GOVERNMENT OF GHANA

NATIONAL BOOK AND READING POLICY (NBRP)
(2023 – 2033)

DRAFT

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ABBREVIATIONS AND ACRONYMS

ADEA   Association for the Development of Education in Africa
AU   African Union
AUC   African Union Commission
BGL   Bureau of Ghana Languages
CESA   Continental Education Strategy
ESP   Education Strategic Plan
GBDC   Ghana Book Development Council
GDP   Gross Domestic Product
GhLA   Ghana Library Authority
GAW   Ghana Association of Writers
GBA   Ghana Booksellers Association
GPA   Ghana Publishers Association
GPPCA   Ghana Printers and Paper Converters Association
ICT   Information Communication Technology
IP   Intellectual Property
ISBN   International Standard Book Number
NBRP   National Book and Reading Policy
NGOs   Non-governmental Organisations
M&E   Monitoring and Evaluation
MDAs   Ministries, Departments and Agencies
MOE   Ministry of Educaton
MOF   Ministry of Finance
MTI   Ministry of Trade and Industry
POD   Print-on-demand
SDGs   Sustainable Development Goals
TLMs   Teaching and Learning Materials
UN   United Nations
UNESCO   United Nations Educational Scientific and Cultural Organisation
VAT   Value Added Tax

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PREFACE

CHAPTER 1: INTRODUCTION

1.1 Background

There have been many attempts by governments over the years to develop a vibrant domestic book industry to serve the book needs of the country. Despite these attempts, the book industry still struggles to stand on its feet. This situation is so because until recent years, there was no coordinated national strategy to guide the systematic development of the industry. A lot of the previous interventions for the book industry were either on *ad hoc* or uncoordinated basis, meant to address specific challenges or issues at one point or the other, or skewed toward a particular genre of books.

The book industry in Ghana is made up of diverse players, each with a distinct character and need. The book chain which involves players such as writers, publishers, editors, illustrators, designers, printers, booksellers, librarians, and archivists is largely unstructured and unregulated with overlapping functions and responsibilities. These complex players require a multi-disciplinary approach by both government and the private sector to aid their development. A national policy, such as a national book and reading policy (NBRP), to effectively consider the development of these various roles and professional groups would be needful.

Unprofessionalism among some book industry practitioners characterised with non-adherence to internationally accepted book standards, low level of publishing knowledge, misunderstanding of the book industry, and the open market nature

of the industry are setbacks to the development of books in the country. There are no criteria to determine a professional practitioner in the country, thus making it difficult to draw a clear distinction from unprofessional practitioners.

Currently, the country is confronted with challenges such as inadequate domestic and culturally relevant books; low production of books in the local languages and indigenous scholarly books; and poor reading habits, particularly among children. Book publishing in the country is largely skewed towards textbooks with little focus on general books that promote the rich Ghanaian culture and functional literacy. Another challenging impediment discouraging many indigenous publishers to publish more supplementary readers and books in Ghanaian languages is the low return on investment. There is also inadequate marketing and distribution channels for books as well as lack of incentives or opportunities to encourage indigenous writers and publishers to meet the book needs of the country. Additionally, the education reforms require a realignment of the book industry to support the needed transformation with relevant books, and generally promote the habit of reading among school children.

The above challenge is connected to the reading culture of citizens. Reading culture is highly influenced by book suitability, accessibility and reading. Whereas the culture of reading textbooks for exams is high—leading to the creation of a huge and ready-made market for textbooks, with the government as the biggest buyer—the culture of reading non-textbooks for knowledge, pleasure

and self-development is comparatively low. This affirms the general assertion of poor reading habits for such books and the attributable factors which include lack of ownership of books especially by students (people) in the rural areas; lack of guidance and motivation for children to read, and inadequate stocking of indigenous books in public libraries.

As part of efforts to address low readership among school children, the Ministry of Education organised a maiden National Standardised Test (NST) for Primary Four (P4) pupils in public Basic schools in December 2021. According to the Ministry, the "NST is to assess curriculum standards, including reading, writing, creativity, knowledge, skills, values and attitudes that are central to the new pre-tertiary education curriculum". The results of the NST showed that 50% of the total of 390,000 pupils who sat for the test scored 49% and below in English Language (thus Below Basic). Again, 15% of the pupils had scores ranging from 50% to 65% (classified as Basic), whereas 14% recorded scores ranging between 66% to 79% (i.e. Proficient). Only 21% scored 80% or above, and were considered Advanced, or at a High Level of Proficiency. This result indicates 65% of the pupils are not proficient in the English Language, confirming the fact of low readership among pupils in Basic schools.

The priority to promote supplementary readers and books in Ghanaian languages and literacy promotion programmes is weak, which results in a limited market for supplementary readers and books in Ghanaian languages.

There is inadequate or lack of incentives to encourage indigenous writers to write on certain non-existing genres and some distinct areas. This could be attributed to the difficulty in getting a publisher who may be interested in the work of the writer or the difficulty in meeting publishers' standards and areas of specialisation. Furthermore, delay in the acceptance of manuscripts by publishers, low earnings from royalties, and lack of funding for potential authors to publish their manuscripts add up to the authorship challenges in the country. In promoting authorship through funding for authors, the Ghana Book Development Council (GBDC) created a revolving Authorship Development Fund in the 1970s to encourage authors to get their books published. This was a positive-oriented initiative, but among other reasons that funding ceased due to the lack of a sustainable book policy to guide the project.

Although since 2016, import duty taxes on paper imported for book production in the country are being waived, there is still a challenge of high cost of production which therefore increases the unit cost of book production. Aside paper, other raw materials such as inks, printing plates, among others, for book production are expensive and do attract taxes when they are imported. The high cost of production tends to give a competitive advantage to foreign printers and a direct adverse effect on the price of books on the local market.

The local book industry also faces the challenge of ineffective marketing and distribution channels for books, thereby creating book accessibility deficit to

potential readers especially in some regions. Realistically, most of the books published are not accessible to people in some rural areas. The promotion of books by using suitable strategies to create more awareness and persuade people to purchase books remain limited. Also, the use of promotional campaigns to reach the target readership tends to be very expensive due to the unstructured distribution channels.

Libraries play an outstanding role in the promotion of reading and literacy. It is worthy to note that books and libraries are inseparable. Between 1950 and 2018, there were 61 public libraries and from 2018 to 2022 there has been a tremendous increase from 61 to 110 public libraries. The total book collection has also increased but foreign books still dominate in these libraries. Hence, there is still the need for nationwide visibility and promotion of the libraries to the populace, stocking of more indigenous books and expanding accessibility of the e-library services to rural areas.

There is a prevailing issue of unavailable disaggregated national statistics (data collection and performance reporting) on the book industry in Ghana. The statistics related to the local book industry are currently subsumed under the Manufacturing sector, making it difficult to determine the actual contribution of the book industry to Gross Domestic Product (GDP). There is no data on the size, performance and contributions of the industry to Ghana's economy, as well as to facilitate trend analysis of the industry. The World Intellectual Property Organisation (WIPO) in collaboration with the International Publishers

Association (IPA) reported in 2022 that the published titles in Ghana for 2020 was 1,147 (1,097 titles in print and 50 titles in digital).[1] This statistic was confirmed by the George Padmore Research Library on African Affairs (in charge of legal depository of books in Ghana). According to the report, a total of 2,500 International Standard Book Numbers (ISBNs) were registered in 2020; an indication that not every book which was published had been deposited with George Padmore Library.

The United Nations Conference on Trade and Development (UNTAD) reported in 2018 that the publishing sector in Ghana imported more than USD 40 million in 2005 but recorded almost nothing in exports for the same period. The data for 2014 was not available.[2]

Given the important role of the book industry in education and given that books form the basis of transforming a community into a knowledgeable or learning society, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has since the 1970's continued to encourage countries to develop and adopt national book and reading policies to promote books and other reading materials that meet the needs of the particular society. The African Union (AU) has been championing the need for an education system in Africa which will best

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[1] World Intellectual Property Organisation, 'The Global Publishing Industry in 2020' <https://www.wipo.int/edocs/pubdocs/en/wipo-pub-1064-2022-en-the-global-publishing-industry-in-2020.pdf> accessed on 3 August 2022

[2] United Nations, 'Creative Economy Outlook: Trend in International Trade in Creative Industries 2002 - 2015' <https://unctad.org/system/files/official-document/ditcted2018d3_en.pdf> accessed on 30 May 2022.

serve the socio-cultural, political, and economic needs of the continent. The AU also recognises that the quality of teaching and learning materials available in a country has a significant impact on quality education delivery. This then demands a domestic book industry which can produce suitable and culturally relevant books to support a particular education system, hence the need for the NBRP to guide the development of the book industry in Ghana.

1.2 Scope of Policy

The policy is intended for public and private institutions and bodies which are involved in book writing, development and production, distribution, reading promotion and consumption. It is intended to guide the activities of these bodies to ensure a holistic development of the book industry and promote reading in the country.

1.3 Process of Preparing the Policy

The drafting of this NBRP was initiated in 2021 with an initial consultation with the Minister of Education. The process for drafting this policy was led by the Ghana Book Development Council (GBDC), under the guidance of the National Development Planning Commission (NDPC), working in collaboration with the Ghana Library Authority (GhLA). It involved stakeholder workshops, extensive consultations and discussions with book industry practitioners and other national experts.

1.4 Content and Structure

The Policy is structured into seven (7) chapters. Chapter One presents the overall introduction to the Policy. It details the background, rationale, and scope of the policy, as well as the policy formulation process. Chapter Two sets out the policy context; this includes the supporting global, regional, and national commitments, issues, and agendas.

Chapters Three and Four detail the policy vision, goal, objectives, and strategies. Chapter Five details how the NBRP is to be implemented. Monitoring and evaluation arrangements and the communication strategy of the policy are presented in Chapters Six and Chapter Seven, respectively.

CHAPTER 2: POLICY CONTEXT

2.0 Introduction

The inspiration for a national book and reading policy is borne out of the goals and objectives of various international and continental covenants, conventions and agreements to which Ghana is a signatory. Other national statutes and policies have also influenced the NBRP. Owing to the multi-sectoral nature of the book industry, the book and reading policy links with policies of other sectors that enhance book authorship, publishing, printing, distribution, library services and reading promotion. This chapter discusses the international, and national legal underpinnings that govern the book industry.

2.1 Global context

2.1.1 Universal Declaration of Human Rights (UDHR)

The UDHR has been described as a foundational document of international human rights law. It is replete with provisions which support the essence of books. Article 19 provides for the right to freedom of opinion and expression; article 26 promotes the right to education; and article 27 confers the right to freedom of cultural life, arts, and the protection of interest resulting from literary productions which the individual 'creates' or authors. These declarations are ideals that all nations must aspire to.

2.1.2 International Covenant on Civil and Political Rights (ICCPR)

The ICCPR was adopted by the General Assembly of the United Nations in December 1966. The ICCPR provides for the right to freedom of expression in article 19. Specifically, article 19 provides that 'Everyone shall have the right to

freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice'. Article 2 encourages state parties to undertake the necessary measures, in accordance with their constitutional processes, to give effect to the rights recognized in the ICCPR. Ghana is a state party to the ICCPR. Having ratified it in January 1986, the ICCPR is binding on Ghana.

2.1.3 International Covenant for Social Economic and Cultural Rights (ICESCR)

The ICESCR was adopted by the United Nations in December 1966. Ghana ratified it in 2000. Article 13 provides for the right to education and emphasizes that 'education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms'. Article 15, which provides for the right of the individual to take part in cultural life also provides for the right of the individual to 'benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author'. It therefore urges states to institute measures 'to achieve the full realization of this right' and to also ensure measures 'necessary for the conservation, the development and the diffusion of science and culture'. Having ratified the ICESCR, there is an obligation on Ghana to give effect to the rights therein, hence the need for policies guiding state action on it.

2.1.4 The Berne Convention for the Protection of Literary and Artistic Works (Berne Convention)

The Berne Convention, which is an international agreement for the protection of copyright, was first adopted in 1886. Ghana acceded to this convention in 1991. The convention entails the protection of the intellectual property right of authors or 'creators' of eligible works. It grants intellectual property rights to creators of literary works, such as authors, musicians, poets, etc., and provides for the means of using these works, by whom, in what form, and on what terms; such that the author's rights in the work are not adversely impacted. The Berne Convention applies in Ghana, hence the need for the policy.

2.1.5 The Agreement on the Importation of Educational, Scientific and Cultural Works (Florence Agreement)

This agreement was adopted by UNESCO in 1950. Ghana ratified it in 1958, hence it is binding on Ghana. The agreement seeks to encourage the free flow of books and other educational and cultural materials among UNESCO member states. States which ratify this agreement are obliged not to impose customs duties on certain educational, scientific, and cultural materials that are imported into those states, to encourage free movement of books and other educational materials. The materials covered by the agreement include printed books, periodicals, works of art, and educational films, among others. In 2016, there was a directive from the Ministry of Finance to waive duties on imported paper for book production in Ghana; therefore the need for a policy to guide the implementation.

2.2 Continental context

2.2.1 African Charter on Human and Peoples' Rights (Banjul Charter)

This charter was adopted by member states of the African Union (AU) in 1981 in Banjul. It seeks to promote and protect human rights and basic freedoms in Africa. Among others, article 9 grants the individual the right to receive information, express or disseminate his or her opinion in accordance with law. Article 17 also provides for the right of the individual to education and to freely partake in the cultural life of his or her community. Ghana is a member of the AU and having ratified this charter, it is binding. The NBRP is therefore a means of giving effect to articles 9 and 17.

2.2.2 The Charter for African Cultural Renaissance

This was adopted by the African Union in 2006. The charter affirms that culture encompasses art and literature. The charter therefore calls on African states to ensure cultural rehabilitation, restoration, preservation, protection and promotion. Article 21 of the charter states that 'African States should … promote the establishment of publishing and distribution houses for books, textbooks, children's books and audio-visual works, particularly in African languages'. Hence books are to serve as a tool to ensure the advancement of African culture and languages. The NBRP is to guide state action in giving effect to this obligation.

2.2.3 The Continental Education Strategy for Africa 2016-2025 (CESA 16-25)

This is driven by the desire to set up a quality educational system and training to provide the African continent with efficient human resources adapted to African core values. The Strategy Objective 2 (SO 2) indicates that African States should "Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education". Strategy Objective 6 (SO 6) also indicates that African States should "Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy". The objectives of the NBRP synchronise with these two strategy objectives.

2.2.4 The African Union Continental Book and Reading Policy Framework

This framework was drafted by the African Union (AU) in 2019. It is premised on the AU's vision to develop Africa's human resources by reorienting African education and training 'to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development'. African States are therefore encouraged to pursue strategies to increase access to education, improve quality and relevance, and ensure equity. The availability of quality relevant teaching and learning materials, including books, within the school system and for lifelong learning are very key in improving quality and access, hence the framework to guide member states in

developing their national book and reading policies. This framework and its associated toolkit influenced the NBRP.

2.2.5 African Union Agenda 2063 (AU Agenda 2063)

The AU Agenda 2063 is a framework for inclusive growth and sustainable development for Africa to be realized by 2063. It was adopted by AU countries (including Ghana) in 2013. Focusing on 7 Aspirations and 20 Goals, the framework builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. Goal 2 of the framework focuses on attaining well educated citizens and skills revolution underpinned by science, technology and innovation. The availability and accessibility of quality books and other reading materials will aid in the achievement of this goal.

2.3 National context

In addition to these international treaties and conventions, the NBRP is influenced by some existing national statutes, policies and strategies such as:

2.3.1 Copyright Act, 2005 (Act 690)

Act 690 is for the protection of intellectual property. Among others, it offers copyright protection to original literary works (including books and other writings) and protects the work from unauthorized use or reproduction.

Sections 42 to 46 provide for copyright offences and the related penalties. These provisions notwithstanding, incidences of copyright violations such as piracy are

on the ascendency. Piracy is a disincentive to authors and publishers. Despite having the Copyright Act, effective measures for the protection of copyright in original writings, both printed and in digital form is a challenge.

Although there are incidences of copyright infringements in the country (as evidenced by the level of pirated books on sale in markets and waysides), very few complaints, if any, are made to the Copyright Office. This could be as a result of lack of public awareness on copyright issues.

2.3.2 The Cultural Policy of Ghana (2004)

The Cultural Policy encourages the development and promotion of cultural industries. The policy advocates that books and teaching aids used in the country's educational system should be products of the Ghanaian society with most of their contents drawn from Ghanaian, African and other relevant experiences. The policy promotes the writing and publication of books in Ghanaian languages. This policy also advocates for the documentation, preservation, and presentation of oral and written literature through books. The NBRP is to provide the needed guidelines to guide the production, distribution and use of books and other teaching and learning materials in Ghana.

2.3.3 The Education Sector Strategic Plan, 2018-2030 (ESP 2018-2030)

This strategic plan provides a 12-year roadmap for education in Ghana. This roadmap is to raise learning outcomes and standards in all educational institutions in the country, and at all levels. Objectives BE 2.1 and SE 2.1 focus on increasing the use of quality teaching and learning materials (TLMs) in Basic education and

Senior High School (SHS). The NBRP details the role of the book sector in achieving these objectives.

2.3.4 Meduim-Term National Development Policy Framework (MTNDPF) (2022-2025)

Section 3.2.1 of the MTNDPF seeks to enhance inclusive and equitable access to, and participation in quality education at all levels. The role of the book industry in promoting quality education is through the provision of quality books and other teaching and learning materials. The NBRP therefore seeks to position the book industry to play this role.

2.4 Summary

This chapter has discussed the international and national legal and policy frameworks within which the NBRP is situated. The next chapter will discuss the policy objectives, core values, and guiding principles of the NBRP.

CHAPTER 3: POLICY FRAMEWORK

3.1 Vision

A vibrant and sustainable Ghanaian book industry that adequately contributes to the development of the country.

3.2 Goal

To improve the book industry in Ghana.

3.3 Key Objectives

1. To promote indigenous authorship and the publishing of all genre of books in Ghana.

2. To ensure an efficient system for book production and distribution.

3. To strengthen the coordination and collaboration among the book industry stakeholders.

4. To enhance human capacities for the book industry.

5. To promote the habit of reading in the country.

6. To support the establishment and growth of libraries at all levels of government and at the community level.

3.4 Core Values and Guiding Principles

The core values to guide this policy and its implementation include, professionalism, cooperation, integrity, excellence, sustainability and accountability.

Professionalism: All stakeholders must display a sense of competency in all activities that affect book development, production and distribution, as well as reading promotion**.**

Integrity: Recognition that all sectors involved in book development, production and distribution, as well as reading promotion require maximum ethical behaviour at all levels and all times in their operations.

Excellence: All sectors in the book industry must adhere to standards to ensure quality and complete development of books.

Cooperation: Private and public sectors interested in book development, production, distribution, and reading must develop a cordial relationship and collaborate effectively. There must be effective coordination in all disciplines and sectors in the book industry.

Sustainability: Interventions and innovation in the promotion of books and reading must be maintained at all levels for future generations.

Accountability: Stakeholders are to be accountable in their operations and respond to the book needs of the country.

3.5 Policy Focus

3.5.1 Indigenous authorship

The author is the creator and initiator of manuscripts; hence authorship is the first step in the book production chain. Currently, there is insufficient development of authorship in the country.

The NBRP is therefore to help institute incentives or strategies for developing authorship, as well as support and encourage indigenous authorship. The policy also seeks to enhance creativity among local authors, motivate people to write, particularly in Ghanaian languages, and offer avenues for capacity building of indigenous authors through training and development.

3.5.2 Domestic publishing

Publishing encompasses a series of activities in the book production chain and plays a pivotal role in the book industry. Publishing activities range from soliciting for manuscripts, the acceptance of the manuscripts and taking the manuscript through rigorous editorial assessment with conformity to designed house style manuals, as well as proof-reading prior to the actual production of the books. This policy is to develop local publishing to ensure the production of quality and relevant books to meet the domestic social, educational, informational, and cultural needs.

3.5.3 Local production

Currently, there are many challenges facing indigenous printers and paper converters in the country. These challenges include high production costs, lack of domestic alternatives to imported raw materials, stiff competition from foreign printers, among others.

The NBRP therefore explores ways of promoting domestic printing, advocating for lower cost of printing, as well as improving the quality of locally printed books. The policy explores measures to promote the growth and efficiency of indigenous printers.

The NBRP is also to promote the production, marketing and use of electronic books and other assistive devices.

3.3.4 Book distribution channels

Currently, the distribution system appears to be the weakest link in the domestic book chain due to numerous challenges confronting distribution of books in the country, which the policy seeks to address. The marketing and distribution of books are mainly done by small-scale businesses with little or no incentives for expansion. The policy therefore seeks to advance ways to expand the book trade, marketing and distribution in the country. It is also to explore measures to make books affordable and accessible in the country, particularly in rural communities.

3.3.5 Library services

Although the country has an appreciable network of public library services, these libraries appear to be inadequately funded and are not evenly distributed across the country. School and community libraries are also becoming extinct due to lack of infrastructural maintenance or development. Where they exist, they are poorly stocked with storybooks and other reading materials.

To promote reading, there is the need for a library policy to strengthen library networks, refurbish or establish state-of-the-art public libraries (national, regional and district) as well as school and community libraries.

The policy seeks to reverse this situation and make the public library system more user-friendly to encourage patronage (walk-in and online).

3.3.6 Reading culture

Generally, there is a poor reading culture in the country. The aim of achieving a sustainable development will be defeated if reading habits among the public is low; hence the need to push for a consistent and strong reading culture.

The availability of quality and culturally relevant books, and the establishment of accessible and state-of-the-art libraries would therefore help improve the reading culture, in addition to other strategies and programmes that promote reading.

CHAPTER 4: STRATEGIES TO ACHIEVE THE KEY OBJECTIVES

The following strategies are to be pursued over the period to achieve the set objectives.

4.1 Objective 1: Promote indigenous authorship and the publishing of all genre of books in Ghana

Strategies

i. Enhance the capacity of indigenous authors and publishers.

ii. Incorporate creative-writing into reading promotion activities in schools, particularly at the Basic level to expose school children to writing at an early age.

iii. Create motivational packages for excellence in the creation and production of literary works.

iv. Establish a fund to promote authorship in underdeveloped categories of books.

v. Support academic writing and publishing in institutions of higher learning.

vi. Advocate for the review and enforcement of the copyright laws to control incidences of piracy and other infringing acts.

vii. Encourage the production of ebooks, including audio books.

viii. Initiate writing and publishing projects for the preservation of Ghanaian languages.

4.2 Objective 2: Ensure an efficient system for book production and distribution

Strategies

i. Advocate for trade incentives and the waiver of taxes on imported inputs for book production.

ii. Support capacity development of the production and distribution sectors.

iii. Encourage the production of Braille for the use of persons with visual impairment.

iv. Create enabling channels for book distribution.

v. Ensure access to books by persons with special needs.

4.3 Objective 3: Strengthen the coordination and collaboration among the book industry stakeholders.

Strategies

i. Support the various national book industry associations to effectively organise and to promote professionalism.

ii. Establish mechanism for collaboration among book industry players.

iii. Facilitate consultations among the book industry stakeholders and relevant government authorities.

4.4 Objective 4: Enhance human capacities for the book industry.

Strategies

i.   Encourage continuous professional development opportunities for book industry practitioners.

ii. Promote opportunities for attracting and retaining professionals in the book industry.

iii. Create enabling opportunities for internship and workplace learning experience for trainees in the book industry.

4.5 Objective 5: Promote the habit of reading in the country

Strategies

i.   Popularise reading as a cultural activity.

ii. Establish networks for advocacy and promotion of reading.

iii. Undertake nationwide research on reading needs and preferences.

iv. Encourage patronage of ebooks, particularly among the youth and children.

4.6 Objective 6: Support the establishment and growth of libraries at all levels of government and at the community level

Strategies

i.   Develop innovative programmes to make libraries more attractive to all age groups.

ii. Advocate for the expansion and funding of public, community and school libraries.

iii.   Develop the capacity of librarians and teachers.

iv.   Make libraries easily accessible to people with special needs.

CHAPTER 5: IMPLEMENTATION FRAMEWORK

The NBRP framework will be implemented within the context of the decentralized planning system which promotes broad participation and partnership in the development process at all levels. The Ministry responsible for Education as lead sector ministry will in collaboration with the Ministry responsible for Culture, and the National Development Planning Commission supervise the implementation of the policy. Ministries, Departments and Agencies (MDAs), Department of Publishing Studies-KNUST, book industry associations, and some non-governmental organisations (NGOs) constitute the basic structures for the implementation of plans, programmes, and activities based on their respective institutional mandates.

5.1 Institutional Arrangements for Implementation

An effective institutional arrangement is needed to ensure the effective implementation of the NBRP. As part of efforts towards implementation of the policy, well-structured mechanisms have been developed to perform three main functions. These functions cover supervisory, coordination and monitoring, and implementation. This structure comprises three (3) main parts, namely 1) Steering Committee 2) Technical Working Group and 3) Implementation Agencies. The relationships between these structures are shown in Figure 1.
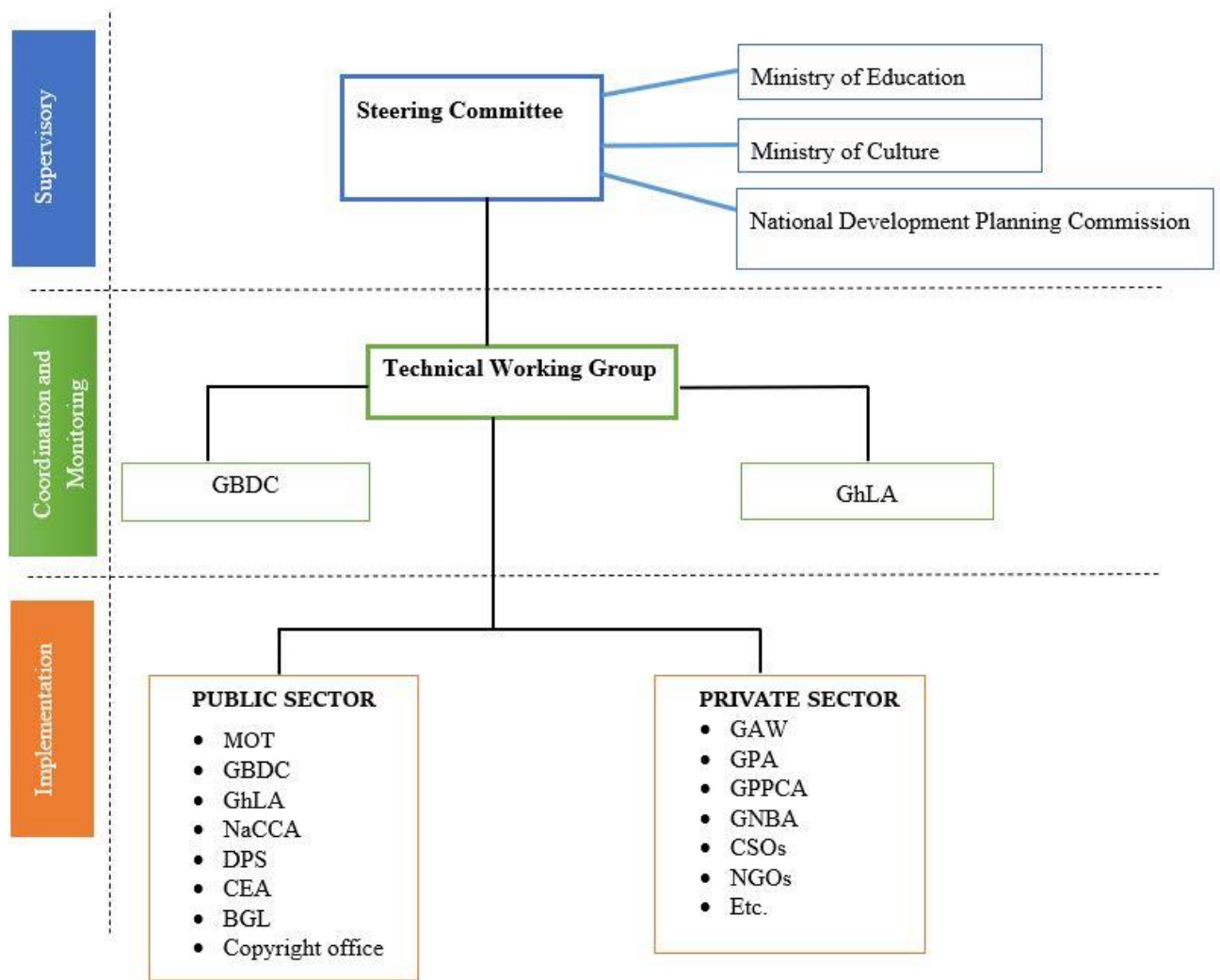
Figure 1: Institutional Arrangement for NBRP Implementation

5.1.1 The Steering Committee

The Steering Committee is made up of the Ministry of Education, Ministry responsible for Culture, and the National Development Planning Commission whose mandates are largely connected to the implementation of Policy. The Steering Committee will provide strategic direction and supervision for the implementation and monitoring of the NBRP.

5.1.2 The Technical Working Group (TWG)

The Technical Working Group comprise technical staff from GBDC, GhLA and other institutions, whose mandate would be measured into the attainment of the policy. The TWG will liaise between the Steering Committee and the implementing Agencies. The TWG is responsible for coordinating, monitoring and reporting the implementation of the NBRP. GBDC will facilitate the organisation of TWG meetings.

5.1.3 Implementing Agencies

The implementation will involve all the major stakeholders in the book industry, both public and private. The public stakeholders include the Ministry responsible for Trade, Ghana Book Development Council (GBDC), Ghana Library Authority (GhLA), Bureau of Ghana Languages (BGL), Complementary Education Agency (CEA), National Council for Curriculum and Assessment (NaCCA), Department of Publishing Studies (DPS) of Kwame Nkrumah University of Science and Technology (KNUST), and Copyright Office.

The private stakeholders include the Ghana Association of Writers (GAW), Ghana Publishers Association (GPA), Ghana Printers and Paper Converters Association (GPPCA), Ghana National Booksellers Association (GNBA), and Ghana Library Association (GLA). Others are non-governmental organisations (NGOs) involved in reading promotion in the country.

5.1.3.1 Ghana Book Development Council (GBDC)

1. Promote the development of indigenous authorship and books.
2. Promote the adoption of standards for the book industry.
3. Advocate for the development of a conducive environment to promote book trade.
4. Carry out essential research for the development of the book industry.

5.1.3.2 Ghana Library Authority

1. Promote the habit of reading among all age groups.
2. Ensure the development of the public library network in the country.
3. Undertake innovative programmes to attract users to the public libraries.
4. Ensure the development of an up-to-date national bibliography.

5.1.3.3 Bureau of Ghana Languages

1. Promote authorship in Ghanaian languages.
2. Promote the translation of books into Ghanaian languages.
3. Promote the marketing and distribution of books in Ghanaian languages.
4. Ensure the development of official orthography for Ghanaian languages.

5.1.3.4 Copyright Office

1. Administer copyright in literary works to protect and encourage creativity
2. Ensure the administration of external copyright relations to protect literary works of Ghanaian origin.
3. Investigate and redress cases of infringement of copyright.
4. Settle disputes involving copyrights.
5. Educate the public on copyright related issues.

5.1.3.5 Department of Publishing Studies (DPS), KNUST

1. Ensure the development of human resource for the book industry.
2. Undertake research and development projects to promote innovation in the book industry.
3. Research into reading habits and usage of teaching and learning materials (TLM) to inform policy.
4. Orgainise continuous professional development programmes for book industry practitioners.

5.1.3.6 Ghana Association of Writers

1. Promote an all-inclusive and formidable writers' association in Ghana.
2. Promote the exchange of creative ideas and Ghanaian cultural heritage through books.
3. Promote the development of creative-writing among Ghanaians.
4. Promote the development of the knowledge, skills, and abilities of indigenous writers.
5. Support the documentation and preservation of indigenous culture.
6. Cultivate and develop the literary consciousness of the Ghanaian public.
7. Promote and sustain professionalism in book production

5.1.3.7 Ghana Publishers Association

1. Promote an all-inclusive and formidable association of publishers in Ghana.
2. Promote and sustain the production of books of international standards in the country.
3. Promote the development of the knowledge, skills, and abilities of publishers.
4. Promote the use of official orthography of Ghanaian languages in book production.

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5. Promote guidelines to standardize practices on the buying and selling of rights (e.g. royalties, translation, reproduction, etc.).
6. Promote the production and marketing of electronic books in Ghana.
7. Promote and sustain professionalism in book production.
8. Promote inclusivity in local books including gender and ethnic balance.
9. Promote the production of books for people with special needs such as Braille, audio books, etc.

5.1.3.8 Ghana Printers and Paper Convertors Association

1. Promote an all-inclusive and formidable association of printers in Ghana.
2. Promote the use of efficient and appropriate technology in book production.
3. Promote and sustain the production of books of international standards in the country.
4. Promote the development of the knowledge, skills, and abilities of printers and other paper convertors.
5. Promote and sustain professionalism in book production.

5.1.3.9 Ghana National Booksellers Association

1. Promote an all-inclusive and formidable association of Booksellers in Ghana.
2. Promote the efficient distribution of books of international standards throughout the country.
3. Promote the development of the knowledge, skills, and abilities of Booksellers.
4. Promote and sustain professionalism in book selling.
5. Promote channels for the marketing and distribution of books in the country.

5.1.3.10 Ghana library Association

1. Promote the habit of reading among all age groups.
2. Ensure the development of the library network in the country.
3. Undertake innovative programmes to attract users to libraries.
4. Promote the use of efficient and appropriate technology in provision of library services.
5. Promote proper book handling practices among users.
6. Promote and sustain the use of indigenous books of international standards in libraries.
7. Promote the development of the knowledge, skills, and abilities of librarians.
8. Promote and sustain professionalism in the provision of library services.
9. Promote the collection and preservation of rare books and other collections to preserve Ghanaian cultural heritage.

5.1.3.11 Non-Governmental Organisations (NGOs)

1. Promote the habit of reading among all age groups through innovative programmes and activities.
2. Support access to books and other reading materials throughout the country.
3. Promote the development and the knowledge, skills and abilities of book-industry practitioners, etc.

5.2 Resource Mobilisation

The Ministries responsible for Education, and Culture, through GBDC, GhLA, and BGL will lead efforts to mobilise essential resources, such as financial, human, logistics, collaborations and partnerships, for the implementation of the NBRP.

To realise the objectives of the policy, there will be collaborations with the private sector, NGOs and other civil society organisations (CSOs) in the implementation.

CHAPTER 6: MONITORING AND EVALUATION ARRANGEMENTS

The monitoring of the policy will be led by the GBDC and GhLA in collaboration with stakeholders to ensure that the proposed strategies towards improving performance are accordingly implemented. GBDC and GhLA, in collaboration with other stakeholders, will carry out planned periodic evaluations to assess the growth in various aspects of the book industry following implementation of the strategies.

6.1 Monitoring and Evaluation of the Policy

Among other things, the monitoring and evaluation role will facilitate the smooth implementation of the National Book and Reading Policy in order to ensure that the goals, vision, mission and objectives of the policy are brought to fruition. Not only will it enhance or promote adherence to the Action Plan of the policy; but, it will also ensure that the Annual Action Plans are being delivered as expected and generating the required results. Moreover, the monitoring and evaluation role will provide the feedback needed to inform and guide policy review as well as subsequent activities or programmes.

To this end, monitoring and evaluation reports will be prepared periodically to facilitate the smooth implementation of the National Book and Reading policy. Also, the monitoring and evaluation report will help to periodically monitor the progress, achievements and opportunities, as well as the risk, threats and challenges associated with the implementation of the policy and in some cases,

timely intervention and direction from the Steering Committee may be required

in order to ensure that the overarching goal of the policy is realized.

The following steps will also be taken to track the implementation of the policy.

    a. Development of M&E indicators
    b. Development of M&E Work-plan, Roadmap and Budget
    c. Data Collection and Analysis
    d. Reporting and dissemination

6.2 Review of the Policy

The policy will be reviewed at periodic intervals and at the end of the term of the

policy, which is ten (10) years from the date of adoption. The review which will

also entail an impact assessment will be conducted bi-annually, mid-term (after

five (5) years), and at the end of implementation. Empirical data from monitoring

and evaluation, research, lessons and observations from the implementation will

be used as feedback in the review of the policy.

The review process will be coordinated by GBDC and GhLA under the guidance

of the Ministry of Education and NDPC.

CHAPTER 7: COMMUNICATION STRATEGY

The communication strategy will entail dissemination of the NBRP to all relevant stakeholders. It will also entail the collation of information from all stakeholders through feedback, suggestions on problem areas and knowledge gaps, and suitable alternatives for the implementation of the policy.

It is to enable all the stakeholders to adopt a free flow of communication for the policy implementation. It is important for the various stakeholders to appreciate the Policy, and support its implementation through a common understanding and exchange of information.

7.1 Objectives of Communication Strategy

The main objective of this Communication Strategy is to create awareness, and foster collaboration among the various stakeholders. In addition, the Communication Strategy will:

1. Organise conferences and workshops as a means of communicating policies, programmes and projects to the stakeholders.
2. Establish a means of getting feedback to inform review of the Policy through regular reports.

7.2 The Communication Strategy: The Approach

The main approach for this communication strategy is to make the policy available to stakeholders through:

1. Launching of the policy and public sensitization.

2. Nationwide dissemination workshops and conferences on the Policy and consultation on immediate Projects or Programmes.

3. Publication of the policy through online (website) and print media (Ghana Book World Journal).

4. Programmed communication – running public relations programs on selected campaign themes during meetings and outreaches. (Public Relations Unit).

5. Events – promoting the campaign objectives to external stakeholders during official and community events, Policy Fairs, and annual general meetings of the book industry associations.

6. Celebration of International Days such as World Book and Copyright Day, International Literacy Day, etc.

The Communication Strategy will ensure total information, education, communication and knowledge sharing on the policy.

APPENDIX 1

Action Plan and Monitoring and Evaluation Framework

Objective 1: Promote indigenous authorship and the publishing of all genres of books in Ghana.

	Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1	Enhance the capacity of indigenous authors and publishers.	Undertake regular training activities for authors and publishers of all categories of books.		Number of authors and publishers benefited from training.		GAW, GBDC, GPA	
		Create opportunities to promote indigenous books through collaborations and exchange programmes		Number of indigenous books promoted		GhLA, GAW, GPA, GBDC	
		Undertake medium-term projects that promote reading		Number of projects undertaken.		GhLA, GAW, GBDC	
		Sensitise and promote creative-writing.		Number of sensitization programmes undertaken		GAW, GBDC	

2	Incorporate creative-writing into reading promotion activities in schools, particularly at the Basic level to expose school children to writing at an early age.	Organise creative-writing training workshops.		Number of beneficiaries		GAW, GhLA, GBDC	
		Establish book clubs.		Number of book clubs established		GAW, GhLA, GBDC, GPA, CEA	
		Develop guidelines for assessing excellent literary works		Number of excellent literary works assessed.		GAW, GhLA, GBDC, GPA	
3	Create motivational packages for excellence in the creation and production of literary works	Identify quality and creative literary works.		Number of quality and creative works identified.		GAW, GhLA, GBDC, GPA	
		Organise award schemes to promote quality and excellence.		Number of award schemes organised.		GAW, GhLA, GBDC, GPA	

4	Establish an endowment Fund to promote authorship in underdeveloped categories of books.	Identify funding sources for the Fund		Number of funding sources secured.		MOE, GBDC, GAW, GhLA, GPA, CEA, NaCCA,	
		Determine modalities for accessing the Fund in collaboration with key stakeholders.		modalities set.		MOE, GBDC, GAW, GhLA, GPA, CEA, NaCCA,	
		Launch and administer the Fund.		Number of beneficiaries.		MOE, GBDC, GAW, GhLA, GPA, CEA, NaCCA,	
		Determine means of sustaining the Fund.		Sustainable guidelines determined.		MOE, GBDC, GAW, GhLA, GPA, CEA, NaCCA,	
5	Support academic writing and publishing in institutions of higher learning.	Sensitise tertiary students on avenues for publishing research.		Number of tertiary students sensitized		MOE, GBDC, GPA	

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No.	Objective	Activity		Indicator		Responsible	
6	Advocate for the review and enforcement of the copyright laws to control incidences of piracy and other infringing acts.	Support students to develop their research into manuscript.		Number of students supported.		MOE, GBDC, GPA	
		Identify gaps in the copyright laws.		Gaps identified.		Copyrights Office, GAW, GBDC, GPA	
		Initiate processes to address the gap.		Initiate processes.		Copyrights Office, GAW, GBDC, GPA	
		Undertake public education on copyright law through workshops, training and seminars etc.		Number of workshops and training organised.		Copyrights Office, GAW, GBDC, GPA	
		Investigate incidences of copyright violation.		Number of incidences investigated.		Copyrights Office, GAW, GBDC, GPA	
		Sanction perpetrators of copyright infringements.		Number of perpetrators sanctioned.		Copyrights Office, GAW, GBDC, GPA	

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7	Initiate writing and publishing projects for the preservation of Ghanaian languages	Identify writing and publishing projects		Number of projects identified		GAW, GBDC, GhLA, GPA, DPS	
		Create awareness of the projects		Awareness created.		GAW, GBDC, GhLA, GPA, DPS	
		Commence projects to preserve Ghanaian languages				GAW, GBDC, GhLA, GPA, DPS	

Objective 2: Coordinate an efficient system for book production and distribution

		Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1		Advocate for trade incentives and the waiver of taxes on imported inputs for book production.	Identify the production inputs.		Number of production inputs identified.		GPPCA, GBDC	
			Identify relevant authorities.		Number of relevant authorities identified.		GPPCA, GBDC	
			Engage relevant authorities on incentives.		Number of engagements.		GPPCA, GBDC	
			Develop criteria for granting the waiver upon approval of incentives.		Criteria developed.		GBDC	
			Implement the incentives.		Number of beneficiaries.		MOT, MOF	
			Monitor the implementation.		Number of monitoring		GBDC, GPPCA, GRA	

				exercises undertaken.			
2	Support capacity development of the production and distribution sectors.	Undertake regular training activities for printers and distributors.		Number of beneficiaries.		GBDC, GPPCA, GNBA	
		Undertake research to identify emerging technologies and educate through training and seminars.		Number of research undertaken.		DPS (KNUST), GBDC	
	Encourage the production of ebooks, including audiobooks	Sensitize on the production of ebooks		Number of sensitization programmes		GBDC, GhLA, GAW, GPA	
		Organise regular trainings on ebook conversion and publishing		Number of beneficiaries		GPA, GBDC, GAW	
		Promote local online bookstores for ebooks.		Number of online bookstores promoted		GBDC, GhLA, GPA	

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		Determine the market size for braille production.		Number of market research.		MOE, GBDC	
3	Encourage the production of Braille for the use of persons with visual impairment.	Explore avenues to support the production of braille.		Number of avenues explored.		MOE, GBDC, GPA	
		Promote the production of titles in braille form.		Number of titles produced in braille.		MOE, GBDC, GPA	
4	Create enabling channels for book distribution.	Identify channels for book distribution.		Number of channels for book distribution.		GBDC, GPA, GNBA	
		Create avenues to enhance effective book distribution		Number of avenues created.		GBDC, GPA, GNBA	
5	Ensure access to books by persons with special needs.	Encourage and support the production of audio books.		Number of books produced in audio.		GBDC, GPA	

Objective 3: Provide a mechanism for coordination, consultation and collaboration among government and private sector stakeholders in the book industry.

	Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1	Support the various national book industry associations to effectively organise and to promote professionalism.	Encourage book industry practitioners to join a formidable book industry association.		Number of new entrants.		GBDC, GAW, GPPCA, GPA, GNBA	
		Encourage book industry association to avail themselves for workshops, training and seminars		Number of participants		GBDC, GPPCA, GAW, GPA, GNBA	
		Promote professionalism among book industry practitioners.		Quality of books produced		GBDC, GPPCA, GAW, GPA, GNBA	
2	Establish mechanism for collaboration among book industry players.	Identify effective forums to promote collaboration.		Number of effective forums		GBDC, GPPCA, GAW, GPA, GNBA	

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		Organise seminars, conferences, dialogues, etc. for book industry players.		Number of seminars, conferences and dialogues organized for book industry players.		GBDC, GPPCA, GAW, GPA, GNBA	
		Promote collaboration among book industry players.		Number of collaborations		GBDC, GPPCA, GAW, GPA, GNBA	
3	Facilitate consultations among the book industry stakeholders and relevant government authorities.	Create avenues to ensure easy consultations.		Number of avenues created		MOE, GBDC, GAW, GhLA, GPA,GPPCA, NaCCA,	
		Promote effective consultation.		Result from consultation		MOE, GBDC, GAW, GhLA, GPA, NaCCA,GPPCA	

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		Organise forums among book industry stakeholders and relevant government authorities.		Number of forums organized		MOE, GBDC, GAW, GhLA, GPA, NaCCA,	

Objective 4: Enhance human capacities for the book industry.

	Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1	Encourage continuous professional development opportunities for book industry practitioners.	Undertake regular training activities for existing book industry practitioners.		Number of training activities		GBDC, GPPCA, GAW, GPA, GNBA	
		Organise occasional conferences to discuss up-to-date issues in the book industry.		Number of conferences organized.		GBDC, GPPCA, GAW, GPA, GNBA	
		Undertake workshops for budding book industry players.		Number of workshops organized		GBDC, GPPCA, GAW, GPA, GNBA	
2	Promote opportunities for attracting and retaining professionals in the book industry	Engage in advocacy for tax exemptions for players in the book industry.				GBDC, MOT, MOF	

		Identify opportunities for international exchange programmes		Number of opportunities identified		MOE, GBDC, GAW, GhLA, GPA, CEA	
3	Create enabling opportunities for internship and workplace learning experience for trainees in the book industry.	Encourage industry players to provide internship opportunities to students.		Number of entities in the book industry providing internship opportunities for students.		GBDC, GAW, GLA, DPS (KNUST), GPA, GPPCA	
		Encourage students to utilize vacation for internship opportunities.		Number of students who use vacations for internship opportunities		GBDC, GAW, GLA, DPS (KNUST), GPA, GPPCA	

Objective 5: Promote the habit of reading and a book-buying culture in the country

	Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1	Popularise reading as a cultural activity.	Undertake community reading festival with community leaders (traditional leaders).		Number of traditional leaders who participate in community reading festivals		GES, GBDC, GhLA, GLA, GAW, CEA, GPA,	
		Engage in reading activities in the local languages via electronic/social media.		Number of reading activities in local languages which take place on electronic/social media.		GES, GBDC, GPA, GhLA, GLA, GAW, BGL	
		Undertake book fairs during community durbars.		Number of book fairs organized during community durbars.		GES, GBDC, GhLA, GLA, GAW, CEA, GPA	

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2	Establish networks for advocacy and promotion of reading.	Engage in workshops to discuss importance of reading in the local languages.		Number of workshops which discussed the importance of reading in local languages		GBDC, GhLA, GLA, GAW, GPA,
		Identify networks to advocate and promote reading.		Number of networks identified		MOE, GBDC, GhLA
		Engage the relevant networks.		Networks engaged.		GBDC, GhLA, GLA, GAW, CEA, GPA
		Undertake reading promotion projects and activities		Number of reading promotion projects and activities undertaken		GBDC, GhLA, GLA, GAW, GPA,

		Undertake need assessment		Number of needs assessments which were undertaken		MOE, GES, GBDC, GhLA	
3	Undertake nationwide research on reading needs and preferences.	Identify suitable method to gather data.		Number of suitable data gathering (collection) methods identified		MOE, GES, GBDC, GhLA	
		Undertake research		Number of research activities undertaken		MOE, GES, GBDC, GhLA	
4	Encourage patronage of ebooks, particularly among the youth and children.	Identify platforms for promotion of ebooks.		Number of platforms identified		GES, GBDC, GPA, GAW, GhLA, Worldreader.	
		Undertake sensitization programmes to promote the use of ebooks.		Number of sensitization programmes undertaken		GES, GBDC, GPA, GAW, GhLA, Worldreader.	

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Objective 6: Support the establishment and growth of libraries at all levels of government and at the community level.

No.	Strategy	Activities	Output	Indicators	MOV	Responsibilities	Time Frame
1	Develop innovative programmes to make libraries more attractive to all age groups.	Undertake need assessment on programmes		Need assessment undertaken.		MOE, GES, GBDC, GhLA	
		Identify innovative programmes		Number of innovative programmes identified		MOE, GES, GBDC, GhLA	
		Implement the innovative programmes		Number of innovative programmes which were implemented.		MOE, GES, GBDC, GhLA	
		Promote the programmes.		Programmes promoted.		MOE, GES, GBDC, GhLA	

		Identify funding sources		Number of funding sources identified		MOE, GES, GBDC, GhLA, GLA	
2	Advocate for the expansion and funding of public, community and school libraries.	Seek funds to support expansion		Funds acquired.		MOE, GES, GBDC, GhLA, GLA	
		Identify libraries that needs to be expanded		Number of libraries identified		MOE, GES, GBDC, GhLA, GLA	
3	Develop the capacity of librarians and teachers.	Undertake regular training for librarians and teachers.		Number of training programmes Number of participants		GhLA, GLA	
		Facilitate opportunities for international conferences		Number of opportunities facilitated		GhLA, GLA, GBDC	

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		and workshops.					
		Organize short courses to up-skill librarians and teachers		Number of short courses organised.		GhLA, GLA, GBDC	
4	Make libraries easily accessible to people with special needs.	Advocate for the supply of braille and audio books in libraries		Number of braille and audio books supplied to libraries.		GhLA	