



Ghana
Book
Development
Council

GHANA BOOK WORLD



NO. 8 (2022)

GHANA BOOK WORLD

No.8 (2022)

GHANA BOOK WORLD

No. 8 (2022)

Editor

Kofi Asante Twumasi

GHANA BOOK DEVELOPMENT COUNCIL

Copyright © Ghana Book Development Council, 2022

Published by the Ghana Book Development Council
P. O. Box MB 430
Ministries, Accra
Ghana

Tel: 0303 936 871/0302 964 455

E-ISSN: 2756-714

ISSN: 0855-0980

All rights reserved. No part of this publication may be reproduced by any mechanical, photographic or electronic process, or in the form of phonographic recording nor may it be stored in a retrieval system, transmitted, or otherwise be copied for public or private use, other than for ‘fair use’ as brief quotations embodied in articles and reviews, without prior written permission from the GBDC.

PAST EDITORS

Anthony P. K. Adzaho

Annor Nimako

Stephen Appiah-Padi

**For further information or submission of contributions,
contact:**

Email: editorial@gbdc.gov.gh

CONTENTS

Notes on Contributors.....	viii
Editorial	ix
Licensing of Literary Reproduction Right in Ghana: Misconceptions Versus the Law and Facts	1
Joseph Baffour Gyamfi	
Developing A National Book and Reading Policy (NBRP): First Stakeholder Consultation	11
Reading Festival Held in Koforidua	17
Changing the Poor Reading Culture in Ghana: Partnering with Law Makers and Schools.....	24
William Du Bois	
Landyn Imagawa	
A Survey on Quality of Books on the Ghanaian Market	30
Bookselling in Ghana: Challenges and Opportunities	44
Ernesticia Lartey Asuinura	
Developing a Sound Reading Habit: An Overview and Implications for Practice	53
Emmanuel Appiah Owusu	
The Journey to the Accra World Book Capital, 2023	61

NOTES ON CONTRIBUTORS

Joseph Baffour Gyamfi is the Senior Licensing Officer of CopyGhana.

William Du Bois is the Communication Consultant of the West African Region of Worldreader.

Landyn Imagawa is the Regional Programmes Impact of the West African Region of Worldreader.

Ernesticia Lartey Asuinura is the Executive Director of Ghana Book Development Council

Emmanuel Appiah Owusu is the Monitoring and Evaluation Manager of Ghana Book Development Council

EDITORIAL

Ghana Book World (GBW), a journal for the Ghana book industry was relaunched in March 2021, after a period of more than two decades without publication. We are pleased to bring you the eighth issue of GBW. The electronic version of this issue has been uploaded to the Ghana Book Development Council (GBDC) website.

GBW is a journal of the book industry profession and trade. GBW also serves as a newsletter for GBDC, reporting on some programmes and activities embarked on by the Council.

This issue presents topics on licensing of literary reproduction in Ghana, reading promotion and developing reading habit, bookselling, a survey report on quality of books on the Ghanaian market, and the journey to the Accra World Book Capital, 2023.

Manuscripts on array of issues that cover book development, writing, publishing, book design and illustration, printing, bookselling and distribution, literacy promotion, copyright, and library services are acceptable. Submissions should be typed double-spaced, fully justified, and in Times New Romans Font Size 12, on 8.5" x 11" as a word document. The normal span of submissions should be between 1000 and

2500 words. Contributors will receive five (5) complimentary copies of the issue in which their articles appear.

Contributions should be sent as e-mail attachments to editorial@gbdc.gov.gh.

GBW allows advertising spaces for books and services pertaining to the Book Industry in Ghana.

The editorial team express our deepest appreciation to the contributors and the various book industry associations and other institutions interested in the development of books and reading.

LICENSING OF LITERARY REPRODUCTION RIGHT IN GHANA: MISCONCEPTIONS VERSUS THE LAW AND FACTS

by

Joseph Baffour Gyamfi

Introduction

Reproduction of literary works, in simple terms, is the art and science of copying and duplicating documents either digitally or on a graphic materials. In the wake of rapid technological advancement making it cheaper and faster to reproduce works, the essential aim of copyright is to prevent unauthorized reproduction of works under protection and help real owners (right owners or creators of works) make maximum benefits from their creativity.

The foundation of modern copyright law is the Berne Convention. This agreement makes the right of reproduction the cornerstone of copyright (Koskinen-Olsson, 2005). According to article 9 of the Berne Convention, the author of a literary or artistic work has the exclusive right of authorising or prohibiting the reproduction of his/her work in any manner or form. Reproduction, or copying, takes place in many different forms, such as:

- printing
- photocopying

- scanning
- digital copying (for instance on CDs and DVDs)
- electronic storage in databases.

It is estimated that Ghana loses about two hundred million USD (\$200 million) a year due to incessant piracy and counterfeiting of the country's intellectual property products (Dennis, 2016).

Limitations and exceptions: What do these really mean?

Notwithstanding the facts indicated earlier, the exclusive right to authorise or prohibit the reproduction of a work may be subject to limitations or exceptions under the Berne Convention.

According to article 9 (2) of the Berne Convention, 'It shall be a matter for legislation in the countries of the Union to permit the reproduction of such works in certain special cases, provided that such reproduction does not conflict with the normal exploitation of the work and does not unreasonably prejudice the legitimate interests of the author'. The scope of exceptions and limitations is also restricted by the contents of the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). Article 13 of the TRIPS Agreement which is administered by the World Trade Organisation (WTO), states that 'Members shall confine limitations or exceptions to exclusive rights to certain special cases which do not conflict with a normal exploitation of the work and do

not unreasonably prejudice the interests of the right holder’. The new World Intellectual Property Organisation [WIPO] Copyright Treaty (WCT) states the same principle in article 10 of the treaty. In light of these regulations, limitations or exceptions are only allowed if three conditions are fulfilled (so called three-step-test), namely:

- Limitations or exceptions concern only ‘special cases’, and are not generalised;
- They do not conflict with the normal exploitation of the work;
- They do not unreasonably prejudice the legitimate interests of the right holder.

The above criteria for restricting exclusive rights are cumulative; thus they must **all** be met in order for restrictions to be permissible.

National copyright legislations need to be harmonised with commonly accepted international and regional norms. Since the right of reproduction is an exclusive right, limitations or exceptions should not jeopardise this point of departure in national legislation.

Consequently, wide-spread photocopying and digital copying should not be left unremunerated in cases of mass exploitation such as evident in most of Ghana's academic institutions under the guise of ‘fair use.’

Literary reproduction licensing in Ghana

The granting of legal rights is based on the assumption that those rights can be enforced. Copyright law has been based on the premise that, by and large, rights holders will enforce their own rights by monitoring the use of their works and suing infringers. However, to do this, they must know of specific cases of infringement, and must be able to collect enough evidence to prove in court that a particular person or corporation violated their rights. Information technology (IT) is impeding traditional enforcement mechanisms. IT makes the copy, transfer, and transformation of works cheaper, faster, and more private, and thus more prevalent and harder to detect and prove. Without effective enforcement of their rights, intellectual property owners may have less incentive to produce and disseminate intellectual works.

This, in turn, could jeopardize the benefits society gains from the open dissemination of literary works. And, insofar as there are widespread, unimpeded infringements, the legitimacy of intellectual property law might itself be undermined. The enforcement problem raises fundamental questions about the nature and efficacy of the intellectual property system as a whole, more especially in developing countries like Ghana.

The Copyright Act 2005, Act 690 of Ghana, under its article 49(1) and (2) mandates authors, producers, performers and publishers to form Collective Management Organisations (CMOs) for the promotion and protection of their interests.

The CMOs are granted authority to collect and distribute royalties and other remuneration accruing to rights holders, in cases, where it is very expensive, cumbersome and practically impossible for rights holders to enforce the protection of their rights individually. For instance, in the practical example of widespread photocopying and digital copying in various academic institutions and other establishment, CMOs acting on the mandate of rightsholders shall license such institutions to ensure the protection of rightsholders' interests.

A literary reproduction rights organisation was formally established and named CopyGhana in the year 2000 to serve as the CMO for rightsholders of literary and artistic works. The legal basis of CopyGhana was initially derived from the Copyright Law of 1985, PNDC law 110. The passage of the new Copyright Act in 2005, changed the legal basis to the Copyright Act 2005, Act 690. CopyGhana, as a member of the International Federation of Reproduction Rights Organisation and through the signing of bilateral agreements with other countries represents both local and foreign rights owners.

The licensing strategy of CopyGhana has been public education, dialogue and negotiations with student leaders and the authorities of user institutions. CopyGhana has since its establishment held discussions with a number of institutions on the mandate of the organisation.

Generally, there have been mixed responses from various academic institutions towards the payment of reprographic and digital licensing fees. So far, one (1) traditional university, nine (9) technical universities, four (4) private universities and all forty-six (46) colleges of education in Ghana have been licensed.

Some notable misconceptions raised by defaulting institutions to back their non-compliance are:

i. The claim that majority of books photocopied are authored by foreigners

Management and students of some tertiary institutions argue that most of the works copied in their institutions are of foreign origin, hence CopyGhana has no mandate to protect such works.

Granted that it is even true all books photocopied are authored by foreigners, protection for works of intellectual property are not confined to borders of one country. There are provisions in international treaties and national copyright laws for the reciprocal protection of copyrights works among signatory countries. Ghana is enjoined as a signatory to international treaties and conventions to protect the works of foreigners as it protects the works of Ghanaian citizens. The works of Ghanaian authors and publishers are also given reciprocal protection by Reproduction Rights Organisations (RROs) in other countries. In view of this, any literary work, be it of local or foreign origin must be protected by CopyGhana.

ii. The claim of copying under permitted use (Fair use)

Users often raise the issue of photocopying under permitted use. Copying for private or personal use for the purpose of teaching, research, public education etc. is termed permitted copying. This is allowed in many countries including Ghana (as contained under section 19 of the Copyright Act 2005, Act 690). Permitted copying is however an action that takes place occasionally and not frequently. It is normally done by a few users and many works are not involved. The type of photocopying that takes place on the campuses of tertiary institutions is in huge volumes. It is a daily, regular and frequent activity. It goes on every academic year and involves a large number of students; hence huge portions of work are copied. Permitted copying can result in mass photocopying and as this happens, it negatively affects the normal exploitation of the work by the author or the publisher.

In view of the above, the unregulated mass photocopying on various campuses cannot fall under permitted use, because it fails the cumulative three-step-test for exceptions under article 9 of the Berne Convention.

iii. The justification of photocopying due to non-availability of books in demand

Concerns have also been raised by students, given the fact that, they make copies of literary and printed works due to financial constraints and non-availability of copies of original works.

It has to be pointed out that even if copies of original works are available, photocopying cannot be completely avoided. In some situations, some courses that students pursue require them to make photocopy of a few pages or a chapter of a book. In such cases, the user may not find it necessary to buy the book since s/he needs only a small portion of the work. In any case, the scarcity of copies of an original work and financial constraints do not grant users any right under the Copyright Law to massively reproduce anybody's intellectual property without authorization. It should be noted that the fee charged by CopyGhana per student for an academic year is currently GH₵ 5.00, which is less than \$1 and below the global average. Thus, very affordable for all students to pay.

iv. The assertion of providing students with enough study materials, therefore making photocopying unnecessary

Management of some user institutions claim their students are supplied with textbooks for all their courses at the beginning of every semester. They further claim, they also subscribe to online databases, therefore throughout the academic year no student of the institution engages in photocopying.

The records and operations of literary reproduction rights organisations, the world over, indicate that even in developed countries where materials are always available and majority of students can afford to buy; and where many institutions also subscribe to scientific, technical and medical journals, photocopying and digital copying still go on and institutions

pay literary reproduction fees. A survey carried out by CopyGhana in 2012 shows that mass copying on campuses of education is not an isolated incidence but widespread across all institutions.

The way forward

The unwillingness on the part of some user institutions to pay reprographic fees is simply an act of shooting oneself in the foot. As a matter of fact, student users who are violators today may become creators tomorrow, and would most likely wish to be treated better. It is ironic to note that, in the existence of sufficient legislation and the plethora of facts on the necessity for every user of an intellectual property (IP) protected material to compensate creators, academic institutions which are trainers of potential creators oppose any effort to regularise photocopying and digital copying on their campuses.

In spite of the above, the way forward for CopyGhana remains as, the constant advocacy and engagement with user institutions. In instances where advocacy and engagements are not yielding desired results, there should be no pulling of plugs in testing the law. It is worthy of note that CopyGhana has since the past few years instituted legal actions against key defaulting institutions, which if allowed to run its full course, may hopefully deliver judgement that would serve as a deterrent as well as whip all other non-complying institutions in line.

References

- Adoma, D. (2016, August). *The Role of Intellectual Property Rights Protection in Stimulating Creativity and Innovation: Case Study in Ghana*. Accra: University of Ghana.
- Koskinen-Olsson, T. (2005, April). *Introduction to Reprography in Copyright Legislation*. Retrieved from International federation for Reproduction Rights Organisation: <https://www.ifrro.org/content/introduction-reprography-copyright-legislation>
- Republic of Ghana. (2005). *Copyright Act 2005 (Act 690)*. Accra: Ghana Publishing Company. WIPO. (1887). *Berne Convention*.

DEVELOPING A NATIONAL BOOK AND READING POLICY (NBRP): FIRST STAKEHOLDER CONSULTATION

On Friday, 15th October 2021, the Ghana Book Development Council (GBDC), in collaboration with the National Development and Planning Commission (NDPC) and the Ghana Library Authority (GhLA), organised a stakeholder consultation as part of efforts geared towards developing a National Book and Reading Policy (NBRP). This stakeholder consultation was the first of other consultations to be held. The event was held at the Conference Centre, Tertiary Education Complex, East Legon.

The stakeholder consultation was to solicit for opinions and suggestions from stakeholders of the book industry.

This stakeholder consultation recorded representatives from institutions and association such as:

- Ministry of Education (MOE)
- National Development and Planning Commission (NDPC)
- Ghana Book Development Council (GBDC)
- Ghana Library Authority (GhLA)
- National Council for Curriculum & Assessment (NaCCA)
- Complementary Education Agency (CEA)
- Ghana Institute of Languages (GIL)
- Ghana Education Service (GES)

- Bureau of Ghana Languages (BGL)
- Ghana Publishers Association (GPA)
- Ghana Association of Writers (GAW)
- Ghana Printers and Paper Converters Association (GPPCA)
- National Booksellers Association (NBA)
- Department of Publishing Studies, KNUST
- Department of Information Studies, University of Ghana
- Copyright Office
- CopyGhana
- Ghana Book Trust
- PEN International, Ghana
- Worldreader Ghana

Presentations

A presentation on the “Concept Note on the National Book and Reading Policy” was made by the Executive Director of GBDC, Ms Ernesticia Lartey Asuinura. In her presentation, she explained the background and the need for a holistic and comprehensive national policy that would address issues pertaining to books and reading in the country. She also highlighted some challenges affecting the local book industry and reading, and how the National Book and Reading Policy would address the issues.

A second presentation on the theme “Overview of the National Public Policy Formulation Guidelines” was delivered by Mr Edward Bruce-Lyle, a Development Policy and Planning Analyst at NDPC. He explained to the audience

the background of the National Public Policy Formulation Guidelines, public policy formulation process, and the steps and format for developing a policy.

Open forum

An open forum, facilitated by Mr Winfred Nelson, Chief Analyst at NDPC was held after the presentations. The facilitator introduced to stakeholders the purpose of the open forum and the need for sharing ideas and opinions. As part of his introduction, he mentioned that, in formulating a policy to address a national issue such as the NBRP, three major things should be considered, namely: i) historical and current perspective, ii) Legal basis, and iii) Treaties and conventions signed by Ghana. He also touched on some issues raised by the Executive Director of GBDC during her presentation. This session gave stakeholders the platform to air their opinions, suggestions, and concerns, and what they would want the NBRP should address.

A closing remarks was given by Mr. Edward Addo-Yobo, the Greater Accra Regional Librarian, who represented the Executive Director of Ghana Library Authority.

At the end of the stakeholder consultation, representatives were given evaluation forms to evaluate the event. The general response from the attendees was that the consultation was a good initiative and very useful for developing a National Book and Reading Policy.

Conclusion

Generally, the first stakeholder consultation was a success, and as per the responses from the representatives, it was relevant in developing the National Book and Reading Policy. A second stakeholder engagement would be organised after putting together a draft National Book and Reading Policy.

Compiled by:

Kofi Asante Twumasi

Production Services Manager

GBDC



*Ms. Ernesticia Lartey Asuinura - Executive Director of
Ghana Book Development Council, (GBDC)*



Mr Edward Bruce-Lyle - Development Policy and Planning Analyst, National Development Planning Commission (NDPC)



Mr Winfred Nelson - Chief Analyst, National Development Planning Commission (NDPC)



A section of stakeholders' representatives



A group photograph of stakeholders present at the event

READING FESTIVAL HELD IN KOFORIDUA

Making reading for pleasure a culture and habit has undoubtedly been accepted as fundamental to chalking significant success in education, especially for children. It is understood that when a child develops a habit for reading, it automatically translates into the child having a desire for reading his or her textbooks and other academic materials. For this reason, creating an enabling environment for promoting reading and its related activities is always welcoming and healthy. It is in light of this that the Ghana Book Development Council (GBDC), which has the promotion of reading as one of its core functions, undertook an array of reading related activities as part of organizing the Eastern Regional book fair which was held in Koforidua from Thursday, 28th October 2021, to Saturday 30th October 2021. The reading related exercises were undertaken in conjunction with Ghana Library Authority (GhLA) and Ghana Publishers Association (GPA). The activities comprised reading sessions, oratory reading competition, essay writing competition, spelling ‘B’ competitions, etc.

Five Senior High schools took part in these competitions. They were Pope John Senior High and Junior Seminary School, Pentecost Senior High School, New Juaben Senior High School, Ghana Senior High School, and Koforidua Secondary/Technical School.

Orators public speaking competition

One of the unique features of the fair was the orators public speaking competition. Orators public speaking competition is intended to hone the oral communication skills of young people. It also considers the leadership skills, creativeness, and innovativeness of participants.

The competition was targeted at Senior High school students in Koforidua and its environs.



Representatives of Koforidua Secondary/Technical School presenting during the orators public speaking competition.

The students were tasked to come up with the benefits of the UNESCO Accra World Book Capital, 2023 title. The panel of judges were particular about how the students exhibited their oratory skills, creativeness and innovativeness to bring out all that Ghana stands to gain by hosting the UNESCO Accra World Book Capital, 2023. The students spoke without

making reference to any written materials. Before the exercise, participants were tasked to visit the Accra World Book Capital website to acquaint themselves with information regarding the Accra World Book Capital, 2023 title. Participants were also asked to visit the UNESCO website to get detailed information about the World Book Capital title in general.

The exercise was highly competitive and all the students exhibited a great deal of oratory skills. All participants were rewarded with reading books to encourage them to continue to read, hone their presentation skills and also write effectively. The students exhibited creativity and innovativeness in their respective deliveries. The panel of judges assessed the students based on the following criteria:

1. Contents of their deliveries
2. Presentation skills
3. Correct usage of grammar
4. Creativity

Essay writing competition

Another module of the competitions was essay writing .The essay writing competition was intended to improve and hone creative writing among the Senior High school (SHS) students.

The written essays also focused on the benefits to be derived with Accra being designated as the UNESCO World Book Capital, 2023. The original written essay was not to be more

than 800 words, and participants read their essays within 5 minutes in front of the judges and audience. The adjudged winner and runners up were awarded with assorted reading books. Participants were also asked to visit the UNESCO website to get detailed information about the World Book Capital in general. The panel of judges rated the performance of the students in the following areas:

1. Contents of the Essay
2. Organization
3. Expression
4. Mechanical Accuracy

At the end of the context, a student from Ghana Senior High School emerged the overall winner.

Spelling bee competitions

Another unique feature of the reading festival was the conduct of spelling bee competitions for pupils in the Upper primary and Junior Hgh schools. The spelling bee competition was meant to improve the vocabulary of pupils and also help pupils spell words correctly. The competition had ten schools (Basic level) participating. Each school presented two pupils for the competition. The preference was for the schools to present a male and a female as representatives of the schools in the competition. Some of the participating schools include Mile 50 M/A Basic School, Sarkodee A Basic School, Nana Kwaku Boateng ‘A’, Riis Presby, Koforidua Presby Basic ‘B’, Freeman Methodist ‘A’, St. Dominic Basic ‘A’, St. John

Bosco Basic, Riis Basic ‘C’, Adweso SDA Basic School, Presby F Basic School, and Rev. Fr. Lemmens Basic School.



A representative of Ghana Senior High School presenting during essay writing competition.



A representative of Pope John Senior High and Junior Seminary School presenting during essay writing competition.

Reading aloud

The ‘Reading Aloud’ session had varieties of reading activities. Students and pupils read varieties of books and shared their thoughts on the stories read. Some students also had the opportunity to share their thoughts on some interesting books that they had read in the past. They discussed the themes, setting, characters, plot and some of the literary devices used in the said books.

Shared thoughts on books written in local languages

Also, teachers with the knowledge of teaching the indigenous or local languages had the opportunity to take the pupils and students at the reading festival through the importance of reading books written in the local languages.

Personality reading

Pupils who attended the fair had some of the publishers read some of their books to them.

Conclusion

The reading festival held in Koforidua was unique, in that it engaged the pupils and students in diverse reading and its related activities. Both pupils/students and teachers were yearning for more opportunities to read and participated in all the activities earmarked for the exercise. No school, pupil/ student and teacher wanted to be left out. It was indeed a festival of reading for pleasure, creativity and learning.



A publisher from Garnet Martmag Ventures reading some of their books to the pupils who gathered around their stand

Compiled by:

Daniel Ofosu-Asamoah

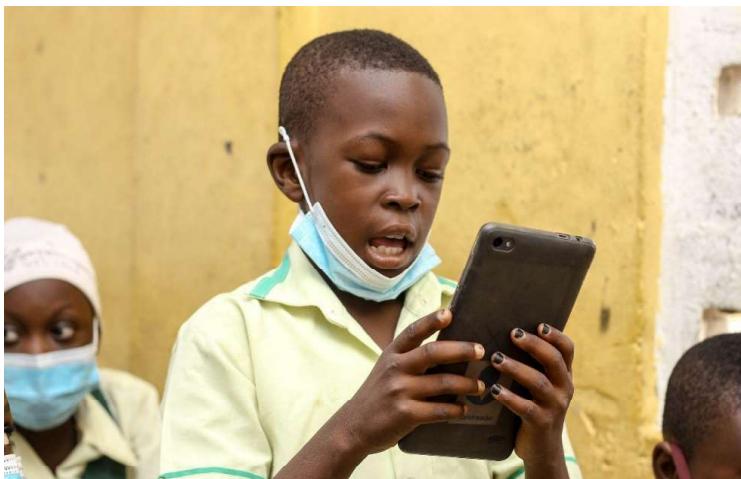
Literacy Promotion Manager

GBDC

CHANGING THE POOR READING CULTURE IN GHANA: PARTNERING WITH LAW MAKERS AND SCHOOLS

by

William Du Bois and Landyn Imagawa



A pupil of Rashad Basic Primary reading from a Worldreader Booksmart Tablet

Introduction

Over the past few years, Ghana's government has heavily invested in public education, making the first 11 years of schooling free and compulsory for learners aged 4 to 14. However, despite these improvements, learning outcomes and reading proficiency levels are still far below minimum expected standards. Subsequent school closures as a result of

the COVID-19 pandemic only exacerbated existing learning poverty gaps, significantly impacting the reading development of primary-aged learners.

According to the World Bank (2019), for hundreds of millions of students globally, schooling is not learning. While children may be participating in many years of schooling, the quality of education is lacking; and therefore, in low- and middle-income countries, 53% of children in late primary cannot read and understand a simple story (World Bank, 2021).

Learning to read at a young age is extremely important for a child's development. Reading is a gateway skill that leads to greater achievements in other subjects, such as Mathematics and Science; increase cognitive and socio-emotional skills, and eventually, workforce readiness.

Worldreader Ghana

Worldreader is a global organization that works to help improve learning outcomes, workforce readiness, and gender equity for vulnerable and underserved communities across the globe by promoting reading through the use of digital reading solutions.

Worldreader's own free BookSmart Mobile App makes reading accessible for vulnerable and underserved communities with its over 9000 textbooks and storybooks in both English and local Ghanaian languages. The books also include engaging

and interactive activities to promote reading comprehension. This past year, Worldreader's West Africa team, based in Accra, Ghana, has seen tremendous growth in their work. This is as a result of promoting digital tools to enrich classroom reading lessons, increase accessibility to learning materials, and change the culture of reading by highlighting its importance through community-based events and home reading activities.

Over the past several months, Worldreader has held two successful MP DigiRead Train events. These community literacy events are designed to get children reading through the influence of their Members of Parliament.

MP "DigiRead" train

Worldreader held its first MP "DigiRead" train event on 30th June 2021 with the Honourable Edwin Nii Lante Vanderpuye (Member of Parliament of Odododiodio Constituency) at the Dunk Library in the auditorium of the Jamestown Community Theatre. Hon. Nii Lante Vanderpuye read *Otu goes to the Sea* by Noreen Mian from Worldreader's BookSmart App to over 200 students from Accra Sempe School, Knowledgeworth Premier School, Alko International School, and Dunk Library, and about 100 non-students including parents, teachers, and stakeholders. The event included a discussion about the theme of the book and its relevance to the lives of the students. Hon. Nii Lante Vanderpuye also stressed the importance of building the habit of reading for early learning development.

On July 28th, 2021, Worldreader held its second MP "DigiRead" train event, which was graced by the Honourable Patrick Yaw Boamah (MP of Okaikwei Central Constituency), at the Tesano cluster of schools, to promote the importance of developing strong reading skills at an early age. Hon. Boamah read *Kiddies International Band* by Precious Kyei Bonsu from the BookSmart App to over 100 students, teachers, and other stakeholders. He also opened a discussion to emphasize the importance of incorporating reading after school for a child's learning development.



Hon. Edwin Nii Lante Vanderpuye, MP for Okaikwei Central Consistuency

These events introduced teachers, parents, and students to the BookSmart Mobile App, encouraged them to download the app onto their mobile phones and incorporate the tool into their classroom lessons and begin to build the habit of reading after school and at home. The MP "DigiRead" train event provided

an opportunity to bring the issue of low reading proficiency rates of Ghanaian children to bare, and garner the support of Ghanaian politicians to emphasize the need for collaboration between teachers, parents, and politicians towards ending the learning poverty gap.

Moving forward

As we begin to see the slowing of the COVID-19 pandemic, its effects still linger. In Ghana, students have had to recover from school closures from mid-March 2020 to mid-January 2021. Low reading proficiency levels among Ghanaian children before the pandemic have only been exacerbated over these ten months period.

Worldreader aims to promote digital literacy tools as a step towards accelerating reading development and aid in the supplementation of education. With the use of digital tools, teachers, parents, and students can have easy access to a variety of books to support learning.

Through events such as the MP "DigiRead" train, the organization aims to change the culture of reading in Ghana by educating teachers, parents, and students on the importance of reading to a child's learning development. These events introduce reading, not only for educational purposes as an in-school activity, but also for enjoyment as an after-school and home activity. When reading is incorporated into all aspects of a child's life, they develop essential skills that prepare them

for the rest of their academic careers, and eventually, prepare them to enter the workforce.

References

- <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=GH>
<https://www.worldbank.org/en/who-we-are/news/campaigns/2019/literacy-makes-sense>
<https://www.worldreader.org/about-us/our-mission/>
<http://uis.unesco.org/en/country/gh>
<https://mobile.ghanaweb.com/GhanaHomePageregionalNii-Lante-Vanderpuye-reads-with-children-in-his-constituency-1301428>

A SURVEY ON QUALITY OF BOOKS ON THE GHANAIAN MARKET

Introduction

A book, as defined by the Ghana Book Development Council (GBDC), is “a collection of sheets bound together in a cover (soft or hard), to be read or written in. It could also be in an electronic form (script or audio)”. (Ghana Book Standards, 2018, page 5).

Books are important sources of information and knowledge; as a result, they serve as effective tools for education, human capital development, entertainment and the general development of a country.

Books have existed in the country since the colonial era. GBDC was established in 1975 as the national agency to coordinate the development of the book industry in Ghana; and coordinate the activities of all groups and individuals involved in book development in the country. GBDC is also to carry out comprehensive studies and research programmes essential for the development of the book industry.

Among others, GBDC has, in collaboration with the book industry associations and stakeholders, developed the Ghana Book Standards to guide the production of books in the

country. The need for standards in the book industry cannot be over-emphasised.

It is against this backdrop, that the GBDC, following stakeholder consultations, published the Ghana Book Standards in 2018 for both general (printed) books and e-books.

There was also the need for empirical data on the state of books on the Ghanaian market for informed decision making and planning. Given that this is the first time such research is being undertaken by GBDC, the data also serves as the baseline, generating empirical data to determine the actual state of the problem and to inform evidence-based planning for the book industry.

Objective

The main objective of this study is to ascertain the number of books on the Ghanaian market or accessible to readers that conform to the Ghana Book Standards.

Methodology

Following an intensive book assessment training, the assessors used two months (July and August 2021) to conduct the survey across eleven (11) regions. Books of various genres, such as textbooks, story books, trade/professional books, etc, were randomly sampled from bookshops, libraries, hawkers, and other locations.

In determining quality, the criteria used was to scrutinize and assess the outputs (books) of the production process. The reason is that activities undertaken as well as decisions and choices made at the production stage manifest in the final product (output).

By assessing the output (book), information about the production process is also obtained. The assessment of a book is an indirect assessment of the production process. Hence, effort was made to assess the quality of the output (book), which in turn, gives a general evaluation of the book production process.

The criteria for quality assessment were captured in a questionnaire developed and designed for the study. Also, the criteria for quality assessment were generated from the Ghana Book Standards published by the Ghana Book Development Council (GBDC) in 2018. The questionnaire was divided into two parts. The first part of the questionnaire enquired the general information, this part of the questionnaire required information on the town, location of book, title of the book, target audience of book, genre of the book and place of publication. The second part, on the other hand, ascertained the technical information of a book, pertaining to type of binding, book cover, front matter and some features of main text.

The data was captured and analyzed using the Statistical Product and Service Solution (SPSS) software.

Three sets of criteria were used to assess the quality of a book, namely its technical features, physical features and a matrix of other features such as the correct use of orthography, suitability of language to the intended user, relevance and placement of illustrations (where applicable), appropriateness of type and font size, among others.

Findings

A total of three thousand, five hundred and four (3,504) books were assessed at the end of the survey. The result revealed that majority of the books (39.07%) were sampled in the Greater Accra Region. This finding may suggest that there is a preponderance of booksellers and libraries in the Greater Accra Region. This has implications on the accessibility of books in the Region.

Figure 1. shows the number of books that were identified and assessed in various regions.

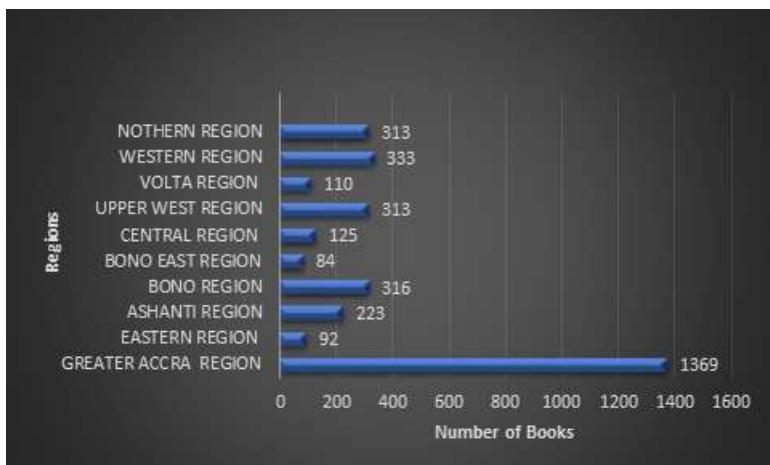


Figure 1: Number of books assessed per region

Source: GBDC

Not only is the profession of bookselling well-established in the Greater Accra Region, but also it may suggest that the booksellers and libraries have a sizeable stock of books which are accessible to the public (consumers and readers).

Location of book

With regard to the facility in which a book was found, the results show that majority of the books were identified in bookshops (63.22%). Hawkers however recorded the lowest percentage (2.3%) of books sampled.

Genre of the books

Almost half (48.4%) of the sampled books on the market were storybooks. The “other” category comprises religious/inspirational books, how-to books, dictionaries, among

others. The percentage of books assessed for each genre is presented in Table 1.

Table 1: Genre of books

		Frequency	Percent
Valid	Textbook	960	27.4
	Storybook	1696	48.4
	Trade/Professional	471	13.4
	Other (Specify)	377	10.8
	Total	3504	100.0

Place of publication

The books sampled were published in different countries. The results of the study revealed that almost half(49.9%) of the total were published in Ghana. A total of 1,461 books representing 41.7% were published in other countries. However, the place of publication was not specified for 8.4% of the books.

Target audience of the books

The study revealed that majority of books (54.2%) on the Ghanaian market target children. The “other” category refers to those in the adolescent stage (e.g. textbooks for students in the Senior High schools, as well as books that categorically stated the target as adolescents), which recorded a total of 339 (9.7%).

Technical Information

The second part of the questionnaire required information about a book's features (technical information). Under this part, the survey employed three main criteria for assessing the books. These are:

- Assessment of physical features
- Assessment of technical feature
- Assessment of matrix of other features

Assessment of physical features

The books were assessed to determine if the book cover had the required elements. The Ghana Book Standards stipulate that the front cover should have a main title (and sub-title, if any) and the name of the author (or editor). All books assessed had a main title. The back cover of a book should consist of a blurb, extracts or commendation, ISBN, barcode/scan code and publisher's name or logo.

The results revealed that 94.4% of the books had the name of the author/editor on the front cover. Only 5.5% of the books did not have the name of the author/editor on the front cover. Regarding books with ISBN, the study showed that 90.0% of the books had ISBNs. However, 10.0% of the books did not have ISBN.

The study also revealed that 2,845 books, representing 81.2% had blurbs. Only 18.8% of the books did not have blurbs.

The assessors were required to determine if the back cover of the books had barcodes/scan codes. As indicated in Table 2, the results show that 84.8% of the books had a barcodes/scan codes at their back covers.

Table 2: Number of books with barcode/scan code

		Frequency	Percent
Valid	Yes	2971	84.8
	No	533	15.2
	Total	3504	100.0

The assessors checked if the book covers had the name or logo of publishers. As indicated in the Figure 2, 86.8% of the books had the publisher's name or logo on the book cover.

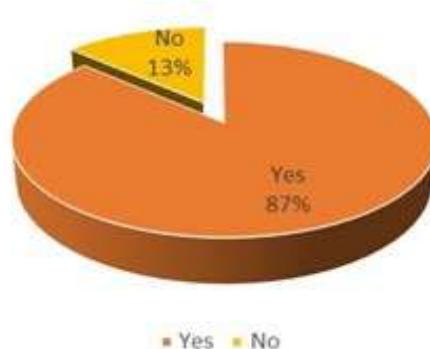


Figure 2: Books with publishers' name/logo on the cover
Source: GBDC

Of the 3,504 books assessed, 2,308 (65.9%) books met the standards set for the physical features sub-criteria, while 1,196 (34.1%) books did not meet the required standard.

Assessment of technical features

The spine refers to the edge of a book where all the pages are bound together. Limp/soft and case bound books have a spine. The recommended elements which should appear on the spine are: main title, author and publisher's name or logo. The assessors were required to determine if the books with spine had all the recommended elements, i.e., the main title, author and publisher's name or logo.

A question sought to determine if the book had a spine. The results of the study revealed that 77.9% of the books had spines (perfect bound and case bound books) as indicated in Table 3.

Table 3: Number of books with spine

		Frequency	Percent
Valid	Yes	2729	77.9
	No	775	22.1
	Total	3504	100.0

Of the number of books with a spine, 57% had all the required element of a book spine. This indicates that although majority

of the book assessed had spines, more than 40% did not have either a spine element or any of the elements required.

It is a minimum requirement for copyright page to have the following: the copyright symbol, year of first publication, copyright owner, the term “All Rights Reserved”, year of subsequent editions, printing history, publisher’s details, name of the publishing house and supporting agencies, postal address, ISBN and country of publication.

The study revealed that the majority (91.1%) of the books assessed had a copyright page. Of the percentage of books with a copyright page, 2660 books representing 83.3% had all the requirement of a copyright page (see Table 4).

Table 4: Books with copyright pages that have all required items

	Frequency	Percent
Yes	2660	83.3
No	532	16.7
Total	3192	100.0

Out of the 3,504 books assessed, a total of 2,203 books, representing 62.9% met all requirements under this criterion, while 1,301 (37.1%) books did not meet the required standard.

Assessment of matrix of other features

The assessors evaluated the appropriateness, suitability and effectiveness of the features or characteristics of the books. A rating scale was used in this section of the questionnaire to judge, assess or evaluate the appropriateness, suitability, effectiveness or efficiency of various characteristics, features and aspects of the books. Some of these aspects or features are binding, average words per line, crowdedness of elements on a page, consistency of presentation, balance illustration and text, leading, etc. Statements covering the various features of the book were presented, and the assessors were required to rate each statement on a scale of 1 to 5 (1=very poor to 5=very good). Under this criterion, a total of 2,289 (65.3%) book met the required standards, while 1,215 (34.7%) did not meet all required standards.

Overall evaluation

The overall quality assessment of each book depended on the performance of the book in each of the three areas of assessment. Each book was to satisfy the three criteria in order to perform creditably in the overall assessment. Books that satisfied each criterion are the ones that met acceptable standards.

However, there were instances where some books satisfied only one criterion, while others satisfied only two criteria. There were also instances where some books did not meet any assessment criterion.

‘Pass’ and ‘Fail’ dichotomy were used to describe books that either met or failed to satisfy individual assessment criterion. Table 5 below shows the number of books which passed (met) the criteria in at least one of the three areas, as well as books which did not pass the criteria for any of the three criteria.

Table 5: Number of books that passed any of the sub-criteria

		Frequency	Percent
Valid	Nil	396	11.3
	Only 1	762	21.7
	Only 2	1000	28.5
	All 3	1346	38.4
	Total	3504	100.0

Of the 3,504 books assessed, 1,346 books representing 38.4% met all the required and prescribed standards. The rest of the books (2,158), as presented in Figure 3, could not meet all the required standards, but at least one sub-criteria (1,762 books) or none (396 books).

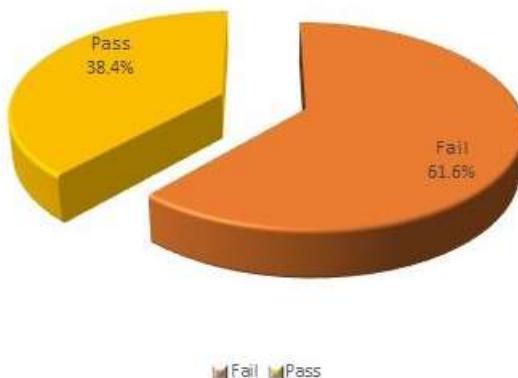


Figure 3: Percentage of books that conform with acceptable standards

Source: GBDC

Limitations

The study had some limitations. The study did not collect information on the date of publication of a book. Hence, it was not possible to determine when exactly the books were published. Given the fact that many of the books were sampled from bookshops (and book fairs), it may be legitimate to assume that most of the books were recent publications. Ordinarily, books in bookshops and book fairs are relatively more recent than books in libraries.

Conclusion

Although many of the books relatively performed well regarding some individual aspects or components of a book, the overall assessment is not encouraging. Hence, there is the

need to continue training practitioners and intensely advocate the adoption of the Ghana Book Standards, to improve the quality of books produced in the country.

*The full survey report is available at
<https://gbdc.gov.gh/report-survey-quality-books-ghanaiamarket>*

BOOKSELLING IN GHANA: CHALLENGES AND OPPORTUNITIES

by

Ernesticia Lartey Asuinura

Introduction

Effective education delivery and availability of quality books and other teaching and learning materials go hand in hand. Books are indispensable to quality teaching and learning. No educational system can thrive in the absence of books; hence the importance of books cannot be overemphasised. Not only are books necessary for education but also, they must be available and accessible to the user. Books also serve as medium of information, knowledge sharing and entertainment. Historically, books have been used as objects of divination, status and relics, among others.¹

The aim of every book author is to make the book accessible to the reader or user. A book can be made accessible to the user by distributing it for free, selling it, or placing it in a library.² Free distribution is usually adopted by charitable or not-for-profit organisations.³ For the author or publisher who is in business, the major book distribution channels are

¹ Rowan Watson, ‘Some Non-Textual Uses of Books in Simon Elliot and Jonathan Rose (eds), *A companion to The History of the Book* (Blackwell Publishing 2007), 480.

² Paul A. P. Maluza, ‘Publishing and Reading in Malawi: Problems and Prospects’ <https://repository.lboro.ac.uk/articles/educational_resource/Publishing_and_reading_in_Malawi_problems_and_prospects/14872548/1> accessed 20 February 2022.

³ Ibid.

through selling and or placing the book in a library. The focus of this article is on selling as a mode of distributing books.

The book value chain

The book value chain is traditionally made up of the writer who creates the idea and puts together a manuscript, the publisher who transforms the manuscript into the finished book, the printer who churns out the book in print (for printed books), and the bookseller who makes the books available to users and libraries. In between the chain from the author to the user, there can also be some other supplementary players such as editors, illustrators, typesetters etc. who work in sync to put the book in a form that is fit for purpose. The bookseller is traditionally the retailer, i.e., the one who sells the book directly to the reader or user.

A developing trend in the book industry in Ghana is the incidence of integration, either backward or forward, among the major segments of the book value chain. Forward integration occurs where an entity engages in activities that are ahead in the value chain, whereas backward integration is where an entity engages in activities which are behind in the value chain.⁴ For instance, it is becoming common for a publisher to also engage in the business of book printing or bookselling (forward integration) or a bookseller to engage in the business of book publishing or book printing (backward

⁴ <<https://learnbusinessconcepts.com/forward-integration-vs-backward-integration>> accessed 18 February 2022.

integration). Both forward and backward integration have advantages and disadvantages. One of the downsides of forward or backward integration in the book industry is the tendency of the practice to lead to identity crisis, i.e., it clouds the distinction between the various segments of the traditional book chain. It becomes difficult to distinguish a publisher from a bookseller or a printer from a publisher, etc. For instance, where a publisher engages in bookselling, that publisher eliminates the bookseller as ‘a middleman’ and is able to exercise better control over the distribution of the book, hence an advantage.⁵ The disadvantage however is that, such a move can be costly in terms of capital requirements, logistics and human resource.⁶ The publisher may also lose focus of the original business, which is publishing. Additionally, the publisher may be perceived as competing with the bookseller in the value chain.

Therefore, where a publisher engages in book selling, that publisher ought to ensure that it offers better trade terms to the bookseller than is offered directly to the user by the publisher. This is to ensure that the publisher is not perceived as competing with the bookseller but rather complementing the efforts of the bookseller in making the book accessible to users.

⁵ Ibid.

⁶ Ibid.

Bookselling in Ghana

In recent times, the business of book selling in Ghana is increasingly coming across as an arduous venture; many booksellers are experiencing dwindling fortunes as a result of a general poor reading habit and a declining book-buying culture in many communities. However, the reality is that there is a big underserved market which ought to be explored or tapped. In many homes today, there is a dearth of book stock which then presents an opportunity for booksellers to grab. Moreover, in many rural communities there are no or very limited bookstores available. This situation is compounded by the fact that the network of public or community libraries in the country is limited and largely skewed towards urban areas.

In some urban areas where public libraries exist, these libraries are sometimes located at a distance from people's homes. Therein lies the opportunity for booksellers to explore and tap. Booksellers can take advantage of this gap and begin to make books more readily accessible to these communities through bookshops, book fairs, mobile book vans, and book hawking, among others. Incidentally, there are few, if any, statutory barriers to entry into the book selling business in Ghana. Given that all that one requires to operate a bookstore is incorporation as a sole proprietor or a company, the book selling business is virtually a free market entry.

The relative absence of book distributors (who are often wholesalers), also presents an opportunity for booksellers (retailers) with larger sales outlets and logistics, to venture into book distribution and distribute to other booksellers who operate on a much smaller scale.

Challenges

One of the major challenges with year-round bookselling in Ghana currently is the dominance of a demand for textbooks, relative to other categories of books. Consequently, at the start of the academic year, there is usually a rush for textbooks, culminating in a vibrant market for booksellers. Midway through the academic year, the demand for textbooks falls, and the market becomes less vibrant until the start of the next academic year. Then the cycle begins again. There is therefore the need to explore avenues to increase the demand for non-textbooks to sustain the book trade throughout the year.

Additionally, many booksellers employ inadequate marketing tools such as the use of catalogues, price lists, online marketing, home delivery, etc., which make it relatively easier or convenient for users/consumers to order books from the comfort of their homes or offices.

Some booksellers also complain of inadequate data on user requirements to enable them stock relevant titles and quantities. There is the need, therefore, for some data or research on consumer preferences or requirements regarding

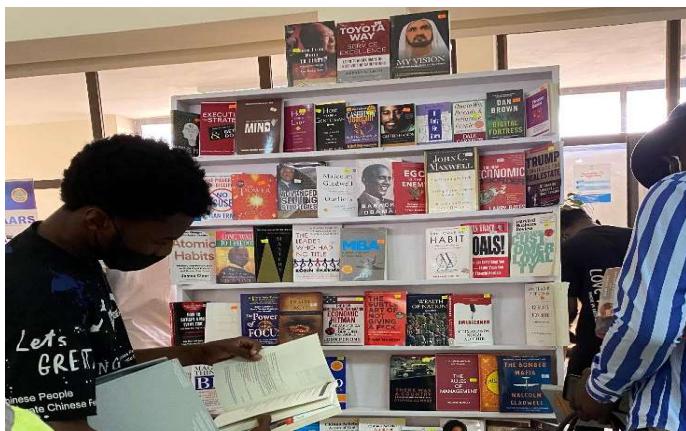
book needs to inform adequate stocking by booksellers. Incidences of piracy also negatively affect the promotion of a book-buying culture and bookselling. Pirated books, which are illegal, are often sold at cheaper prices than the original versions, hence taking market away from the original versions. A rigorous enforcement of the copyright laws by the relevant authorities will therefore help in curbing piracy, if not eliminate it completely, and thereby help increase the demand for original books.

Opportunities

Even though the emergence and patronage of electronic books (eBooks) has been increasing over the past few years, research has established that many people still prefer the use of printed books.⁷ Hence, the printed book will not get out of use for years to come. This then means that the market for printed books will not die out anytime soon. Booksellers still have an opportunity to grow their business, both for printed books and eBooks.

In addition to bookshops, some marketing tools that can be deployed to increase book sales are the holding of periodic bookfairs, reading festivals and book clubs in schools and communities to increase readership and help make books available to potential users. Regular use of mobile book vans to sell books in various communities would also help to increase the available book stock in these communities.

⁷ Angus Phillips, ‘Does the Book Have a Future?’ in Simon Elliot and Jonathan Rose (eds), *A companion to The History of the Book* (Blackwell Publishing 2007), 547.



Some patrons looking through books on display

Source: Author

Book publishers could also explore the use of incentives, discounts, and effective trade terms to encourage booksellers to stock on their books. Booksellers must also take advantage of technological advancement to sell books online. It is time the various book industry players began to engage the various telcos and financial institutions on possible collaborations to create online payment systems to facilitate online book sales. Booksellers could also look at penetrating sub-urban areas with few or no public libraries for untapped marketing opportunities.

Booksellers must also begin to form effective trade associations to champion their cause, advocate for policies and capacity building programmes to promote professionalism, and effective marketing and customer service skills among their members.

Conclusion

Bookselling may not be as arduous as it may seem. With effective marketing and business planning, booksellers can take advantage of the numerous opportunities in Ghanaian communities to increase book sales and readership. Notwithstanding the emergence of eBooks, the printed book still appeals to many users, and so a proper blend of eBooks and printed books in various categories of books will ensure that a bookseller enjoys a good market all-year-round.

References

- Maluza PAP, ‘Publishing and Reading in Malawi: Problems and Prospects’ <https://repository.lboro.ac.uk/articles/educational_resource/Publishing_and_reading_in_Malawi_problems_and_prospects/14872548/1> accessed 20 February 2022
- Phillips A, ‘Does the Book Have a Future?’ in Simon Elliot and Jonathan Rose (eds), *A companion to The History of the Book* (Blackwell Publishing 2007)
- Watson R, ‘Some Non-Textual Uses of Books’ in Simon Elliot and Jonathan Rose (eds), *A companion to The History of the Book* (Blackwell Publishing 2007)
<<https://learnbusinessconcepts.com/forward-integration-vs-backward-integration>> accessed 18 February 2022

DEVELOPING A READING HABIT: AN OVERVIEW AND IMPLICATIONS FOR PRACTICE

by

Emmanuel Appiah Owusu

Introduction

Superficially, reading appears to be a fairly basic and simple act of sounding out words (Byrnes, 2001). However, in reality, it is a composite set or repertoire of skills that take several years to acquire and master (Snow, Burns, & Griffin, 1998).

Reading is a basic skill which is required throughout life. In other words, reading is an essential part of everyday life. A child's success in school and life depends on reading. Reading can help develop an eager mind and thirst for knowledge. The inability to read can limit one's personal fulfilment and success in career development (Anderson, Hiebert, Scott, & Wilkinson, 1985). Kutay (2014) noted that reading improves memory by offering new ideas and concepts and improves vocabulary and language. In general, reading is one of the avenues through which one can acquire new information and knowledge. Reading also facilitates the preservation and transfer of knowledge or information. Reading is one of the avenues by which information, knowledge and culture of the ancient era can be passed on or handed down successfully to the

present generation. Through reading, the present generation will be able to pass on or bequeath its values, tradition and culture to posterity and the unborn generation. Knowledge is preserved in a book; hence, if the reading levels are low, how can the transfer be smooth, successful and complete? It will only take '*a nation of readers*' to harness the full potential of the book and facilitate the smooth transfer of knowledge from one generation to the other. Therefore, *inter alia*, reading has a positive impact on the development of a country.

Types of reading

Research has identified two types of reading, namely recreational and academic reading. Recreational reading refers to free voluntary reading whiles academic reading is school-related reading. The two types of reading are important for students' reading development and overall academic achievement (Krashen, 2004; Wu & Samuels, 2004).

How long does it take to form a reading habit?

When reading continues over time it can become a habit. Developing the habit of reading can yield many benefits for the avid reader. What then is a habit? According to the Oxford Advanced Learners Dictionary, a habit is a behaviour that is repeated often or regularly and tends to occur almost without thinking. If habit is a behaviour, then habit formation is the process by which a behaviour becomes a habit. Hence, habit formation refers to the process by which a behaviour, through regular repetition, becomes automatic or habitual. Habits can

form without a person intending to acquire them, but they can also be deliberately cultivated or eliminated to suit one's personal goals. On the issue of habit formation, Rosli, Razali, Zamil, Noor, & Baharuddin (2017, p.797) note:

We are surrounded by people in this world, and attitudes can be learnt by just looking and feeling interested about it.

The habit of reading cannot be formed within a day or in a few hours. Reading only becomes a habit after it has been repeated several times. At the onset, a person may be inexperienced. However, as he or she continues to read, the experience will be acquired and he or she becomes more efficient with reading.

During the repetition of an activity, such as reading, one learns to correct the mistakes. At the onset, the mistakes and blunders are many due to inexperience. However, as a person continues to repeat that activity, his or her performance improves over time. As the saying goes, "practice makes perfect". As the process continues, a point is reached where the activity becomes an established or inveterate behaviour. A report by the National Endowment for the Arts (2007) which was based on a study conducted in the United States, found that those who read less also read less well and reading less well negatively affects the reader's civic, social and economic life. This implies that, those who read less have not amassed enough experience; as a result, they are not efficient or skilled in the art of reading.

The best time to inculcate a reading habit

A habit can be acquired at any stage in life. However, what is the most conducive time to imbibe a habit into a person? Rosli et al., (2017) succinctly answer this question when they noted that, as far as the human being is concerned, the early stage of life is the most opportune time for habit development. This is the best time to inculcate, imbibe or instill the habit of reading into a person. In other words, a child should be taught to read at an early age. Conversely, if this opportunity is missed, the individual will have challenges acquiring or developing the same skill in the future. In other words, if skill deficiencies exist in the earlier stages of life, it may be difficult to bridge that gap in the future – the most opportune time has been missed. This principle has implications for practice.

Now, with respect to forming or developing the habit of reading, Rosli et al. (2017, p.797) affirm:

If instilled at such an early age and nurtured properly as the child grows, they are more likely to retain and further improve their habit of reading.

The thirst for knowledge sustains a reading habit

Reading has the ability to create a *thirst for knowledge* (Rosli et al., 2017). The thirst or hunger for knowledge serves as a fuel which sustains the habit of reading. If the thirst or hunger for knowledge dissipates, it can negatively affect the habit of reading. However, if the hunger or thirst for knowledge

grows, it will further boost the habit of reading. Related to this is the choice of books. If the right choice of books are selected, the thirst for knowledge will grow from one book to the other. However, a wrong choice of books will eventually exterminate the thirst for knowledge which will in turn cause reading to suffer. It is the thirst or hunger for knowledge which will sustain the habit of reading from one book to the other.

Implications for practice

The foregoing discussion and related research findings may have a number of implications for various sectors of the economy. Some of the pertinent implications for practice have been presented below.

Implications regarding the best time to inculcate a reading habit

The finding that the early stages of life is best time to instill a reading habit may have implications for the family, education system, advocates of reading promotion and the nation.

Implications for the family - If parents want to imbibe a good habit (reading) into their wards, their efforts must be concentrated on the early stages of life. That is the peak phase where they will have the greatest effect. As the good book states, "train up a child in the way he should go and when he is old he will not depart from it". Hence, this re-echoes the finding that the early stages of life is the best time to inculcate or imbibe a habit (reading). In other words, this assertion also lends credence to the above principle.

Implications for the education system - Some skills are required throughout life. In fact, a person's success in life may depend on this basic, rudimentary, and essential set of skills. Hence, the curriculum of the education system must be designed in such a way that these essential skills are imbibed or cultivated at an early stage of life in order to have the greatest effect.

Implications for advocates of reading promotion - Advocates of reading promotion are agencies, institutions and organizations which undertake various programmes and activities with the aim of developing a sound reading habit. In this context, reading promotion refers to programmes and activities undertaken with the aim of encouraging reading and developing a reading habit. However, as noted above, the best time to inculcate a habit is when the person is young. The chances of developing a reading habit is therefore high at the early stages of life. In order for reading promotion programmes to be effective, it must focus on the early phases of life. That is where most habits are acquired for the future.

Implications for the nation - Neglecting the incipient stages of the education system, can have dire consequences on the future of a country. Governments must endeavour to commit adequate resources for the development and support of childhood education, because that is where the greatest impact can be made with respect to forming the right academic habits and acquiring the essential skills for life.

Implications regarding the time required for reading habit formation

It takes time to form a habit and this may have some implications for practice. Advocates of reading promotion must note that the programmes must be sustained over time in order to yield the expected results. That said, the impact of an isolated one-day reading promotion programme is quite questionable. The reading promotion programmes must come with follow-ups and feedback. The efforts must be sustained until it produces the desired result or outcome. Nevertheless, most of the reading promotion programmes occur in schools.

The education system, as a whole, has interesting and innovative ways of inculcating the habit of reading into students. Hence, the education system plays a role in the development of reading habits, even though it may occur indirectly and inadvertently. This implies that the reading promotion programme is only a collaborative effort which complements the work of the education system. The main objective of reading promotion programmes is to instill and develop a reading habit among students. However, this objective comes as an indirect, secondary and spillover effect of the education system.

Developing a reading habit is not a subject in school. Hence, that is not the ultimate goal of the education system! In the case of the advocates of reading promotion, developing a reading habit is a direct objective, but it is an indirect objective for the

education system. Similarly, developing a sound reading habit is a primary objective for the advocates of reading promotion, but it is a secondary objective for the education system. That notwithstanding, the two ultimately produce the same effect or outcome.

Advocates of reading promotion must be seen as *partners* with the education system, in their quest or effort to develop, revive and sustain reading habits. By virtue of this development, a one-off reading promotion programme in a school may not be a problem because they are only complementing the work of the education system. The advocates of reading promotion programmes cannot do everything; rather, they are only coming in to help to ameliorate the situation. It should not be seen as their *sole responsibility*; rather, it is a collaborative effort between the advocates of reading promotion and the education system.

Conclusion

All in all, the foregoing discussion shows that the most conducive time to form a reading habit is at the early stages of life. Hence, efforts aimed at imbibing a reading habit in the home, the education system and in the country as a whole must be concentrated at the early stages of life. Also, it takes time to form a reading habit, so it is a process. Once a reading habit has been developed it yields enormous benefits to the reader.

References

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading
- Byrnes, J. P. (2001). Cognitive Development and Learning in Instructional Contexts (2nd edition), Boston: Allyn and Bacon
- Hornby, A. S. (2000). Oxford Advanced Learners Dictionary of Current English (6th edition). Oxford: Oxford University Press
- Krashen, S. (2004). The power of reading: Insights from the research (2nd ed.). Portsmouth, NH: Heinemann.
- Kutay, V. (2014). A survey of the reading habits of Turkish high school students and an examination of the efforts to encourage them to read (unpublished master's thesis). Loughborough University
- National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence*. Washington, DC: Author
- Rosli, N. A., Razali, N. F., Zamil, A. U. Z., Noor, M. F. N. S., & Baharuddin, F. M (2017). The Determination of Reading Habits among students: A Concept. International Journal of Academic Research in Business and Social Sciences, 7(12), 791-798
- Snow, C. E., Burns, M. S., & Griffin, P. (1998). Preenting reading difficulties in young children. Washington, D.C.: National Academy Press
- Wu, Y. C., & Samuels, J.S. (2004, May). *Amount of time spent on independent reading affects reading achievement*. Paper presented at the 49th annual convention of the International Reading Association, Reno, Nevada
- <https://artsandculture.google.com/entity/habit/m02z8pxn?hl=en>
Retrieved 21/02/2022

THE JOURNEY TO THE ACCRA WORLD BOOK CAPITAL, 2023

The birth of the idea

The idea to bid for Accra to be designated as the World Book Capital for the year 2023 was mooted sometime in 2020 by Mrs Ernesticia Lartey Asuinura, the Executive Director of the Ghana Book Development Council (GBDC). This was after the unsuccessful first attempt at securing the 2019 title for Accra, which was also initiated by Ernesticia in 2016. Apparently, guided by the lessons learnt from the unsuccessful first attempt, Ernesticia had been strategizing since then, to lead the process once again to secure the title for Accra. Thus in 2020, she put together an internal team of five managers of the GBDC. Together with this team, they developed the Concept Note to bid for the 2023 title.

Early January 2021, the internal GBDC team, led by Ernesticia, set out to bring on board the other stakeholders, having obtained the backing of the Ministry of Education to proceed with the bid.

The race for the title

Ernesticia and her dynamic and youthful team of staff made up of Mr Joseph Agyiri (the then Information Technology Manager), Mr Daniel Ofosu-Asamoah (Literacy Promotion Manager), Ms Mavis Asante (Distribution Services Manager),

Mr Kofi Asante Twumasi (Production Services Manager) and Mrs Edith Ababio-Amoah (Senior Accountant), supported by Ms Sandra Amihere (as the Secretary), officially reached out to the other stakeholders. Through the instrumentality of Mr Gabriel Nii Teiko Tagoe, (Chief Development Planning Officer, GAMADA) of the Accra Metropolitan Assembly (AMA), Ernesticia met with the then Mayor of Accra, Mr Mohammed Adjei Sowah, to sell the idea to him. Mr Adjei Sowah gladly embraced the idea and soon thereafter, the candidature of Accra was announced to the media. With this public announcement, there was no turning back. The race for the title had only just begun.

The bidding committee

Having written to and obtained representation from major stakeholders, the bidding team was convened by GBDC. Specifically, the bidding team was made up of all the members of the internal GBDC team and the following persons:

1. Mr Gabriel Nii Teiko Tagoe representing the AMA,
2. Mr Riche-Mike Wellington representing the Ghana Commission for UNESCO,
3. Mr Eric Amponsah Amoaful representing the Ghana Library Association,
4. Mr Edward Yaw Udzu, representing the Ghana Publishers Association,
5. Hajia Hafsatu M. Salisu representing the Complementary Education Agency (formerly Non-Formal Education Division),

6. Mr Anthony Obeng Afrane, representing the Ghana Association of Writers,
7. Mrs Joyce Asamoah-Koranteng representing the Ministry of Foreign Affairs and Regional Integration,
8. Mrs Betty Osafo Mensah of the Ministry of Foreign Affairs and Regional Integration, and
9. Ms Lydia Oppong Gyimah of the Ministry of Foreign Affairs and Regional Integration.



Members of the bidding team at work

Chaired by Ernesticia, the committee set to work, meeting regularly over a seven-week period from 9th March 2021 to 14th April 2021 to complete the bid. Through vigorous brainstorming sessions and extensive consultations with other external stakeholders and interest groups, the committee put together the bid and its accompanying documentation. The committee often worked from morning till deep into the night, ensuring that the application was well-thought through, and the necessary details and information met. Each member of the committee had specific roles and together the bid was completed in time for submission to UNESCO. At about 9 p.m. GMT on 15th April 2021, Ernesticia, surrounded by the indefatigable GBDC team, submitted the bid to UNESCO, just about an hour to the deadline. By this time, every member of the team was very confident that this was the winning bid. No stone had been left unturned.

The bid

Under the theme '**Reading to connect minds for social transformation**' the programmes planned for the title year will focus on particularly the youth and vulnerable groups in Accra (and Ghana at large) such as children, underemployed women, head-porters (kayayei) and persons living with disability, to equip them with literacy and employable skills, while promoting the rich Ghanaian cultural heritage and the b Six major projects, each with a different focus, will be undertaken during the title year, ie, 23rd April 2023 to 22nd

April 2024, to realize the objectives of the title. These projects are:

Project 1: Reading Promotion – transforming minds and promoting life-long learning through books. This project will be realised through a series of reading promotion activities in Accra and Ghana.

Project 2: Reading promotion – provision of school and community reading infrastructure. The project will entail provision of assorted reading books and infrastructure to promote reading, including a reading and writing village in Accra.

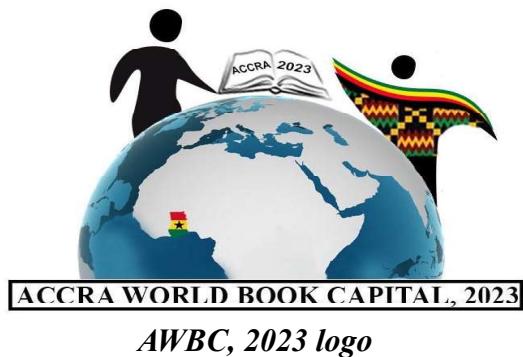
Project 3: Book Industry Development – promoting the Florence Agreement, and the publication and use of books in Ghanaian languages. This project will implement policies to advance the Florence Agreement and promote the publication and use of books in Ghanaian languages, as part of developing the book industry.

Project 4: Promoting creative skills to address unemployment, substance abuse, truancy, and teenage pregnancy among the youth. The project will equip the target groups with creative and employable skills for socio-economic transformation.

Project 5: Promoting fundamental human rights, and access to information and books. This project will advance the right and access to information and encourage publishing for social transformation.

Project 6: Promotion of Arts and Culture – Showcasing and preserving Ghanaian arts and culture, and promoting inclusivity. This project will focus on advancing Ghanaian arts and culture, and promote inclusivity.

Each of these projects entails many activities to be held in collaboration with the AMA and various stakeholders, both public and private bodies.



The slogan for the title year is ‘akwaaba, book a book’, which is meant to welcome the rest of Ghana and the world to Accra, and to join Accra in reading.

Many exciting programmes surrounding books, reading, publishing and skills development will be organized in Accra and throughout the country during the title year.

The advocacy

The advocacy started prior to, and after the submission of the bid to UNESCO. Many distinguished personalities including Dr. Yaw Osei Adutwum, the Hon. Minister of Education, the then Chief Executive Officer of the AMA and Mayor of Accra, Mr Mohammed Adjei Sowah and other bodies such as the Ghana National Commission for UNESCO, African Publishers Network (APNET), Ghana Library Association, Ghana Publishers Association and the Ghana Association of Writers publicly declared their support for Accra's bid and rallied national and international support for the bid. Many media organizations also carried the news and helped publicize the Accra bid. In addition, the Ministry of Foreign Affairs and Regional Integration was very instrumental in rallying international support, including from the African Continent, for the Accra bid.

Secretariat

The Secretariat of the Accra World Book Capital, 2023 will be hosted by the GBDC and together with the AMA and the other members of the Management team, the numerous activities outlined for the title year will be executed to realize the objectives. The journey to the Accra World Book Capital, 2023 has just only begun. Welcome to Accra and Ghana! Welcome onboard!

#akwaaba:bookabook

CONTENTS

Notes on Contributors.....	viii
Editorial	ix
Licensing of Literary Reproduction Right in Ghana: Misconceptions Versus the Law and Facts	1
Joseph Baffour Gyamfi	
Developing A National Book and Reading Policy (NBRP): First Stakeholder Consultation	11
Reading Festival Held in Koforidua	17
Changing the Poor Reading Culture in Ghana: Partnering with Law Makers and Schools.....	25
William Du Bois	
Landyn Imagawa	
A Survey on Quality of Books on the Ghanaian Market	31
Bookselling in Ghana: Challenges and Opportunities	44
Ernesticia Lartey Asuinura	
Developing a Reading Habit: An Overview and Implications for Practice	53
Emmanuel Appiah Owusu	
The Journey to the Accra World Book Capital, 2023	61