

Ministry of Education



REPUBLIC OF GHANA

Textbook Development & Distribution Policy For Pre-Tertiary Education

This Policy is the authoritative document for textbook and supplementary reading materials development and distribution for Pre-Tertiary Education.

The Policy has been approved for use

By -----
MINISTRY OF EDUCATION

Date -----

Table of Contents

3. Preface
4. List of Abbreviations
5. Introduction
6. The Textbook Policy
6. Scope of the Textbook Policy
7. Textbook, teacher's guide and workbook requirements
11. Sale of syllabuses
12. The Language Policy
12. Textbook production in Ghanaian languages
12. Textbook writing and publishing
13. Testing of manuscripts
14. Conflict of interest
15. Submission of proposals for evaluation
15. Evaluation of textbook proposals
16. Selection and recommendation of textbooks
17. Selection and ordering textbooks by schools
18. Copyright issues
19. Printing and production of textbooks
19. Textbook Pricing
20. Financing of textbooks
20. Target book: pupil ratios
20. Target book life
20. Distribution of textbooks
21. Revision of syllabuses and textbooks
21. Conservation, book repair and loss and damage policy
21. Supply of books to school and public libraries

Preface

This Textbook Development and Distribution Policy is the blue print of the Ministry of Education for the development and procurement of textbooks for Pre-Tertiary Schools in Ghana.

A great deal of consultation has been carried out in the preparation, revision and final approval of this Policy document. In spite of this, the document may need further modifications with time, since this is the only way to keep the Policy dynamic and in tune with evolving Education Sector policies and strategies.

The Ministry of Education wishes to acknowledge the contributions of all individuals, trade associations, publishing and printing firms, booksellers and all other educational organisations and MoE Departments that participated in its development. Contributions made at the MoE sponsored May 1998 Conference on Textbook Policy shaped the first draft of this document, which was published in October 1999. The members of the Textbook Working Group of the MoE worked assiduously during 2000 on its review and revision. The revised document was then debated and amended during detailed consultations in April 2001 with the MoE, the Ghanaian book trade (comprising representatives of the trade associations of publishers, booksellers, printers, authors, designers and illustrators, librarians etc) and Development Partners.

This final, approved policy document on instructional materials provision thus represents the satisfactory outcome of a truly national debate on the form and nature of the provision of instructional materials for the Pre- Tertiary system of Ghana

The Operational Annexes to this Policy (under separate cover), deal with the various implementation procedures for textbook development and distribution. These could be amended as considered appropriate for any MoE textbook development and distribution programme.

Transparency and the maximum availability of information to all participants on testing, evaluation, evaluation criteria, scoring and selection etc are prime objectives of the Textbook Development & Distribution Policy for Pre-Tertiary Education

LIST OF ABBREVIATIONS

CRDD	Curriculum Research and Development Division
DDoE	District Director of Education
ECC	Evaluation Coordinating Committee
GBDC	Ghana Book Development Council
GES	Ghana Education Service
GoG	Government of Ghana
JHS	Junior High School
LPO	Local Purchase Order
MOE	Ministry of Education
P	Primary
SLD	Supplies and Logistics Division
SHS	Senior High School
TSC	Textbook Selection Committee
TVI	Technical and Vocational Institutes
TWG	Textbook Working Group

INTRODUCTION

The Textbook Development and Distribution Policy of the Ministry of Education seeks to ensure the development, selection and provision of good quality textbooks, teacher's guides and supplementary reading books that will promote effective teaching and learning in schools. It is an objective of the MoE that textbook usage in the classroom by teachers and pupils should be improved and upgraded to encourage more active pupil involvement in the learning process and to discourage rote learning and excessive memorization. Specifically, the Policy aims at:

- The timely development and production of textbooks and other instructional materials; including large prints and books in Braille for the visually impaired.
- Cost effective and sustainable procurement of textbooks and other instructional materials.
- The sustainable achievement of target 1:1 textbook- pupil ratios.
- The upgrading of local capacity in book development, publishing, distribution and printing and in the Book Industry in general.
- Active private sector involvement in the implementation of a sustainable book development production and distribution system.
- The development of school and classroom libraries is considered essential for the development of reading fluency, student research capacity and active student learning. The MoE Textbook Policy places a high priority on investment in the growth and development of libraries at all educational levels.

THE TEXTBOOK POLICY

1. SCOPE OF THE TEXTBOOK POLICY

The Textbook Policy specified in this document applies to all textbooks, teacher's guides and associated learning materials (e.g. workbooks), plus supplementary reading materials for Pre-Tertiary i.e. Pre-School, Primary, JHS, SHS and Technical Vocational Institutes (TVI) including Special and Integrated Schools.

Contained in this document comprises the following areas:

- Textbook, teacher's guide and workbook requirements
- Sale of syllabuses
- The Language Policy
- Textbook production in Ghanaian languages
- Textbook writing and publishing
- Testing of manuscripts
- Conflict of Interest
- Submission of proposals for evaluation
- Evaluation of textbook proposals
- Selection and recommendation of textbooks by the ECC
- Selection and ordering of textbooks by schools
- Copyright issues
- Printing and production of textbooks
- Textbook pricing
- Financing of textbooks
- Target book: pupil ratios
- Target book life
- Distribution of textbooks
- Revision of syllabuses and textbooks
- Book conservation, repair and loss and damage
- Supply of books to school and public libraries

2. TEXTBOOK, TEACHER'S GUIDE AND ANCILLARY REQUIREMENTS

A. Basic Schools

For KG, activity books, teacher's guides, posters / charts, sketch / drawing Books (where applicable are required for:

- Numeracy
- Literacy
- Environmental Studies
- Creative Activities
- Music, Movement and Drama
- Physical Development

For Lower Primary activity books, teacher's guides, posters / charts, sketch / drawing books (where applicable) are required for :

- Maths (Numeracy Skills)
- English (Literacy Skills)
- Ghanaian Language and Culture (Literacy Skills)
- Physical Education (PE)
- Natural Science
- Creative Arts
- ICT

For Upper Primary (P4-6) pupil's books, teacher's guides, posters / charts, sketch / drawing books (where applicable) are required for:

- Mathematics
- English (Literacy Skills)
- Ghanaian Language and Culture (Literacy Skills)
- Integrated Science
- Creative Arts
- ICT
- Citizenship Education

For P4 to P6 teacher's handbook DVD / CVD /Cassettes are required for:

- PE

Copybooks are required for P1 to P3 to help improve the pupils' handwriting. The straight and joined lettering is recommended.

For JHS 1 to JHS 3 pupil's books, teacher's guides, DVD / CVD / Cassettes posters and charts are required for:

- English
- Mathematics

- Integrated Science
- Physical Education
- Agriculture
- ICT
- Social Studies
- French
- Basic Designs and Technology

In addition to the above pupils in JSS 1-3 are required to study any one of the following Ghanaian Languages:

- Akuapem Twi- Akan
- Asante Twi - Akan
- Fante - Akan
- Dagaare
- Dagbani
- Dangme
- Ewe
- Ga
- Gonja
- Kasem
- Nzema

B. SECOND CYCLE LEVEL

For SHS, TVI textbooks, teacher's guides, DVD/ CVD / Cassettes, Posters / Charts are required for the following:

i. Core Subjects (SHS / Secondary-Technical):

- English(SHS 1-4)
- Mathematic (SHS 1-4)
- Integrated Science (SHS 1-4)
- Social Studies (SHS 1-4)
- ICT (SHS 1-4)

ii. Elective Subjects (SHS / Secondary-Technical):

PROGRAMMES:

i. Agriculture Programme

Crop Husbandry and Horticulture
 Animal Husbandry
 Fisheries
 Forestry
 General Agriculture

ii. General Programme

Arts Option

Literature in English
French
Music
Christian Religious Studies
Islamic Religious Studies
Traditional Religious Studies
Economics
Geography
History
Government

Ghanaian Languages

(one only to be selected)

Akuapem Twi }
Asante Twi } Akan
Fante }
Dagaare
Dagbani
Dangme
Ewe
Ga
Gonja
Kasem
Nzema

General Programme

Science Option

Elective Mathematics
Biology
Chemistry
Physics

Business Programme

Introduction to Business Management
Accounting
Business Mathematics and Principles of Costing
Type Writing
Clerical Office Duties

Vocational Programme

Visual Arts Option

General Knowledge on Art

Graphic Design
Picture Making
Pottery and Ceramics
Leather Work
Sculpture
Basketry
Textiles
Jewellery

Home Economics Option

Management in Living
Food and Nutrition
Clothing

Technical Programme

Technical Drawing
Applied Electricity
Electronics
Auto Mechanics
Building Construction
Metal Work
Wood Work

Technical Vocational Institutes

(Subjects under the following programmes)

Carpentry and Joinery

Block laying and Concreting

Painting and Decorating

Plumbing

Auto Mechanics

Mechanical Engineering Craft Practice

Electrical Installation

Welding

Business

Agric mechanics

Refrigeration and Air Conditioning

Radio and Electronics

Elect. Machine Rewinding

Furniture Craft

Upholstery

Small Engine Repairs

Auto body

Heavy Duty Mechanics

Industrial Mechanics

Catering Craft

Fashion Designing

Photography

Textiles

Printing

xi. Suitable atlases, dictionaries and supplementary reading materials will also be evaluated and selected for use in schools.

xii. The Colour Scheme is as follows:

- P1 to P3 : 4 colours for the sciences.
- P4 to P6 : 4 colours for the sciences.
- JHS 1 to JHS 3 : a minimum of 2 colours for the sciences including Agriculture
- SHS1 to SHS 4 a minimum of 2 colours for the sciences including Agriculture
- TVI a minimum of 2 colours for the sciences

3. SALE OF SYLLABUSES

- i. The curriculum and the subject syllabuses for textbooks required by the MoE will be sold to prospective bidders as part of the package of documents comprising the *Invitation to Submit Proposals for Textbook Evaluation and Approval* (or obtained at the MoE website www.edughana.net).
- ii. Copies of subject syllabuses will also be available within one year of publication, for purchase from bookshops by parents, pupils and persons needing subject syllabuses, at prices to be determined by the MoE.

- iii. The price of revised syllabuses published every five years will reflect changing costs within the period.
- iv. In order to establish curriculum, syllabus and textbook stability, the MoE undertakes that there will be no significant changes in the content of the curriculum or syllabuses for a minimum period of five years from the date of introduction of a new curriculum and / or syllabus. Textbooks, once evaluated and selected, will remain as selected textbooks for the same period.

4. THE LANGUAGE POLICY

It is an objective of the MoE that all pupils study a Ghanaian Language in school and that Pupils in P1 to P3 be taught in a Ghanaian Language.

However, much as this Policy is desirable, its implementation needs to be carefully thought out to ensure effectiveness. Until then, the following policy will apply:

Instruction at all levels will be in English. However, pupils and students in all Basic schools (both public and private) will be required to study a Ghanaian Language as a subject, that is, from KG 1 to JHS 3.

Where there are no teachers, French will be taught from JHS1 to SHS3.

5. TEXTBOOK PRODUCTION IN GHANAIAN LANGUAGES

- i. All textbooks will be produced in English except those for Ghanaian Languages. Publishers would also be encouraged to translate their textbooks into Ghanaian Languages.
- ii. Until there is a published policy change, publishers will use existing orthographies for book development and publishing in Ghanaian languages studied in schools.
- iii. Publication rights for Primary and Junior High School and Senior High School textbooks in any specified Ghanaian language developed as a result of collaboration between the MoE and Development Partners will be offered to interested private sector publishers via a publicly advertised national tender. The licensed publication rights will not automatically confer status as a selected textbook for Ghanaian schools. Private sector publishers who have been successfully awarded publication rights for Ghanaian Language textbooks as a result of any MoE tender(s) will still be required to submit the titles for competitive evaluation against the evaluation criteria, and against any other Ghanaian Language titles for the same subjects and grades that may be submitted for evaluation. This will be done in accordance with the terms and conditions of the evaluation and selection procedures.

6. TEXTBOOK WRITING & PUBLISHING

i Suitably qualified, private sector publishers will be responsible for the identification of authors and illustrators for all textbooks at the pre-tertiary level required by the MoE. All textbooks selected or recommended for use in pre-tertiary institutions and procured by the MoE will be published and supplied by qualified private sector publishers, except in the circumstances specified in Section 6 (ii), below.

- i. In the event that no qualified publisher expresses an interest in submitting a textbook proposal for any required textbook, or that no textbook proposal for a subject, grade and language of instruction achieves the minimum evaluation standards (see below), the

MoE reserves the right to determine whether to float another tender in order to achieve at least one suitable textbook per subject and grade in each approved language of instruction. Should this approach also fail, the MoE, in conjunction with CRDD, will set up writing panels to develop suitable textbooks for those subjects, grade levels and languages where private sector publishers have failed to express an interest or have failed to achieve a selected textbook.

- ii. The MoE will not initiate any textbook writing or publication programme in accordance with the provisions of Section 6 (ii), above, without making its intention public in writing and providing the reasons for its actions.
- iii. For the purposes of capacity building in book development, at least 70% of all textbook writing teams will comprise Ghanaian nationals. It is highly desirable that all writing teams should always have a majority of Ghanaian nationals.
- iv. All textbooks for pre-tertiary level (including SHS and TVI) should have the relevant ancillary materials i.e. teacher's guides, workbooks, charts, atlases (whichever is applicable). Therefore, publishers submitting proposals for evaluation and selection must comply with the requirements specified in relation to the accompanying materials.

7. TESTING OF MANUSCRIPTS

- i. Post-evaluation testing will be used as a practicable and cost effective approach to manuscript testing. Testing will only involve course materials that have been previously evaluated and selected as potentially suitable for use in schools.
- ii. All course materials selected by the MoE will require mandatory post-evaluation testing prior to introduction into the classroom. The testing will be undertaken by CRDD but will be funded by the publishers via the payment of a standard testing fee. The results of the testing will be communicated in writing to the publisher, who must include all reasonable recommendations for change resulting from the testing into the final textbook(s) as a condition for confirmed selection.
- iii. Pilot testing results will not require substantive changes to the extent, format or number of colours specified in the textbook proposal when originally submitted by the publisher for evaluation.
- iv. Post-evaluation testing will ensure that all textbooks selected by the MoE will be tested objectively by CRDD. It will also ensure that the initial costs of trial testing will be borne by the publisher and not by the Government and that the results of the trial testing will be incorporated into every book used in schools. It will also ensure standard pilot testing procedures and costs for all selected textbooks.
- v. Post-evaluation testing will take place over a period of not more than two months; and will involve no more than three representative schools, and no more than five units per textbook selected by the evaluation committee.
- vi. Where appropriate, readability tests may be developed and applied by CRDD as part of the post-evaluation textbook testing.
- vii. For P1 to P3 titles the requirement for post evaluation pilot testing will apply only to the English language versions of the selected textbooks, plus the individual Ghanaian language courses, unless specifically stated otherwise in the *Invitation to Submit*

Proposals for Textbook Evaluation and Selection. Versions in Ghanaian languages will not require post evaluation pilot testing but may be required, at the discretion of the ECC, to undergo readability testing.

- viii. Post evaluation pilot testing is a required MoE policy for all textbooks as a condition of confirmed selection. However, the MoE may, at its discretion, decide to waive this requirement for textbooks for specific grades or subjects. Where a decision is made by the MoE to waive the post evaluation pilot testing requirements, this must be clearly stated in the *Invitation to Submit Proposals for Textbook Evaluation and Selection*. The decision to waive post evaluation pilot testing cannot be taken after the announcement of the *Invitation to Submit Proposals for Textbook Evaluation and Selection*. The waiver must also apply to all titles selected for the subject/grade to which the waiver applies

8. CONFLICT OF INTEREST

- i. In the interest of transparency, CRDD, MoE and GES staff who are involved as authors, editors, staff members, consultants, advisors or shareholders of participating publishing houses must declare their interests as soon as possible. The MoE will establish a publicly available register of interests. Any individual with a declared interest cannot participate in evaluation or trial testing of any course materials in the subject and grade submitted for evaluation and selection.
- ii. Submitting publishers will also be required to declare any potential Conflict of Interest in their proposals submitted for evaluation and selection. Where any conflict of interest is clearly and incontrovertibly identified, but has not been declared, the MoE may disqualify the publisher concerned from participating in the subject and grade affected by the Conflict of Interest. Where the Conflict of Interest is repeated the MoE may disqualify a publisher from participating in any subject / grade evaluation for a maximum period of up to three years.
- iii. The submitting publishers must take responsibility, along with the staff members concerned, for identifying and declaring Conflicts of Interest. Lack of knowledge by a publisher of a Conflict of Interest will not be accepted as a justification or as an excuse for Conflicts of Interest
- iv. All MoE and GES employees who are invited to undertake evaluation and /or pilot testing activities will be required to sign a declaration that they have no Conflicts of Interest.
- v. Conflicts of Interest will exist wherever MoE / GES staff members are engaged on current publishing projects for a submitting publisher or are in receipt of current remuneration and benefits from a submitting publisher. In this context, ‘current’ is defined as employment, contracts, engagements and/or remuneration and/or benefits offered or promised in the future or within a period of two years immediately prior to the deadline for submission of proposals for evaluation.

9. SUBMISSION OF PROPOSALS FOR EVALUATION

- i. The MoE will publicly announce periodic invitations for suitably qualified private sector publishers to submit textbook proposals for evaluation and selection. The detailed terms and conditions for submission and the specific submission requirements will be provided in each *Invitation to Submit Proposals for Textbook Evaluation and Selection*.
- ii. To ensure continuity of textbooks from one grade level to another, all textbook proposals will be submitted and evaluated in series (Lots) rather than as single textbooks and teacher's guides. For example, textbook proposals for Maths will be submitted and evaluated as a complete series of textbooks, teacher's guides and (workbooks where applicable), rather than as individual textbooks, teacher's guides and workbooks. Under normal circumstances the Lots will comprise textbooks and specified ancillary materials (e.g. teacher's guides, workbooks etc).
- iii. Submissions will normally be in English language only for the purposes of evaluation and selection, unless stated otherwise in the *Invitation to Submit Proposals for Textbook Evaluation and Selection*.

10. EVALUATION OF TEXTBOOK PROPOSALS

- i. Proposals submitted by publishers in response to the announcement of an *Invitation to Submit Proposals for Textbook Evaluation and Selection* will be evaluated, marked and selected according to the procedures, timetables, terms and conditions, methodology, criteria and marking scheme designed for this purpose.
- ii. The main criteria for the evaluation of textbook proposals are:
 - The extent to which the content of the proposal meets the detailed specifications of the syllabus;
 - The suitability of the content to the interests, experience and educational levels of the users;
 - The appropriateness, practicality and effectiveness of the teaching and learning methodologies demonstrated by textbooks and teachers' guides;
 - The suitability of the language level to the target group of pupils and the quality and accuracy of editorial preparation of the proposal;
 - The effectiveness of design, layout and illustrations in the organisation of content and in contributing to the relevance, effectiveness, interest, understanding and ease of use of textbooks, teachers' guides and workbooks (where appropriate);
 - Cultural relevance, representation of national diversity and gender sensitivity;
 - The effectiveness of teacher support materials (teachers' guide);
 - The usefulness and effectiveness of the workbook, where required;
 - The usefulness and appropriateness of tests, exercises and assignments in the textbooks and teachers' guide;
 - Conformity to minimum technical specifications;
 - Publisher qualifications;
 - Conformity to bid requirements.

- iii. The language of submission and the language of evaluation of textbook proposals will be English, except for Ghanaian Language course materials, or unless otherwise specified in the *Invitation to Submit Proposals for Textbook Evaluation and Selection*.
- iv. The identity of evaluators will always be maintained as confidential.
- v. In the interest of transparency, the MoE will make available, publishers' individual results to them upon receipt of a written request from the interested publishers.

11. SELECTION AND RECOMMENDATION OF TEXTBOOKS BY THE ECC

- i. Wherever possible there will be a competitive choice of textbooks (and / or teacher's guide plus any other required ancillary materials) for every subject and at every grade level.
- ii. The MOE will select a maximum of five textbooks for each subject, grade and language of instruction for the Basic schools. For the second cycle level a maximum of two textbooks will be selected from the list of approved titles.
- iii. For Ghanaian languages where roll numbers are likely to be small, a maximum of three textbooks may be selected.
- iv. Every textbook selected by the MoE must meet the minimum evaluation standards established in the Policy. These include:
 - Conformity with syllabus requirements of at least 80%*
 - An average evaluation mark of no less than 60% for other specified criteria.
 - Conformity with the minimum physical production specifications.
 - Conformity with the requirement of publisher qualification.
 - Responsiveness to the requirement for the submission of proposals for evaluation and selection.
 - Conformity with the 70% requirement of Ghanaian authorship (see [section 6 iii.](#))
 - Conformity with the 60 % requirement of Ghanaian participation in printing of course materials by publishers.

*Any submission which fails to obtain 80% Conformity will not qualify for further evaluation.
- v. The MoE will be responsible for recommending awards, which must then be approved by a monitoring body established for this purpose at a senior level within the MoE. This monitoring body will ensure that the evaluations have been carried out fairly, accurately and according to the rules and procedures established in the Operational Annexes. The monitoring body will only have the power to approve ECC recommendations or to reject ECC recommendations and thus to require resubmission and re-evaluation. If the monitoring body rejects an award it must publicly provide reasons for the rejection. The monitoring body will not have the power to nominate its own selections to replace the ECC selections.
- vi. Where more than five textbook proposals meet the minimum evaluation requirements, the five highest scoring textbook proposals will be selected.

- vii. Only selected textbooks will be purchased with MOE and/or development partner funding.
- viii. Selected textbooks must have the inscription GHANA GOVERNMENT PROPERTY, STRICTLY NOT FOR SALE printed at the bottom of the front cover. At the top left corner of the front cover should appear the flag of Ghana in the appropriate colours of RED, GOLD, GREEN with the Back Star correctly placed. A similar inscription with the flag on top should appear at the bottom of the back cover. It must be noted that the flag is horizontally positioned. **Every page** of the books should also have the inscription in lower case as a running footer.
- ix. Publishers may make selected textbooks available for commercial sale but these commercial editions must not have the inscription mentioned above..
- x. Any book that meets the fundamental criteria of quality and decency can be published and sold on the open market. However, books and materials for supplementary use in all Ghanaian schools must necessarily be recommended by the MoE
- xi. The Textbook Policy aims at widening the scope of textbook competition as rapidly as possible. It is expected that Ghana will move steadily towards an open-ended approach to the selection of textbooks. Any textbook that meets the minimum evaluation requirements will be selected as suitable for use in schools, and thus be declared qualified to be procured with MoE funding. Thus the current policy of limited selection and procurement will be reviewed at regular intervals.

12. SELECTION AND ORDERING OF TEXTBOOKS BY SCHOOLS

It is the policy of MoE that, the selection and ordering of textbooks will be carried out at the school level in future.

School based choice is the foundation of competitive, demand-oriented textbook provision, in which schools decide for themselves from a list of MoE selected textbooks the titles and quantities that they require within the limitations of an annual school budget. This type of system tends to produce more accurate and prioritised ordering by schools and is thus more cost effective.

- i. Each individual school will be responsible for deciding which textbook or textbook series it wishes to use from a list of up to five competing textbooks selected by the ECC as a result of the evaluation process.
- ii. Schools will be required to establish Textbook Selection Committees (TSCs) to undertake the task of textbook selection. These committees will normally comprise both teachers and elected parent representatives.
- iii. Districts will be trained to assist schools in the selection process.
- iv. In the early years of school based selection and choice, Districts Directors will be required to countersign school orders to ensure that each school order is correctly calculated and extended and that schools are concentrating their orders on class sets of core textbooks. As schools demonstrate ordering proficiency, the requirement for district counter-signatures will be dropped

- v. All schools will be provided with national textbook purchasing power budgets based on an annual per capita financial allocation for each enrolled student, calculated centrally within the MoE and based on need in association with the limits of available funding
- vi. Although de-centralised selection of textbooks is a MoE policy, there may be significant economies of scale in centralised procurement. Schools will, therefore, be provided with order forms, which contain all selected titles and current prices. Schools will order the titles and quantities that they require up to the limit of their annual allocated textbook budgets. The Supplies and Logistics Division (SLD) of the GES will return school orders to a central order consolidation point for bulk procurement. It is intended that school orders should be computer sorted and consolidated.
- vii. In school based textbook selection from a list of competing textbooks, publishers will be required to market their textbooks competitively and this will often necessitate school visits and/or published organised training workshops.

13. COPYRIGHT ISSUES

- i. Copyright subsists in the act of intellectual creation. It is not normally transferable to a purchaser as a result of the simple invoicing and purchase of printed copies.
- ii. Copyright in the textbooks developed by authors/publishers and selected by the MoE will be retained by the authors / publishers of the textbook proposals submitted for evaluation and selection and will not be claimed in whole or in part by the MoE or any other part of the GOG.
- iii. Where textbook development and authorship costs have been funded by the MoE or by Development Partners working in collaboration with the MoE, copyright may lie with the MoE rather than with the submitting publishers. In this case, the publishers submitting proposals for evaluation will be required to demonstrate that they have legal *publication rights* for the titles submitted for evaluation and selection.
- iv. The MoE nevertheless wishes to maintain a degree of control over textbook pricing, particularly for reprints, and over textbook availability. All publishers who have textbooks selected by the MoE will, therefore, be required to sign a contract specifying the terms and conditions under which 'selection' status has been awarded by the MoE.
- v. All publishers submitting textbook proposals for evaluation and selection will be required to demonstrate that they own copyright in, or have valid publication rights for, all submitted materials. Submitting publishers will be required to indemnify the MoE against any legal action resulting from copyright infringements of materials submitted by publishers for evaluation and selection.
- vi. All copyright matters shall be in consonance with the Copyright Law of Ghana.

14. PRINTING AND PRODUCTION OF TEXTBOOKS

- i. It is an objective of the MoE that local capacity for the printing and binding of textbooks up to the quality standards specified in this policy document should be developed as rapidly as possible. It is, therefore, a target of the current textbook policy that 60% of all textbooks funded by the MoE (including donor funding) should be produced in Ghana.
- ii. The achievement of the production target specified in Section 14 (i), above, depends upon the availability of satisfactory local printing and binding capacity capable of meeting the specified production standards at prices which are comparable with good international prices (including freight costs) and in conformity with the MoE delivery deadlines. This in turn requires the creation of an operational environment conducive to the development of a high quality and competitive textbook manufacturing capacity inside Ghana.
- iii. The Ghana Book Development Council (GBDC) shall liaise with Ghanaian printers, the MoE and other relevant government ministries to develop a comprehensive strategy and a conducive environment in support of the development of local textbook manufacturing capacity.
- iv. The Ghana Book Development Council shall also co-ordinate an initial survey of local book printers to determine the local capacity required to meet the specified production targets and price competitiveness; and shall repeat this survey on a regular basis as a means of monitoring the development of local printing and production capacity. The GBDC should be provided with the necessary facilities to conduct the survey and will be responsible for recommending strategies to Government to assist in the development of high quality, price competitive, local textbook printing and binding capacity
- v. The MoE recommends that paper and cover card imports for local textbook production should be duty - free on a rebate (duty draw-back) basis.

15. TEXTBOOK PRICING

- i. All prices provided as part of a publisher's submission for evaluation will be binding as a condition for submission, evaluation and selection.
- ii. Annual and reprint price increases during the period when a textbook is selected will be subject to the formula for price increases as indicated in the Operational Annexes.
- iii. Prices submitted as part of a textbook proposal for evaluation and selection must take account of all origination, raw materials, manufacturing, authorship, copyright, overhead and contractual costs as incurred by the publisher and as specified in the *Invitation to Submit Proposals for Textbook Evaluation and Selection*. No retrospective adjustment of quoted prices will be permitted. Submitting publishers who attempt to change prices after submission will run the risk of being made to pay a penalty at a percentage to be determined by the MOE or disqualified from future *Invitations to Submit Proposals*.

16. FINANCING OF TEXTBOOKS

All textbooks, teacher's guides and other ancillary materials specified in Section 2, above, will be funded by the MoE (including donor funds) and provided free of charge to students on the basis of the book: pupil ratios specified in Section 17, below, and the book life targets specified in Section 17, below.

17. TARGET BOOK: PUPIL RATIOS

The MoE recognizes that the ratios specified below are targets and that actual level of procurement and provision will depend upon the availability of funding.

By September 2005, the target book: pupil will be 1:1 for all levels.

- i. Teachers' guides will be supplied to schools on the basis of 1 teacher's guide per subject per class.
- ii. In subjects where the book: pupil ratio is 1:2 parents will be encouraged to supplement government-funded supplies.

18. TARGET BOOK LIFE

The achievement of long textbook life, maximum cost amortisation and thus lowest recurrent textbook provision costs is a critical objective of the Textbook Policy. The book life targets underlying textbook provision cost projections and replacement rates for the next five years are as follows:

- 2 years for K. G.
- 3 years for P1 to P3
- 5 years for P4 to JHS3
- A minimum of 5 years for the 2nd cycle level.

19. DISTRIBUTION OF TEXTBOOKS

- i. Publishers of selected titles ordered by schools but procured centrally by the MoE will be responsible for distribution of the textbooks to specified District Depots. Publishers will be encouraged to co-operate with each other and with booksellers who have haulage and storage facilities in distribution arrangements wherever possible.
- ii. MoE textbook orders will be accompanied by detailed packing lists providing information on individual school requirements. Publishers will be required to pack in parcels addressed for individual schools.
- iii. Publishers will be responsible for insuring stock delivery for replacement against loss or damage up to the specified point of delivery.
- iv. District Directors of Education (DDOEs) will be responsible for the distribution of books from the district depots to schools

- v. The involvement and development of local booksellers as part of the Textbook Distribution Process is an important medium and long-term objective of the textbook policy. In pursuit of this Policy, Booksellers with reliable haulage warehouse facilities in the Districts will be encouraged to participate in the Ministry's Textbook Development Programme.

20. REVISION OF SYLLABUSES AND TEXTBOOKS

- i. Syllabuses will be reviewed and revised every five years to keep them current, taking into account changes and developments in subject knowledge.
- ii. All selected textbooks will be retained as selected textbooks for a minimum period of five years or until the relevant subject and grade level syllabus is revised.
- iii. When revised syllabuses are published all existing selected textbooks must be re-submitted for evaluation and selection in competition with any new or revised textbooks from other publishers.
- iv. Even if there are no substantive changes in the syllabus of a subject, after a period of five years the MoE may still decide at its discretion to announce an *Invitation to Submit Proposals for Textbook Evaluation and Approval* in order to provide opportunities for new and improved textbooks to be developed and considered for selected status.

21. CONSERVATION, BOOK REPAIR, LOSS AND DAMAGE

The MoE will provide a manual on Textbook Conservation and Book Repair for circulation to all Districts and Schools, as a means of extending book life and reducing annual textbook provision costs.

22. SUPPLY OF BOOKS TO SCHOOL AND PUBLIC LIBRARIES

Copies of all textbooks will be procured and supplied to school and public libraries.