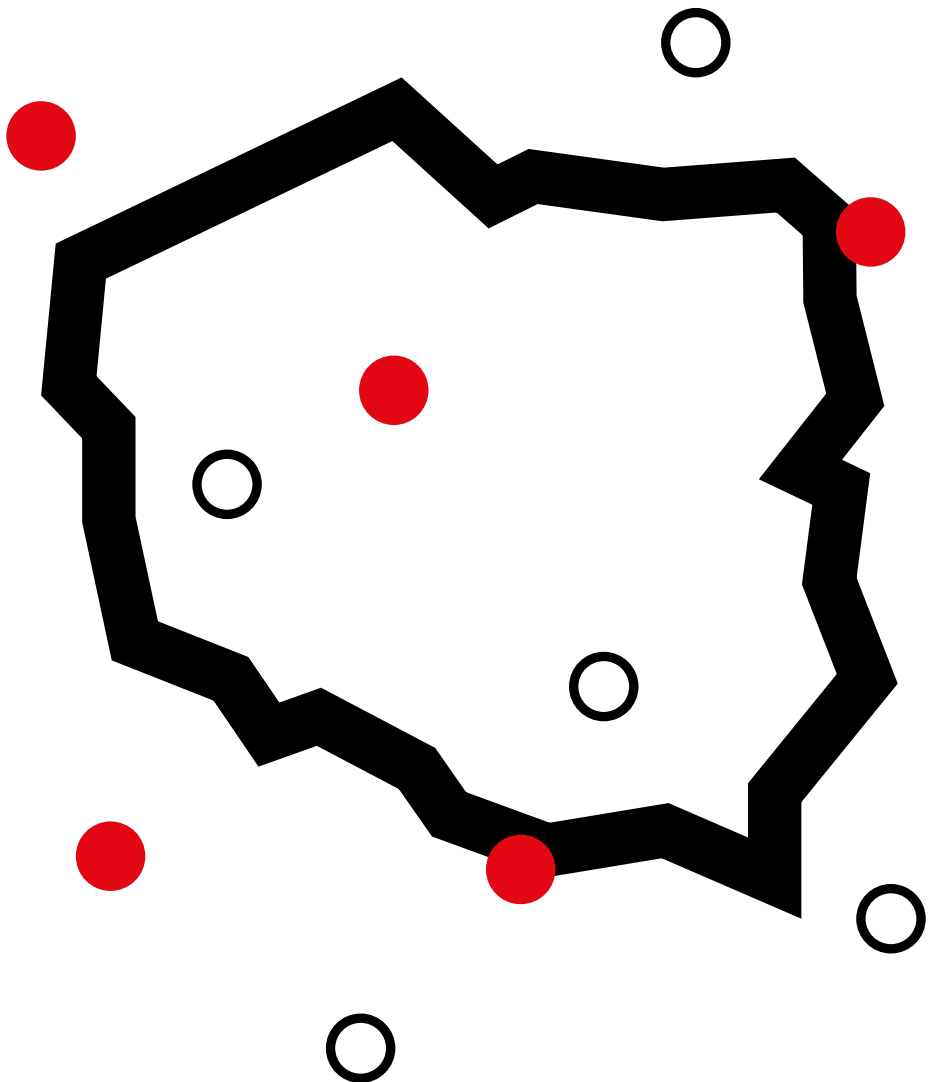


#OERpolicy case study

Digital School textbooks – Poland

<http://www.epodreczniki.pl/>



01

What is the burning problem of education in your country than your project is trying to solve?

- high cost of K-12 textbooks and harmful practices of publishers
- uncoordinated efforts and blind-shot investments in ICT for schools
- lack of ICT infrastructure in schools and lack of ICT skills among teachers

02

Who do you need to convince - who makes decisions about curriculum and materials?

Poland has a free market for textbooks but teachers can choose only from those certified by the Ministry of National Education, or they can submit their own individual syllabus which has to be accepted by school principals. In the Digital School project, OERs were created as complete textbooks that can be accredited and used as a whole, but are much more flexible and accessible than digital textbooks from publishers.

03

Where does the money come from for content creation in education?

National budgets and EU framework programs – which was one of the main arguments for making those textbooks OER.

04

To whom does the money go for the content?

The Ministry of National Education ran public tenders for key partners: 3 universities and one private company were chosen. Publishers largely boycotted the tender. The winners of the tender subcontracted the content production.

05

How much money there is for the content?

Altogether, approximately 56 million Polish złoty was available in this segment, with the majority of the funds (43 million złoty) assigned to the production of e-textbooks.

06

What types of content are created and how?

62 digital textbooks (strictly aligned to the official curriculum and certified by the Ministry of National Education) for 14 subjects, available at www.epodreczniki.pl, and supporting educational resources available on Scholaris (www.scholaris.pl), including rich graphics, interactive exercises, auto-generated problem sets, and videos as well as educational TV programs produced by public broadcaster Telewizja Polska (TVP). All content was created from scratch (nothing was reused).

07

Who uses the content?

Teachers and students.

08

Who owns it and how is it licensed?

At the end of the project, all IP rights were passed to the project leader, the Center for Educational Development (a sub-agency of the Ministry of National Education), then licensed mostly under CC BY with parts under CC BY-SA.

09

Key success conditions for your project?

The top-down approach – it was a good choice because:

- the education system in Poland is relatively rigid and conservative, and teachers are used to this regime
- in many schools, principals and parents were opposed to innovations in pedagogy
- in a publicly funded education system, the government was the only party to fill the infrastructural gap for schools
- the government acquired significant funds from selling licenses for cellular broadband services (LTE), and subsidies were available from the EU

There were existing projects, good practices and resources created in the education field, mostly nongovernmental, that were adapted for the needs of the program.

10

What lessons have you learned?

If you want to introduce a holistic nationwide program of leveraging the digital literacy then make it sustainable, remember strategic planning and add a reasonable time perspective. Three years was not enough to implement the program's main goals, improve the hardware background for teachers and students, improve teachers' ICT skills and create OER materials that would align with the core curriculum.

11

How do you measure your success?

In the Digital School project, there were two parts of the project, each with different indicators so measurement of project success differs as well. The initial pilot part of the project provided 400 schools with all components needed – textbooks, but also resources, training and infrastructure, and only quality indicators were used and these were achieved. The second part, creation of digital textbooks, aimed at reaching at least 40% of students. This goal was achieved just before the project's end, with the help of an awareness campaign in mass media. It is difficult to speak about total success in introducing OER to schools, however, as long-term results of the project depend on the availability of infrastructure and on Wi-Fi access in educational establishments.

12

How does your project effect the educational publishing market?

Program allows teachers and schools with enough infrastructure to move from traditional textbooks to digital ones, but these are used only as supplementary materials. Publishers were concerned with quality of the textbooks and possible market collapse if the project succeed on a larger scale.

13

How does your project align with the common curriculum/s?

It's built on a common-curriculum model to be accredited by the Ministry of National Education.

14

What are the conditions needed to be a user of the project?

Skills needed to use the project:

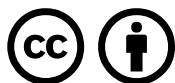
- basic ICT skills that were planned to be a part of the projects

Infrastructure on the end-user side:

- high-speed Internet connection and robust Wi-Fi system at school
- classrooms equipped with computers or another system for easy use of many devices by students
- for limited use of project features, textbooks can be printed and used without special ICT support.



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