award 2011
- / The KKKP (Kecil-Kecil Punya Karya) Legendary Writer
- / The Speaker for the National Student Art Competition 2011 in Makassar.
- / The Judge of the Writing Competition of Children Helping Children 2011 by Tupperware Indonesia
- / DAR! Mizan Young Inspiring Writer (2013)



Ayunda Nisa Chaira or Yunda (born in Jakarta, Indonesia, 30 Oktober 1997; she is 17 years old now) is a young writer from Indonesia.

Currently she is a student of class

XI at SMA Negeri 39 Jakarta. Ayunda started to write actively since 2008 - now, and she has published 16 fiction books for children and pre-teenagers.

Yunda was awarded as the Most Productive Children Writer on 2009 and 2010.

One of her work, *Rindu Purnama - Missing Purnama* (January 2011), was an adaptation from the *Rindu Purnama* movie screenplay written by Ifa Isfandyah and directed by Mathias Muchus. The *Rindu Purnama* novel was one of the bestselling children book in Indonesia.

Yunda is also actively visiting schools and malls events in Bandung and around Jakarta to share about writing mastery.

Since class five in the Elementary School, Yunda loves learning about CSS and HTML to design blog and web.

Recently, she also tries to program simple online games and upload it to her Tumblr account. Yunda also masters programs to process drawing, video and design in digital version since she was in the elementary school. No wonder, she was first known as one of the theme creator in multiply than as a writer.

Yunda was also one of the kids announcer in the *Kecil-Kecil Punya Karya Show* and *Kids Club* at 103,4 D FM Jakarta, from 2009 up to 2010.

Currently Yunda is busy as a movie editor at KELUARGA SATU Production, a movie production house she founded with her friends. Yunda is also Chairman of Social Justice Youth Camp Alumnae year 2012, a youth foundation that specializes in environmental issues.

Yunda's novels are:

- / Space Fun Park (DAR! Mizan, 2008)
- / The Hollow Cat (DAR! Mizan, 2009)
- / My Sweet Dream (DAR! Mizan, 2009)
- / Cyber Adventure (DAR! Mizan, 2009)
- / Super Manda (DAR! Mizan, 2009)
- / Aisha Goes to Space (DAR! Mizan, 2009)
- / Cybercrime Fighters (DAR! Mizan, 2010)
- / Menari di Pelangi - Dancing at the Rainbow (DAR! Mizan, 2010)
- / Hypnolicious (DAR! Mizan, 2010)
- / Ketika Bang Rahmat Pergi - When Brother Rahmat Has Gone (Departemen Agama RI, 2010)
- / My Culinary Journey (DAR! Mizan, 2010)
- / Rindu Purnama - Missing Purnama (DAR! Mizan, 2010)
- / Left Handed Girl (DAR! Mizan, 2011)
- / My Best Story: Best Friend Forever (DAR! Mizan, 2013)
- / True Pal (DAR! Mizan, 2013)
- / Irreplaceable (DAR! Mizan, 2013)

In Indonesia, when students are going to continue their education to the next level, (from Elementary School to Junior High then to Senior High), they can apply to best schools through academic achievement (based on the result of the final test) or through other achievement such as achievement in sport or in music. However, the writing achievement was never a factor to be considered then. KKPK changed all that. By being a KKPK writer, children can now enter the next level education using their achievement in writing. It was proven by Izzati, when she enrolled to a favorite Senior High School in Bandung.

KKPK Cooperation with Other Institutions

Other than having the writers conference as one of the yearly event, KKPK was often asked by other institution to make a writing program together. Two of those institutions are Tupperware and BNI or State Bank of Indonesia.

Tupperware

It all began with the fact that there are so many writings and drawing sent by children all over the country as a form of donation in helping their less fortunate peers. In an effort to appreciate their works, Mizan and Tupperware cooperated in publishing a book. The book consists of selected stories that will inspire other children to contribute their works. The theme chosen was Children Helping Children (CHC).

Jui dan Dunia Plantarum - Jui and the Plantarum World was published in 2014. A compilation of stories from the winners of writings and drawing competition held by KKPK and Tupperware in 2013. The book was launched in two major cities, Jakarta and Surabaya. One of the CHC competition winner 2013, editors from Mizan Children Book Division and the Tupperware official representative were present. The launch was a success, with so many children fans and readers attending. They get a short course on writing and an explanation about Children Helping Children program. There were also art



performance and an explanation on how they can participate on the CHC writing and drawing competition next year.

Due to the program success, the cooperation continues on year 2015. This year, a book entitled Malaikat Penjaga Rel - The Railway Angel, the second book published by KKPK Mizan in cooperation with

Tupperware was launched. The launch was held in three major cities, Bandung, Medan and Jakarta. The launch was a success with some of the writing and drawing competition winners attending, and a storytelling event to entertain the audience. The launching event was also covered by the local media.



BNI (State Bank of Indonesia)

The KKPK program held by Mizan in cooperation with BNI was a bit longer because there were many activities and programmes that were planned. The big theme of this cooperation was Make Your Dreams Come True. Basically, we are asking all of the Indonesian children to be optimistic and never give up in chasing their dream.

The program began with school roadshows around Jabodetabek and Bandung area. The KKPK writers and DAR! Mizan editors visited schools and introduced Make Your Dreams Come True program. The students of the schools were also participating in the writing contest. The best writings will be compiled and published by Mizan.

Writing Class

The Children also participated in writing class. The children participants were given tips and tricks on how to write and how to make your writing published. The children were very enthusiastic. The one day program had to be prolonged into two days because more than 200 children enrolled in this Writing Class.

Theater

Theater stands for The Author Adventure, an event designed for the winners of Make Your Dreams Come True writing competition which was also opened for public. Theater was held for 4 days and 3 nights. The event started with the visit to the Mizan Publishing office (editorial desk, the printing factory and the distribution office), the participants then spent the remaining days staying at the Pussenif lodging (The Centre of Infantry Armory) in Bandung to be trained by the mentors and inspirators. Among the mentors and the inspirators are; authors Sri Izzati and Boim Lebon, and also the Muslim Show comic artists from France. The participants also visited the Kota Baru Parahyangan Technology Museum, where they can learn science in a fun way.

A Million Seeds of Dreams Launch. The climax of all Make Your Dreams Come True program between Mizan and BNI was held in the Hall of Gramedia Matraman, Jakarta. The book entitled *Sejuta Bibit Impian - A Million Seeds of Dreams* was launched. The book consists of 20 elected stories and was sold in bookstores all around the country. The winners of the writing competition were invited to attend the launch. The cooperation program between Mizan and BNI has been going on for a year and has given a lot of positive values for the Indonesian children.

Sales

Children books share is accounted for 12% of total book sales in Indonesia. And 50% from that number dominated by Japanese comic. Therefore, the presence of KKPK as a local product that attracts children has a very important role in bookstores. And the best thing about this series is that it is written by children too. KKPK contributes 40-60% of total children book sales in Mizan group. Following its success story, some publishing houses in Indonesia tries to produce me-too products with almost similar names. We have identified at least four publishing houses in Indonesia copy KKPK series. Since KKPK has a strong promotion program and yearly conference supported by government most children consider writing in KKPK series is more prestigious. The series are so popular that big bookstores in Indonesia accommodate the series by providing "KKPK corner".

KKPK Corner in Bookstore

Since 2003, DAR! Mizan has published more than 390 titles written by more than 200 children writers, and reached more than 200.000 fans. Therefore, because its popularity, we have worked with one of a very well known printing company in Indonesia to produce writing notes with KKPK characters as its cover. The writing notes will be available soon in every bookstore in Indonesia.

BIOGRAPHY

Sari Meutia, CEO of Mizan Publishing



Sari Meutia is CEO Of Mizan Publishing, one of the largest publishing houses in Indonesia.

Started her career in publishing industry in 1997 as an editor at Mizan, then studied MBA in Malaysia in 2004.

2006 she rejoined Mizan as CEO of Mizan Media Utama. In 2012 she became CEO of both Mizan Publishing and Pelangi Mizan.

Karin Plötz, Director LitCam

READING PROMOTION IN GERMANY AND EUROPE

Literacy is crucially important in today's globalized and knowledge-based world.

However, recent studies such as the PISA and PIAAC surveys indicate a need to improve pupils' reading levels in some European countries.

In the PISA (Programme for International Student Assessment) 2013 survey, the five highest placed countries were all Asian, while Germany ranked 22nd. Asian countries also excelled in the latest "International Computer and Information Literacy Study" (ICILS) in 2013, whereas German schools emerged as the least technology equipped.

What is the difference between reading promotion in Europe and reading promotion in Asia?

Reading Ability

Two things are needed to be a good reader:

- / the ability to read and
- / the motivation to read (currently in need of improvement in Europe/Germany)



Today, a number of studies indicate that three factors play a particularly important role in reading performance:

- / The individual students and their families
- / The teacher-student relationship
- / The education system

This document concentrates on reading promotion activities aimed at individual students and their families - i.e. activities outside the formal learning environment of the school. The most important of these non-school factors for reading development and achievement in Europe are:

Home environment -

Parents support their children's development and provide the motivation for them to read.

Leisure time reading -

Children who read more become better readers: their reading abilities improve. If they live in an environment where reading is valued their chances of becoming competent readers are much higher.

Today, we also have to consider an additional factor: technology!

The reading behaviour of children and adolescents is undergoing a massive change in this age of smartphones, tablets and other technological devices.

European reading promotion

There are many different initiatives for promoting reading literacy in society, organised by a range of institutions such as libraries, non-governmental bodies, charities and reading associations. Numerous programmes are run to encourage reading, both as grassroots initiatives and as state supported actions. Many European countries have established national bodies to coordinate and fund activities to promote reading.

Belgium

Flemish Reading Foundation:
www.stichtinglezen.be/content.aspx?l=009.001

Denmark

National Centre for Reading:
www.videnomlaesning.dk/om-os/in-english

France

National Agency against Illiteracy:
www.anlci.gouv.fr

Greece

National Book Centre of Greece:
www.ekebi.gr/frontoffice/portal.asp?clang=1

Italy

Book and Reading Centre:
www.cepell.it/langPage.xhtml

Netherlands

Reading Foundation:
www.lezen.nl/dutch-reading-foundation

Norway

National Centre for Reading Education and Research:
<http://lesesenteret.uis.no/frontpage/>

Poland

Book Institute:
www.bookinstitute.pl

These are non-profit, statutory bodies, and were founded by the relevant ministries in each country, usually as part of their reading promotion strategies or policies.

Some countries integrate reading promotion into their wider programmes of arts or culture promotion. The Swedish Arts Council distributes grants for reading promotion activities. It is also the central statistical, research and development body in the cultural sphere, which includes libraries and reading promotion.

In some countries, several national and sub-national agencies are simultaneously involved in the promotion of books and reading. In the UK, for example, the national-level organisations include the National Literacy Trust and the Book Trust, while bodies specific to Scotland are the Scottish Book Trust, the Scottish Library and Information Council, the National Library of Scotland and the Literature Forum of Scotland.

Thus, in many European countries reading promotion activities are highly fragmented. Germany wants to overcome this problem. To do so, the federal and state governments have created a website called "Reading in Germany" which helps to promote reading skills outside of schools. The site is administered by the German Institute for International Education Research (DIPF), which has a broader remit to provide information on education at a national level.

What do the reading promotion activities look like?

One of the commonest ways of promoting books and reading among children, adolescents and adults alike, has traditionally been through public libraries. This is still working, but in some countries libraries are disappearing due to a lack of public funding.

At the same time, the Internet is also changing the way libraries work.

Reading promotion activities can address the following different target groups.

Activities for the whole population

- / UNESCO World Book Day, celebrated in April
- / In 2013, 80,000 reading events took place on National Book Day, reaching more than a million listeners (Stiftung Lesen, Germany)
- / Nationwide reading day (100,000 readers are engaged in schools etc., promoted by the national newspaper DIE ZEIT)
- / National Book Week and children's book days, e.g. Hungary

Activities for children and adolescents

- / Vote for your favourite book: Children's jury in Latvia

Activities for families

- / The most noteworthy and popular programme is BOOKSTART (began in the UK, now held in more than 30 countries worldwide)

Activities for specific population groups

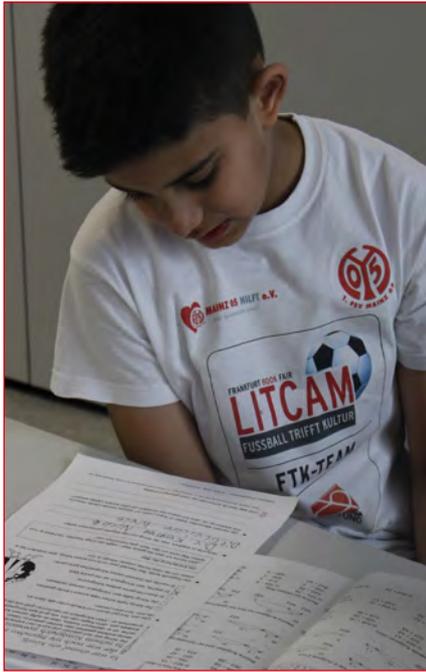
- / Reading literacy training for adult immigrants in Finland
- / Measures aimed at families of low socio-economic backgrounds, such as the Association de la Fondation Etudiante pour la Ville, in France

BUT: Many reading promotion initiatives largely attract those who are already interested in reading.

Among the major reading promotion programmes in Europe, activities specifically targeting groups with low levels of literacy, for example boys, or children and adults from disadvantaged backgrounds, are rare.

In some European countries, for example Germany, there are many children with migrant backgrounds who not only have difficulties with reading and writing, but also in speaking the national language. In many other countries there is also a gender gap, with girls generally outperforming boys in reading. The gender gap is especially pronounced among lower achieving pupils.





Case study:

LitCam “Football meets Culture”

Our LitCam project “Football meets Culture” targets children from disadvantaged socio-economic backgrounds. It aims to motivate children to learn with fun and football.

Today we can’t promote literacy and reading without also encouraging the acquisition of other life-skills and assessing the level of children’s development.

With the growing influence of technology and social media in all areas of our lives, it is important not to forget the importance of physical exercise, especially in early and later childhood, nor the importance of motivation.

Drawing on the experiences of the LitCam project “Football meets Culture”, I will refer to the importance of physical exercise and the part motivation plays in the teaching of life-skills and competencies. This includes, of course, teaching and promoting reading skills.

Recent studies prove that movement supports concentration, as the brain is then better supplied with oxygen. Exercise also reduces stress hormones and makes you feel better.

And motivation supports learning as well, of course. If children like something they are more interested in knowing more about it.

“Football meets Culture” combines motivation, movement and culture.

Nearly all children around the world like to play football. As we want to support children from socially disadvantaged families, mostly migrants, football provides an excellent motivation. Children from as far apart as Turkey, Kenya and Russia all know and like football.

We started the project in 2007 in Frankfurt. 24 children were chosen, mostly from families with a migrant background. They didn’t speak German very well, and therefore had difficulties with reading and writing. Their families were unable to support them as their own language and literacy skills were similarly underdeveloped. The parents had to commit to the project for one (school) year, and they understood that their children wouldn’t be able to back out easily.

The children received two hours of football training and two hours of additional learning (competence instruction) each week. Once a month they took part in a cultural event, for example a visit to a museum or a rap-poetry workshop. At the end of the project there was a tournament that brought together all the “Football meets Culture” projects in a competition for the “Football meets Culture Cup”.

The project was successful from the start, and it is still growing. After six years and 20 projects in eleven German cities, reaching 440 young people aged from

8 to 20, we can now conclude that motivation and movement are indeed the keys to learning success.

What are the main reasons for children joining – and staying with the project?

- / The motivation to join the project is, of course, the link to football. In the beginning the children accept the project because they are motivated to play football. They are eager to be instructed by a coach from their popular, local soccer club.
- / The football coach is a role model for the project participants, especially for boys.
- / But for one hour of football training they also have to complete an additional hour of learning. We use young teachers who do not come from the participants’ own schools, so the sessions do not feel like a school detention. Above all, most of the lessons deal with football themes. After a while the children start enjoying the additional lessons too.
- / A structured community feeling develops in the weekly project, which culminates in the Football meets Culture tournament at the end of the project year.
- / We also nourish the curiosity of the children by introducing new cultural experiences, such as visiting a museum, painting graffiti or attending book readings.



What are the results?

Movement and motivation through the football training and play: Most of the children joining the project have not played football before. Few have done any sports or exercise at all. At the start of the project, therefore, the trainer first needs to work on their coordination and motor skills. After around three months they can start the first football training sessions, which lead up to participation in the football tournament after a year.

After a year of training:

- / coordination and motor skills have improved; the children are healthier and some have lost weight
- / concentration has improved, especially in school
- / the children's self-esteem has risen.

In the project, the children learn to be part of a team for the first time. The rules of the game and the team spirit not only show them there are rules, structures and strategy, but they also learn that those rules are necessary.

- / The children learn to interact in a team; they learn how to win and how to accept defeat.
- / With plenty of movement and by learning the rules of the game, the children become less aggressive.
- / They learn to run and think at the same time.
- / They develop social competences, and better social behaviour.

Movement and motivation as part of the additional lessons

At the outset the children didn't really want to go to the additional lessons. But we learned some lessons about how to get them more interested.

- / **Moving lessons:** For example, learning grammar through movement: children move under the table and explain the preposition "under".
- / **Combined training + learning circles:** The children run, then stop to solve some questions or read a text; then they climb on a ladder before stopping again to write two sentences; etc. In this way, the children learn while having fun.

They don't realise that they are learning.

- / **Football themes:** The teachers work a lot with football themes. In one project in Nuremberg, a professor of mathematics has developed a combination of football and maths tasks. After a year, nearly all the participants demonstrate improved maths results.
- / **Competition:** As with the football itself, some teachers use a competitive approach for their teaching, organizing quizzes for the children. The children like these question-and-answer games a lot and are eager to win.

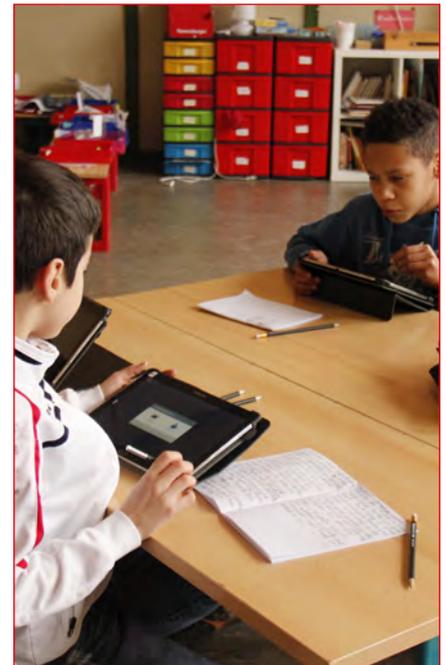
Motivation to Read

Many of the children participating in the project have never owned a book before; some haven't even read a book before. Over time we have identified a number of things that can help motivate them to read. They include the following.

- / **Live readings**
Children involved in Football meets Culture in Hamburg visited the Harbour Front Literature Festival and were invited to a reading by a children's book author. After the reading most of the children wanted to read the book.
- / **Football books**
If the children have to read, they prefer books about football players like Messi and Ronaldo.

They are often eager to read such books, even if the text is difficult to understand.

- / **Pictures and real stories**
Children like magazines such as Kinderspiegel, which include popular topics and have many photos, illustrations and short stories.
- / **Reading with tablets and smartphones**
Especially boys are keener to read on tablets than in books.





Learning Digital Competence

With the growing importance of digital competence, we decided this year to integrate lessons on that subject, for which we have begun cooperating with Samsung in a module that focuses mainly on e-books and reading. The University of Duisburg-Essen also developed a manual for the teaching of digital competence. After two months using tablet computers, the children can create their own comics and they are much more eager to read books.

I would like to provide an example. Amir is a child from Tunisia who joined our project in Hamburg three years ago when he was eight. Back then he was a shy boy, who could not speak German very well. Over the last three years he has developed into a very good football player. His self-esteem has grown apace with his success as a football player. He has become more interested in learning and now speaks German well. Today he is in secondary school and his younger brother is keen to join our project. In Football meets Culture, learning means fun too.

Conclusion

Reading promotion activities need to be adapted to the needs of the target groups.

It is a different thing to promote reading among children who are already interested in it, than it is to encourage children who never had read a book before. The situation of the various target groups in Europe is not the same as in that many countries in Asia. In Germany, there is a specific group of reading low-achievers,

which consists of a growing number of immigrant children and those with migrant backgrounds, who speak German only poorly.

For this group, it is possible for a project to teach several mutually-reinforcing competencies: If you learn German, you also have to read; if you are motivated to read, you'll read more and will, in turn, learn German better. If you play football, you are part of a team and you'll learn to communicate easily in German when playing. If you are integrated like that, it becomes easier to perform in the school classroom, for instance by reading aloud. Then it is possible to introduce other competencies beside the ability to read, and the children acquire skills for life! And they will like to read books, whether they're on a smartphone or printed on paper.

www.litcam.de/en/football-meets-culture

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BIOGRAPHY

Karin Plötz,
Director LitCam



Karin Plötz is Director of LitCam. Prior to that she held the position of Director Sponsoring and Cooperation as well as Director of the Focus Education of the Frankfurt Book Fair (AuM GmbH, Germany).

In this position she created and implemented the Literacy Campaign in 2006, a project designed to support the literacy world-wide, which is now LitCam, a non-profit-organisation.

Karin Plötz holds a University degree in History and Sociology of Heinrich Heine University Düsseldorf, Germany.

Enrico Turrin,
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EDUCATIONAL PUBLISHING AND THE DIGITISATION OF EDUCATION: A EUROPEAN PUBLISHERS' PERSPECTIVE

The educational publishing sector

Book publishing is the largest cultural industry in Europe; it generates some 22-24 billion € of net revenues per year, for a retail market value of about 35-40 billion €. Book publishing is a very valuable asset for Europe, which is the global leader in this sector, and educational publishing is a very important component of the publishing industry.

Publishers serve a wide range of markets related to education, at different levels and with very different implications in terms of sector dynamics. A basic distinction can be made by identifying the following areas:

- / **Primary and secondary education:** school education, usually the free,

mandatory part of education. Publishers produce textbooks that implement national and sometimes even regional curricula, designed by Member States in application of their exclusive competences, addressing the needs of specific age classes and often closely linked to a country's history and culture; they are bought by parents or public authorities.

- / **Educational consumer market:** complementary material for primary and secondary level students ('after school' market). Publishers offer additional materials to complement that in use in schools; they are usually bought by parents.
- / **Higher education:** post-secondary education, university (undergraduate and graduate). Publishers produce academic books that students use as a complement to their courses; they are bought by students or university libraries.
- / **Vocational training (initial and adult) and lifelong learning:** education that prepares people for specific trades, crafts and careers, or the on-going, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Publishers offer a range of books and materials for all kinds of needs; they are bought by users or training institutions.
- / **Scientific or academic communication:** scholarly communication based on research. Publishers produce materials that are usually written by scholars and for scholars; they are normally acquired by university libraries, commercial companies (e.g. pharmaceutical) and interested laymen, offered in a broad variety of business models.

Each of these sectors constitutes a specific market with specific characteristics. In this paper, we will focus on educational publishing for primary and secondary levels (which is what is commonly referred to as 'educational' publishing in our sector, while 'academic', 'scientific', 'scholarly' and 'professional' publishing are preferred for the others). Altogether, what is usually defined as educational

publishing (primary, secondary and consumer) represents some 15 to 20% of the whole book market in Europe (and up to one third or more in some Member States); academic and professional publishing (including higher education) constitutes about as much, so that together they come close to 40% of the entire publishing industry.

Educational systems and the role of educational publishers

Educational policy is a prerogative of Member States in the EU and it reflects the high level of cultural and linguistic diversity in Europe. Educational policies and systems differ widely between linguistic areas, Member States and even regions, in terms of national curricula and learning objectives, textbook adoption practices, procurement (public, private, vouchers, grants, etc.), textbook selection methods (open/closed, centralised/decentralised, etc.).

The related markets have also very specific features: they are highly cyclical (based on the school year and the frequency of changes in curricula) and very much dependent on political decisions (changes of curricula, adoption policies, expenditure caps, etc.). They are essentially one-buyer markets (schools and students being the only customers for educational books) where publishers invest their own resources at their own risk, in a highly competitive environment. In this environment, copyright protection is the basis for the recovery of the investments made.

Further competition comes from second-hand markets, rental schemes put in place by private or institutional users and state publishing. In addition, budget cuts on education put further pressure on the system. Still, in most Member States educational materials account for a small fraction of the total costs of education.

Educational publishers have specialised in meeting the needs of the various educational systems and provide quality materials that fit into those systems. Their role includes: designing editorial plans to meet the educational needs of

students; identifying and selecting the best possible authors according to their skills and competences; coordinating and remunerating their work; editing texts professionally; integrating texts, images, and increasingly other media in a coherent educational project; ensuring that textbooks comply with the national curricula and learning objectives, including by liaising with public authorities (Ministries of Education, etc.); assessing and guaranteeing the quality of the texts, also by ensuring their neutrality with respect to specific orientations (political, religious, etc.); structuring the texts according to pedagogical needs; adding the necessary illustrative and complementary material to make the learning interesting and effective; formatting and producing the books (print or digital) and designing them to be functional; distributing the books through the appropriate channels.

In many cases publishers also provide training for teachers when introducing new methods, they offer structured year plans, exercises, mock exams, and a whole deal more of supportive material, all designed to allow teachers to concentrate on their core task, namely the class practice.

These are, in extreme synthesis, the elements of the added value that publishers provide to the educational system by producing educational materials. In addition, publishers perform all these tasks in a competitive environment, investing their own resources (financial and other), bearing at all times the financial risk of their activities. This reinforces the quality of the publishers' products, as is normally the case in a free, competitive marketplace. All in all, understanding the educational publishers' work and cultural significance is of crucial importance in making competent decisions for the future generations. The focus is of course on the quality of the materials provided, which in turn is essential to achieve good educational outcomes – the ultimate goal of a well-functioning educational system.

Finally, publishers hold the intellectual property rights on the books they produce for the educational systems, having acquired from creators and/or intermediaries the relevant IP rights in the several pieces of content included in any textbook. Educational publishing in this respect is no different from any other

sector of the cultural industries, for all of which copyright is the basic legislative tool that ensures the protection of creation and recouping of investments, thus allowing perpetuating the process of creation and reinvestment.

Digitisation in the publishing industry

ICT was adopted very early in the book publishing value chain (the first e-books actually appeared more than 40 years ago), and has been an essential part of basically each stage of production for a long time. However, only recently did technological progress allow reaching the end user in a way that provided an attractive digital reading experience. Hence the emergence of an e-book market driven by ICT innovation and consumer demand, enabled by the increasing availability sophistication of reading devices and e-books, as well as the growing penetration of the internet and uptake of technological devices by consumers.

As publishers embraced the innovation and explored new markets, the digital transition brought about a series of dynamics: the commercialisation of access models, disintermediation and re-intermediation along the value chain, fragmentation of uses and multiplication of value chains and the evolution of traditional players adapting to the new landscape in parallel with the emergence of new players or players entering the book market for the first time (search engines, technology providers, internet service providers, pure internet players...).

The basic role of publishers remains unchanged in the digital environment, which offers many opportunities to reach readers in this new market, in terms of diversity of reading platforms and devices and the potential for developing new services. The stakes for publishers are to meet the readers' needs, making the most of ICT to offer enhanced and interactive content, accessibility anytime, anywhere and on any device and many other advantages.

The digital book market has indeed developed quickly in the last 5 years in Europe; e-books now account for about 4-5% of the whole book market.

This has entailed important investments by publishers and the exploration of new business models, as the production of e-books is not much cheaper than that of print books (most costs are present also in digital and the initial investment has to be accounted for).

The digital transition has also brought along a series of challenges, besides finding viable business models, which include fighting online piracy effectively, facing technological market lock-ups and increasing concentration in the retail sector, the management of digital rights, providing accessibility for the visually impaired and the disparity of treatment of e-books compared to printed books in terms of VAT.

Digitisation in education

As digital technologies pervade every aspect of people's daily lives, a strong political will has emerged to bring schools and education in the digital age. Most – if not all – EU Member States have implemented policies aimed at introducing ICT in schools and universities. At first it was about teaching students how to use computers, and in the past decade or so, with the development of the internet and digital content, many public authorities decided to explore the possible benefits of digital learning materials and connectivity in classrooms. From the adoption of interactive whiteboards to the distribution of tablets or laptops to students, to the attempt to make learning materials digital to various degrees, many experiences have taken place in a number of Member States. At the same time, several experiments have been conducted on the use of Open Educational Resources (OER) as well, often in connection with the previous.

With a view in particular to combat youth unemployment, by delivering the right skills for employment and increasing efficiency and inclusiveness of education, the European Commission also made a series of recommendations in its Opening up Education Communication (September 2013), which placed great emphasis on the potential benefits of the use of ICT in education.

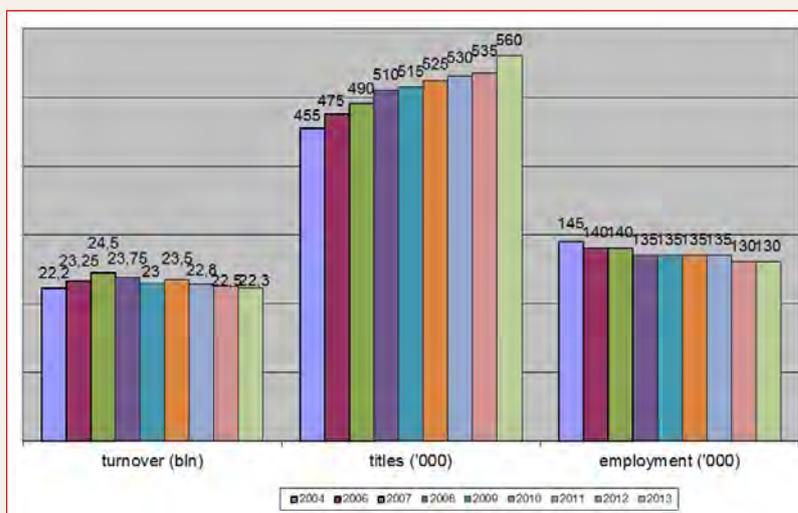
Very high expectations are indeed being placed on the potential of technology

to improve the European educational systems, to modernise them, make them more efficient and inclusive, more in line with the requirements of the labour markets and able to fill the gaps in digital skills, and in general enhance pedagogy.

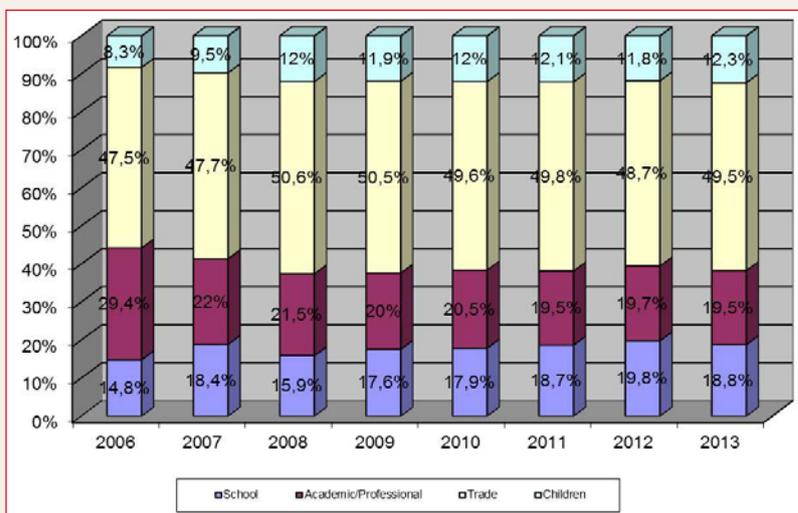
A lot of research has been done about the effects of ICT on education, but the results are not decisive yet. While there are classes where students are making progress thanks to it, on the whole technology so far has had very little impact: in brief, it has potential in the long run but on average it's not playing a significant role yet in achieving great outcomes. In fact, the majority of research has highlighted positive results, but this has to be qualified: while qualitative research (on individual children, teachers, schools) is mostly positive, quantitative research (on whole populations) is mainly undecided; with any technological system there are people gaining and others not gaining, and more evidence is needed specifically on how technology is used, what is achieved and how, why there are gains and why, what makes the difference, why failures occur.

It is however quite common understanding that technology is a means, not an end – the end being improving pedagogical outcomes – and that for the actual end to be achieved it is not enough to just introduce technology in schools; an integrated approach is necessary that takes into account the needs of students and teachers and maintains quality at the core.

In any case, experimentations are going on and expanding, following technological developments (for example, in many cases mobile devices are already replacing PCs and laptops and BYOD – bring your own device – is gaining ground), accompanied by innovations in products (digital textbooks, enhanced e-books, virtual learning environments, and so on) and in business models and distribution (subscriptions for schools, licences for classroom use, educational material portals, collaborative platforms at national level, personalised learning products). With the digital transition in schools, publishers have done considerable efforts and investments to provide their materials in electronic formats; much experimentation is going on with innovative products and business models.



Graph core data



Graph turnover by sectors

All major educational publishing houses in the EU have nowadays the capacity to provide content in digital formats and the capital and management skills to develop special software or applications. Also small and medium sized publishers are often innovative in the field. For example, in Italy 95% of new textbooks produced in 2011 were issued linked to web-based resources (test, demo, short movies, images, simulation, virtual environment, etc.).

Publishers' internal processes have developed to the point that paper textbooks or digital formats can be produced at will from single digital sources. Digital is becoming more and more integrated into mainstream production. Publishers also develop digital platforms for the distribution of educational materials and provide

training for teachers so that they can use their digital materials.

Some examples:

- Wizwiz is a single entry portal, displaying a catalogue of all digital educational resources from over 60 French publishers. Publishers own and operate the portal: each teacher or school can order digital resources online, which will be delivered by the two main publishers' platforms (CNS and KNE) More in general, French educational publishers have been developing digital resources and digital textbooks since the early 2000s: most of them display websites, apps, commercial offerings, innovative digital tools in order to enhance and accompany digital uses.

/ Knooppunt (www.knooppunt.net) in Flanders and Digiportail (www.digiportail.be) in Wallonia are platforms developed by Belgian (Flemish) educational publishers; one platform gives access to all (mostly paid-for) digital material from all educational publishers, with no visible complexity for students and teachers. The use of the platform is for free and it provides a helpdesk; different materials are available for teachers and students: manuals, online magazines, interactive exercises, films, audio, games, digital whiteboard products, mainly aimed at secondary schools but primary school and higher education. The basic concepts behind the project and its future developments are: evolving with a speed workable for its users (also not producing materials for which there is no infrastructure in schools or no training available for teachers); being accessible and understandable for all users; offering quality content (indeed allowing publishers to compete on quality, not on technology or infrastructure).

/ In Germany, 27 publishing houses started an initiative called 'digital textbooks' a few years ago (www.digitale-schulbuecher.de). This is the first time that complete textbooks are made available in a digital version. The basic idea is that all schools which are interested in getting digital textbooks may use a free digital bookshelf to organise, read and use the books. Publishers then offer a variety of digital textbooks which may be used with this software. Schools do not have to adapt to different technological standards: they use one software, and different books from different publishers. In addition, basically all German educational publishers offer providing online educational content, apps or websites.

The list of examples could go on for much longer, in many other countries. In practice, for the time being most publishers publish supplementary materials to their textbooks online: teacher support material, student support material, practice tests and so on. However, publishers are ready for taking

the digital migration further, if the necessary conditions are respected. Basically, digital educational content of the necessary quality is available or can be made available by publishers, as long as their work is properly remunerated.

On the other hand, the overall uptake of technology in schools is reported as quite slow and uneven. A European Commission survey from 2013 revealed that in the EU Member States 50 to 80% of students did not use digital materials for learning. The main reasons for this are the lack of infrastructure (broadband, equipment, etc.) and the lack of teacher training, as well as budget constraints (investments in education have been reduced in many Member States due to the economic crisis). As a result, in most European countries digital educational materials account for a very small percentage of publishers' revenues - whereas investments have been large and many digital resources are available.

The digital transition puts then additional pressure on the markets as financial resources are diverted to equipment rather than resources and as the production of Open Educational Resources gets subsidised with public funds. OER should not be seen as an alternative - or worse, an antagonist - to professionally produced content; given the appropriate conditions, they can become a complement to publishers' material. It is a matter of striking the right balance and understanding what OER can bring as added value to the current scenario, for example in areas not easily covered by market forces (highly granular local content, content for people with special needs, material for the extremely varied range of vocational education opportunities, content in lesser spoken languages, etc.). Further difficulties arise from the lack of interoperability in the digital market and the disparity of treatment of digital and print materials with regard to VAT.

Publishers however believe in fair competition on the educational market and in upholding the freedom of teachers to choose the materials that best suit their needs and they will do their best to continue their mission of providing quality materials for the educational systems in Europe, in any format required, and are open for dialogue and cooperation with the relevant stakeholders in the field.

TISP

The TISP project (Technology and Innovation for Smart Publishing) is an example of this kind of cooperation. TISP is a network co-funded by the European Commission, involving book publishers and ICT companies; its partners include the Federation of European Publishers (European umbrella organisation of book publisher associations), DigitalEurope (European umbrella organisation of ICT companies), national associations of book publishers and ICT providers, academics, book fairs (including the Frankfurt Book Fair), and more. Its aim is to boost the integration of ICT and book publishing, via enhanced dialogue and cross-fertilisation between the two communities. The idea is to foster new partnerships, stimulate business innovation (of products, processes and services) and also encourage policy that leads to innovation. Started in 2013, TISP has already enhanced dialogue and understanding among its main constituencies and facilitated exchanges also through the organisation of several workshops and seminars at book publishing and ICT trade events, and has launched an online resource, the TISP Smart Book (<http://www.smartbook-tisp.eu>) that collects business cases, reports and analyses to inspire further innovation at the intersection of ICT and book publishing. It has also produced a first set of policy recommendations aimed at creating an environment conducive to boosting the digital book market. Education has been identified in the framework of TISP as one of the sectors with the biggest potential for innovation and the use of ICT.

BIOGRAPHY

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Enrico Turrin got a degree in Economics Bocconi University of Milan in 2000 and a Master's degree in International Affairs at the Institute for International Political Studies (ISPI), Milan 2001. In 2008 he was hired as an Economist by FEP, where he follows a range of issues including statistics, digitization and VAT and has been involved in ARROW and ARROW+ projects. In April 2013 he became Deputy Director.

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