

## CHAPTER ONE INTRODUCTION

### Background of the study

One of the major stumbling blocks in the delivery of quality education in the country is that of shortage of textbooks. Since textbooks and instructional materials have direct impact on what is taught in schools and how it is taught, the government of Ghana in 1961 introduced the free textbook scheme, in an attempt to supply every school pupil with basic textbooks.

However, the picture in Ghana before 1965 showed an entire absence of foreign or local publishing houses to meet the demand for the free textbook scheme. As a result, the government depended on the importation of textbooks and instructional materials. In 1965 the Ghana Publishing Corporation (GPC) was established.

The establishment of the GPC was followed by a number of private publishing firms, and Ghana's publishing industry was further enhanced in 1984 with the establishment of the Publishing Degree Programme at KNUST, to enable the publishing industry to design and produce all the textbooks and other printed instructional materials for Ghanaian schools.

However, after thirty years of the existence of Ghana's publishing industry, about 60% of textbooks and instructional materials in Ghanaian schools come from foreign publishers. It is therefore necessary to find out why Ghana's Publishing Industry is not playing a central role in the production of textbooks and instructional materials for Ghanaian schools. Hence the need for an investigation into the role of Ghana's publishing industry in ensuring quality education programme.

## **Statement of the Problem**

To achieve quality education, it is important to ensure adequate supply of relevant textbooks and other instructional materials from local sources. However there is lack of government's support in formulating policies to protect the local publishing industry from foreign publishers. Influxes of foreign books in the local market also contribute to the decline in local book production.

## **Hypothesis**

The local publishing industry has a significant role to play in the quality education programme of Ghana.

## **Objectives**

1. To identify and describe the role of the publishing industries in Ghana with regard to the local production of textbooks.
2. To examine the role of the local publishing industry in the context of the quality education programme.

## **Justification of Objectives**

The identification and description will pave way for the rest of the research to be done. The examination of the activities of the publishing industry will help reveal their role in quality education.

## **Importance of the Study**

This thesis is a body of knowledge, which will serve as a reference material and will also help provide the opportunity for the publishing industry to respond to the government policy aimed at private sector participating in the growth and development

of the country by producing all the textbooks and instructional materials for Ghanaian schools.

### **Delimitation of the study**

This research was limited to the study of publishing houses in Accra and Kumasi as well as Schools in and around Kumasi.

### **Limitation of the Study**

Some of the SHS bookshop keepers declined to co-operate for fear of intimidation therefore making that information limited in the thesis. Some publishing houses did not allow the researcher to enter their pressroom due to security reasons.

### **Definition of Terms**

**Copyright:** Copyright is a form of intellectual property that gives the author of an original work exclusive right for a certain time period in relation to that work, including its publication, distribution and adaptation, after which time the work is said to enter the public domain

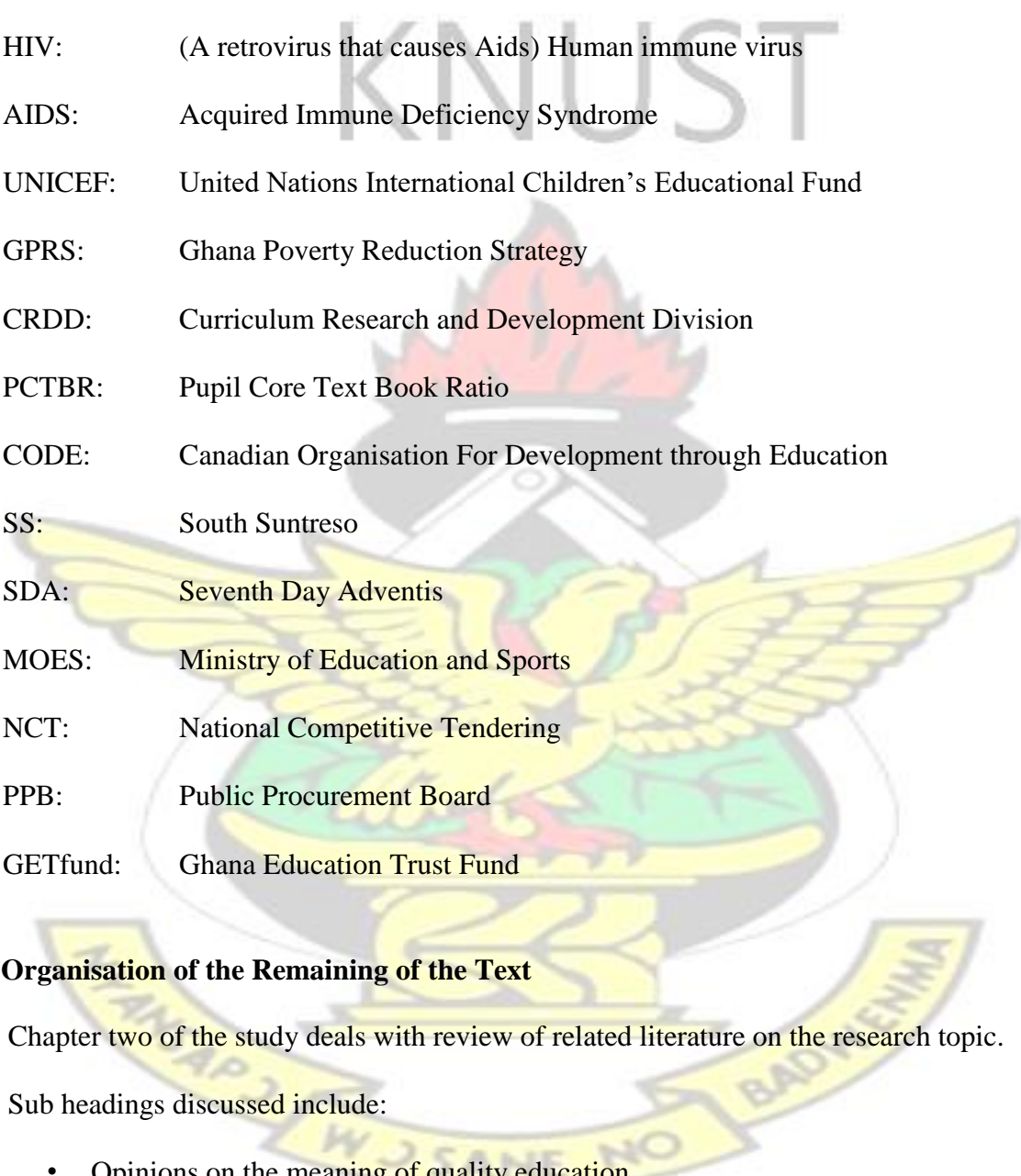
**Letterhead:** a sheet of stationery with name and address of the organization printed at the top.

**Offset:** A special photo-mechanical technique in which the image to be printed is transferred to the negative plates and printed onto paper.

### **Abbreviations**

KNUST: Kwame Nkrumah University of Science and Technology

GPC: Ghana Publishing Cooperation



EFA:	Education For All
UNESCO:	United Nations Educational Scientific and Cultural Organisation
USAID:	United States Aid
QUIPS:	Quality Improvement In Primary Schools
HIV:	(A retrovirus that causes Aids) Human immune virus
AIDS:	Acquired Immune Deficiency Syndrome
UNICEF:	United Nations International Children's Educational Fund
GPRS:	Ghana Poverty Reduction Strategy
CRDD:	Curriculum Research and Development Division
PCTBR:	Pupil Core Text Book Ratio
CODE:	Canadian Organisation For Development through Education
SS:	South Suntreso
SDA:	Seventh Day Adventis
MOES:	Ministry of Education and Sports
NCT:	National Competitive Tendering
PPB:	Public Procurement Board
GETfund:	Ghana Education Trust Fund

### **Organisation of the Remaining of the Text**

Chapter two of the study deals with review of related literature on the research topic.

Sub headings discussed include:

- Opinions on the meaning of quality education
- Essential characteristics of Quality education
- Elements that affect quality education
- Impact of quality education on national development
- Local publishing industries and quality education



- Textbooks and quality education in developing countries

In chapter three, methodology used during the study is explained. The research findings have been discussed in chapter four. These include:

- Aims and Objectives
- Facilities
- Personnel
- Areas of Production
- Textbook availability in Schools
- Impact of the publishing industry
- Future Projection

The last chapter of the thesis summarises the study and makes major conclusions arrived at during the study; it also gives recommendations to ensure the active involvement of the publishing industry in the quality education programme. After the last chapter of the study are appendices 1 – 4 made up of questionnaire for directors of publishing firms, head of textbook unit (GES) heads of department/head teachers and students in pre-university institutions in Kumasi. Finally, the list of references cited in the thesis as well as bibliography of all books and articles consulted in the course of the research. They have been arranged according to the alphabetical order of the surname of the authors.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

This chapter covers literature relating to the topic. The following sub-headings were reviewed:

- Opinions on the meaning of Quality Education.
- Essential characteristics of Quality Education.

- Elements of Quality Education.
- Impact of Quality Education on National Development.
- Local Publishing Industries and Quality Education.
- Textbook and Quality Education in Developing Countries.

### **Opinions on quality education**

Quality is at the heart of education and what takes place in the classrooms and other learning environments are fundamentally important to the future well being of children, young people and adults. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

According to a Ministerial Round Table on Quality Education by UNESCO (2003: 1),

Quality has become a dynamic concept that has constantly being adapted to a world whose societies are undergoing profound social and economic transformation. Quality education should therefore equip all people, women and men, to be fully participating members of their own communities and also citizens of the world.

Quality education, according to UNESCO has now become a universal goal, which is a prerequisite for education for sustainable development. This is a goal, which all countries have to strive to attain in order to fit into the global village.

Ka-Ho Mok et. al (2002:71) are also of the opinion that,

Quality education is the character of the set of elements in the input, process and output of the school that provides services that completely satisfy both internal and external strategic school constituencies by meeting their explicit and implicit expectations.

Quality education according to the above definition is a multidimensional concept and cannot be easily assessed by one indicator. In the words of Spellings (2005:1),

Quality education is key to overcoming poverty in a single generation. Quality education is fundamental in creating a future for human security, community development and national progress. It is an enormous challenge. It is also an immense opportunity.

Quality education is very necessary in every sphere of life, for, it enables one to acquire the skills, knowledge and good behaviour required by society. Looking at Ghana's quality education programme in terms of literature supply, will enable both the government and policy makers to break new grounds in terms of teaching/learning materials used, methods employed and above all pinpoint potentials in the education process.

### **Essential characteristics of quality education**

UNESCO has outlined a number of essential characteristics of quality education that can be implemented in many culturally appropriate forms to ensure the attainment of quality education for all. Quality education:

- is locally relevant and culturally appropriate.
- is informed by the past (e.g. indigenous and traditional knowledge)
- is relevant to the present, and prepares individuals for the future
- builds knowledge, life skills, perspectives, attitudes and values
- provides the tools to transform current societies to more sustainable societies
- is measurable.

Quality Education, from the perspective of UNESCO is a fundamental right for every individual and this include all that happens in a culturally tailored school environment and in the society at large to shape an individual to become a useful member of society.

As a member country of the UN, Ghanaians are entitled to quality education, which all stakeholders in the educational process need to come together to achieve through the adoption of these essential characteristics of quality education.

These essential characteristics of quality education as outlined by UNESCO are seen as a way of having a broad idea about the successes and failures of quality education in Ghana on the students as well as the implementers of the programme, thus, Ghana's education, is worth examining.

### **Elements of quality education**

UNICEF has outlined at least five key elements that affect quality education: What learners bring is environments, content, processes, and outcomes. Quality education begins with an adequate number of schools, books, pencils and trained teachers. It looks at the number of children who finish school. It moves beyond this to consider what goes on inside and outside of school, noting that good programming, whether in education or any other sectors, is gender sensitive. It is therefore essential to ensure the improvement of all aspects of education to ensure excellence. So that recognized and measurable outcomes are achieved by all, especially, in literacy, numeracy and essential life skills.

In another development, Page (2008:1) states that, "As the staff at Springfield RE-4 School District, continually search for ways to improve our school, I came across the term "quality education." Many schools use this term in their school's mission and vision statements. I often wonder if parents know what a "quality education" should look like". According to him, quality education should contain some of these elements: Strong leadership and vision, Quality instruction, Clear standards, Assessment and accountability, Adequate and equitable resources, Family participation, and



Community involvement. To investigate quality education, Page recommends that the following questions be asked:

1. Are students being prepared to be lifelong learners that can communicate effectively?
2. Are students being taught to access information and think critically?
3. Will these students be productive members of society?

Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes.

A recent report on the standard of education by the Education For All (EFA) committee in 2006 revealed that, scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and material development.

Furthermore, an assessment of learning achievement in some countries (including Ghana) have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master. The committee therefore called on member countries and Governments and all other EFA partners to work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. This implies that Ghana's quality education needs to be examined from time to time to ascertain its impact, in terms of the targets, progress and development required. The need has therefore arisen for an assessment of the quality education programme.

According to the 2004 Education Sector Report: “Central to the Government of Ghana’s poverty Strategy Reduction (GPRS) is the provision of quality education.

Quality education is one of the four thematic areas outlined in the Ministry of Education and Sports strategic plan. One of the policy goals under quality of education is to improve the quality of teaching and learning for enhanced pupil/ teacher achievement. The percentage of the trained teaching force which is an enabling factor in the provision of quality education has increased marginally at the primary level and fallen at the JHS level.”

The expectation is that the targets set for 2005 were not met. Whilst it appears the Ministries broad policies and strategies over this period have been effective in promoting positive trends in access and reducing the barriers to access for Ghana’s students, quality improvement education is yet to show positive trends. It is therefore important to re-examine the quality education process for possible solutions to problems that are affecting its positive impact.

### **Impact of quality education on national development**

In the words of Eyiah (2006),”The world over, crucial changes, quite unprecedented are taking place. Countries are more integrated in a global village affecting each other’s environment, economy and culture. The world is getting smaller and at the same time the gap between the rich and the poor countries keeps widening. Undeniably, underlying all these tremendous changes is education-good education with relevance.”

In his opinion Education has been the major facilitator and catalyst in the astonishing changes and transformation sweeping through the world today. The role of formal

(school) education in the liberation of the individual mind as well as economic dependence and in national development is therefore quite obvious.

Thus, education pays off not only in literacy but also in income. Pragmatic measures need to be enforced by the Ministry of education to ensure the success of the quality education programme in Ghana. This research will unearth some of the problems associated with quality education. Since the Government of Ghana is committed to the improvement of quality in education, it will be appropriate to consider every single factor that matters in the quality education process to ensure great success and the rapid development of the nation.

### **Local publishing industries and quality education**

With the role of Ghana's publishing industry in quality education much emphasis will be laid on the production and supply of textbooks. Without relevant textbooks, the achievement of quality education is impossible. Since the publishing industry is the sole producers of textbooks, the EFA identified the local publishing industry of member countries as one of the major stakeholders in the quality education process.

Quality education cannot be achieved without considering the local publishing industry as the most reliable source for the production and supply of textbooks. In order to ascertain the level of the involvement of Ghana's publishing industry in the quality education process, there is the need to examine the activities of the industry so as to be able to establish its success and failure in quality education.

Anaba (2004) also states that, because the Government of Ghana publishes most of the schools' textbooks through the Curriculum Research and Development Division of the Ministry of Education, there is very little left for private publishers to do. Anaba further explains that in Ghana, textbook publishing is a monopoly of the government, which has resulted in an artificial division between educational publishing and trade publishing. The result of this, according to Anaba is that:

- a) Textbook projects have undermined educational publishing and limited the development of commercial publishing.
- b) Government monopolies of educational publishing reduce investment opportunities.
- c) They reduce the impact of many textbook projects on the general reading environment.

The above revelation has to be, investigated and reversed to ensure free flow of textbooks for quality education. Darko (2002) also argues that:

“Quality Education is undermined when only the government's textbook is prescribed and all others get only the ‘recommended textbook’ tag even though the prescribed textbook is not necessarily the best.”

Darko further explains that teachers who are assembled to undertake textbook writing may feel dissatisfied for not receiving royalties and are not likely to give of their best. He therefore advice that books must be allowed to compete amongst themselves so that one can get the best out of one's little resources.

Government involvement in book publishing should not be a thorn in the flesh of the local publishing industry as the publisher is the professional who is always available



to fall on, no matter the situation. The current situation of sidelining the local publishing industry is not healthy for sustainability and quality education, hence the need for this research.

According to the Education Sector Performance Report-2004, “The input indicators, such as pupil core textbook ratio (PCTBR) have been used to provide proxy measures of quality education. On PCTBR, The GES textbook policy states that each pupil in basic education should have access on an individual basis to a textbook in each of the following core subjects: English, Mathematics, and Science. Between 2002 and 2005, data analysis from the schools studied revealed that the PCTBR in all areas of the educational system (primary, JHS, and SHS) experienced a decline, due to the absence of textbook distribution.”

Despite the existence of a local publishing industry, if Ghana’s quality education programme is being hampered by unsustainable production and distribution of textbooks to all schools in the country, then the role of Ghana’s publishing industry in the quality education process need to be investigated, hence the need for this research.

### **Textbooks and quality education in developing countries**

Obemiata has observed that, the secondary school level of education in Nigeria is in jumble; this to him is because of the acute shortage in instructional materials and other related indices of school quality systems. He further explains that both textbook development and educational evaluation are potent tools that can be used to rectify the situation and that in the developing countries where books are scarce and teachers are

often untrained, textbooks assume wider importance than they do in more developed countries. The textbook becomes the most important, if not the only means of teaching.

Without the textbook, the skills, concepts and content required by the curriculum cannot be taught. In the absence of other sources of information, the textbook becomes the most important and often the only source of content for the teacher and the sole basis for testing and assessment.

Shortages of textbooks are some of the problems associated with the production of textbooks by foreign publishers. In determining the significance or the over-all success or worth of Ghana's publishing industry in the quality education process, measures to ensure regular publication and supply of textbooks locally will have to be carefully studied and appraised to provide useful information for making educational decisions.

Zell & Lomer (1996:1) are of the opinion that: "Publishing, however, is a strategic industry in the development of the African continent. Without books, active literacy is near impossible. Illiteracy blocks education and lack of education stands in the way of development". Zell & Lomer also asserts that Publishing is closely linked to culture and to education and these are deeply rooted in national goals. It is simply not advisable to rely on imported books. The key concepts here are autonomy and indigenisation.

In 1987, all the textbooks for the Education Reform at the JHS level were published locally but 60% of these textbooks were printed in foreign countries. However the local publishing industry was completely ignored in the publishing and printing of textbooks at the SHS level. But in 1998, according to the Ghana Book Publishers Association, some four million supplementary readers were bought, including one million local

language books. Sixty per cent of these books came from foreign publishers and 40 per cent from local publishers. Although this ratio is a significant improvement on past purchases, it shows that publishing is still dominated by foreign commercial publishers. But however successful the local publishing industry might have been in this direction for the past thirty years of its establishment is worth assessing.

As Crabbe points out: ‘what could catalyze the success of local publishing would be the clear articulation and implementation of national book policies that would address some of these problems? If Education is the road out of poverty, then books are the wheels needed for the journey. Government concern for the local publishing industry is crucial to the book development of any country.

There are good reasons for the government to support football through the Ghana football association, government should support tourism and should continue stretching its hands in supporting political parties during elections. But for knowledge sake, the publishing industry in Ghana also hungers for government’s attention. This justifies the need to establish the impact of the Publishing Industry on the quality education programme by the government.

By examining the strengths and weaknesses of the publishing industry, we know where we are and what changes are to be made. If desired results are obtained, efforts are made to maintain production under the best working conditions. If undesirable outcomes are observed, corrective or remedial measures are selected and applied. Ampem (2002) also asserts that: “Conditions under which secondary school education has been organized include the use of textbooks, which in most cases are not available, and libraries that are not well stocked or contain outdated material.” Without relevant

textbooks and reading materials, it is impossible to know whether quality education has been realized, and if it has been, to what extent.

The examination of textbooks at the various schools would reveal the quality and quantity of books available for the quality education programme in Ghanaian schools.

The GBPA established since 1976 is supposed to provide textbooks and other learning materials for quality education and other literacy needs of the nation. A glance at the aims and objectives of the industry, would testify to this. But however successful the local publishing industry might have been in this direction for the past thirty years of its establishment is worth examining. One sees governments concern for improving the quality of education in Ghana as it has the potential to eradicate poverty and boost the economy. There is therefore the need to examine the role of Ghana's publishing industry in the quality education process, to bring into focus its impact or contributions to the development of quality education in Ghana and also to identify and address the problems that militate against its successful running after three decades of its establishment.

### **CHAPTER THREE METHODOLOGY**

This chapter covers the methods of the study. In the main, it deals with data collection and covers how data is derived from primary and secondary sources. The chapter also details the approach used and conditions under which the various stages of investigations were carried out, development of initial contacts, pilot survey, and design of main research instruments (questionnaire, interview guides and observations guides), which were used to collect the primary data. It also examined the study population and sampling unit. It further indicates how issues of reliability and validity



were addressed through triangulation. It also analyses the data, discusses research methods used and gives a chronological order of how the whole project was done.

A period of twelve months (May 2006-May 2007) was spent on the collection, analysis and interpretation of the data for the survey. Tables and charts were used to interpret certain data where necessary.

### **Reliability**

The use of the structured questions as one of the main research instruments used in determining the role of the publishing industry in the quality education process provided consistency in the data collection, thus, making it reliable as reliability centres around the consistency of the research instrument.

### **Validity**

The study adopted the data triangulation technique by using a combination of data sources with the effect that the strengths and weaknesses in each source are compensated when used together. The aim was to improve the validity of the findings – survey questionnaire, followed by on-site personal interviews with university press directors and press staff members, schools head of departments, subject teachers and students, on-site study of a single university press and semi-structured interviews to allow for triangulation. In addition to questionnaire and interviews as the main instruments, these methods were supplemented with documentary analysis and informal observation.

## **Data Collection Procedure**

The method adopted for this study involved extended on-site visits to the ten printing presses and thirty-two schools in Kumasi and its environs and in-person interview with directors of the presses and staff and students of the schools, followed by the distribution of questionnaires.

## **Primary and Secondary Data**

Primary data were obtained from the preliminary and main questionnaire, the on-site visits, interviews and observations at the presses and schools. Administrative documents (proposals, progress reports, and other internal documents) and records (such as organizational charts and productions of the presses and their parent institutions) were used to supplement these sources. Interviews and observations following the questionnaire were used to clarify and fill in possible gaps in the completed questionnaire.

For primary data, combination of methods ensured thorough coverage. Secondary data covered library research for relevant literature from all possible sources and formats, including journal articles, books, theses, the internet and expert contacts. The pilot survey was necessary for adequate questionnaire coverage, and to ensure clarity of the questions.

## **The Study Population**

The study population included staff of various publishing houses, past and present publishing students, headmasters, heads of department, subject teachers, students, officers from textbook unit of the Ghana education service and curriculum research development personnel and personnel from the Ghana book publishers Association.

## **Sampling Unit**

Available sample of non-probability samples was used. However, the sample was further stratified to identify four particular characteristics.

1. Mainly the local publishing industry
2. Heads of departments/subject teachers
3. Heads of textbook unit (GES)
4. Students in primary, J.H.S, AND SHS

## **Questionnaire**

Four separate sets of questionnaire were prepared. These were designed to question the four segments of the sampling unit selected for the study, to assess the impact of the publishing industry on Ghana's quality education process. The questions were selected to seek information on:

1. The activities of the publishing industry
2. The availability of facilities and personnel in the publishing industries to meet current techno-publishing standards.
3. The percentage of books in Ghanaian schools supplied by the local publishing industry.
4. The availability of sufficient quality textbooks in Ghanaian schools. The questions could be found in appendices 1, 2, 3 and 4. A total number of 500 individuals from 10 publishing houses, 32 schools, the Ghana Education Service and the Ghana Book Publishers Association in Accra and Kumasi were contacted.

### **Preliminary questionnaire**

This was sent to 6 publishing houses asking for their staff strength, ownership of publishing industry, production areas and annual publication output over the past 5 year period-2002-2007. The purpose was to find out how viable the publishing houses were and the number of textbooks printed for Ghanaian schools to establish their involvement in the quality education programme. All questionnaires were sent by hand in January 2007 and within two weeks had been returned. In the case of the availability of sufficient quality textbooks in our schools, it was decided that the most appropriate form of data collection was through visits to schools to interview the headmasters, the bookstore keepers in the case of the senior secondary schools and subject/ departmental heads.

The questions dealt with three areas: Students access to recently published textbooks; the classroom use of textbooks; and teacher's perceptions of the qualities of a good textbook. A pilot study was conducted in five government secondary schools to test the questions.

### **Pre-testing the survey instrument and pilot survey**

The researchers checked the questions for its general content, validity and thoroughness. Their noteworthy advice and comments were incorporated in the final survey instrument. The supervisors further checked the instrument to ensure that the questions were unambiguous and answerable before they were finally administered.

### **Administration of main Instruments**

Ten publishing houses in Accra and Kumasi, ten primary schools, ten JHS, and twelve SHS, all in the Kumasi metropolis were served with questionnaires, followed by



personal on-site visits. The advantage in the on-site visits was to cover the lack of qualitative depth to answers obtained through questionnaire by achieving more complete responses and further probing and prompting which were not possible with posted questionnaire. The interviews and observations, provided room for discussions and the recording of respondents' opinions and views on the involvement of the local publishing industry in the quality education process in Ghana. The president of the GBPA and officials from the textbook unit of the GES were also contacted.

Respondents of the main research instrument were the university press.

### **Summary**

This chapter covered the methods of the study and dealt with data collection and their derivation from primary and secondary sources. This chapter also detailed the approach used and conditions under which the various stages of investigations were carried out from the development of initial contacts, the choice of the cases, preliminary questionnaire, pilot survey, and design and administration of the research instrument (questionnaire). Several data gathering methods to ensure validity and reliability were used. The methods adopted for the study involved extended on-site visits to the publishing houses and schools, critical observations and interviews.

The executive secretary of the president of the GBPA was interviewed. The managing director and seven staff of Afram Publications were also interviewed. Eight other publishing directors and sixty-two publishing staff from various publishing houses in Accra and Kumasi were interviewed. Seven publishing administrators were also interviewed. Twelve heads of institutions, sixteen teachers and forty-three pupils and students from primary, JHS, and SHS were also interviewed. A total number of twenty publishing graduates from KNUST were located in some publishing industries. There

are seven of them at Ghana Publishing co-operation (Assembly Press), four at EPP Books Services, one at Unimax Macmillan, three at Advent Press, three at Sedco Publishing Limited and two at Adwinsa Publications Limited.

A total number of 177 individuals were interviewed, while the rest of the sampling unit were given questionnaire. A total of five hundred questionnaires were distributed, the researcher distributed twelve of them through the post (postal questionnaire) and the rest by hand. With the exception of six questionnaires, which were filled by the researcher as requested by respondents, respondents answered all others.

Return rate for the questionnaires were as follows: Sixty-six out of seventy publishers responded while forty out of fifty teachers also responded. In addition, all ten questionnaires to the ministry of Education in Accra and Kumasi were responded to and two hundred and seventy- four out of three hundred and seventy pupils and students also responded. Therefore out of the five hundred questionnaires administered, three hundred and ninety were retrieved with one hundred and ten losses.

### **Personal Interview**

Between January 2007, and May 2007, the researcher was granted personal interview by the following:

1. Managing Director of Afram Publication Limited, Accra
2. Managing Director of Adaex Educational Publications, Kumasi
3. Publishing Manager of Advent Press, Accra
4. Sales Manager of Sedco Publishing Limited, Accra
5. Director of Unimax Macmillan Publishing, Accra

6. Managing Director of Adwinsa publication, Accra
7. Head of University Press( Book Industry Department), Kumasi
8. Ministry of Education Personnel, Accra
9. Metropolitan Education Office, Kumasi
10. Executive Secretary (GBPA) President, Accra
11. Headmaster of SDA Primary School S/S, Kumasi

#### **CHAPTER FOUR RESEARCH FINDINGS**

A careful study of the Aims and Objectives, equipment, infrastructure personnel and areas of production of the local publishing industry, in addition to the analysis of data gathered on textbook availability in schools have revealed the following findings:

##### **Aims and Objectives**

Clearly stated objectives provide enough bases for assessing an industries' performance. According to West (1981:18), the effectiveness of a product, process or an organization could be easily determined if it has a carefully defined and agreed upon objectives and values. Perhaps the above explains why the aims and objectives of the local publishing industry were considered and analysed carefully in the role of Ghana's publishing industry in the quality education process to ascertain whether they have been achieved, being achieved or otherwise.

Officially, publishing came to the lime light in Ghana after the establishment of Ghana Publishing Co-operation in 1965. The industry that was one of the largest of its kind in Africa was to provide textbooks and educational materials to meet the government free textbook scheme. The objectives were:

1. Publishing educational and scholarly work.
2. Promoting and interpreting Ghanaian culture.

These were the original objectives of the GPC. But with the inception of locally private owned publishing houses and the birth of the Ghana Book Publishers Association in 1976, there was the need to revise the existing objectives. Objectives for the GBPA are as follows:

1. To design textbooks for schools according to specifications spelt out in the syllabus.
2. To promote reading habit in the Ghanaian community.
3. To support the local publishing industry.

Considering the first objective of the GPC it could be seen that, it seeks to provide immediate solution to the textbook requirement of the free textbook scheme to ensure the success of the government free education programme .The second objective seeks to ensure the promotion and maintenance of Ghana's rich heritage through publishing. The first objective of the GBPA and that of the GPC are almost the same with the provision of textbooks and educational materials as their prime objective.

The second objective of the GBPA sees the importance of targeting the entire Ghanaian community in literacy, as it takes a combined effort of every single member of the community to ensure development. The third objective of GBPA seeks to ensure the



growth and welfare of its members in the interest of the local publishing industry in particular and satisfying the publishing needs of the nation as a whole.

As rightly stated by Crabbe (2007): ‘Publishers have been urged to brace up for the challenges of ensuring that the book industry grows, for the overarching advantage and benefit of improving knowledge in this age of globalisation.’ He further stated that a vibrant national publishing industry, would support government's educational and capacity building efforts at all levels of society, provide employment and contribute its share to the country's gross domestic product. The combined effort of the local publishing industry is therefore required to achieve these objectives.

The objectives of the GPC and the GBPA shows that publishing efforts in Ghana have been aimed at providing and improving content of educational materials, reducing illiteracy and improving the self image of the country. The world today is in a constant state of change and as Knack (1995:3), has rightly stated: “There are trends our industry can’t ignore, both nationwide and global. Downsizing and technology have cut the workforce and changed the way people work. There is the whole electrotechno revolution”.

In line with the above assertion, the local publishing industry deems it necessary to be abreast with time in order to survive the tides of the time. As a result the GBPA has come out with a new vision which includes:

1. Quality productivity of Educational and Scholarly Books.
2. Proper management of publishing houses.
3. Innovation in publishing technology.
4. Export of local products.

The first vision of the GBPA is not very far away from the existing objectives of the GBPA as already discussed. However the need for quality to meet global standard in order to ensure survival on the world publishing market is stressed. Secondly management skills needed to ensure efficiency and effectiveness in acquiring manuscripts, production and distribution/marketing are stressed. The need for publishing technology to enhance the local industry is highlighted. Then again, formerly the emphasis of the local industry after independence was the satisfaction of the book needs of Ghanaian schools but now the time has come for the industry to look beyond the Ghanaian shores to ensure growth and sustainability in a more suitable and current package.

Again the first vision of the local publishing industry is also not very new in terms of the supply of textbooks and learning materials to support quality education. . But in the view of the researcher, the local publishing industry is already supplying textbooks and learning materials to some extent so it is now appropriate that the vision of the industry should include the cultural and socio-economic development of Ghana and Africa. Furthermore, Ghana's publishing industry is one of the oldest in Africa but is still far away from international recognition, which it has to strive to attain.

Upgrading the industry to international level not only for Ghana but the whole of Africa means a total liberation from its present challenges to a well-structured and supported environment, which would facilitate efficient and effective work to help the industry realise its vision. A critical examination of the various objectives and vision of the local publishing industry shows slight modification of the objectives to satisfy existing conditions when necessary. Generally, all the objectives are laudable as they seek to fulfil the economic, social, educational and cultural values of the people. Yet

considering the present era and its needs, additions and modifications would be proposed.

Creating community awareness for public libraries could be a fifth vision of the industry to enhance its finances for expansion and development. The following objectives are some proposals for the GBPA:

1. To investigate new trends and practices in education aimed at publishing textbooks that reflect changing knowledge and skills needed in the Ghanaian labour force.
2. Organise productive and widely publicized community-based book fairs.
3. Regular assessment and reviews that will guide textbook development.

Evaluation should be done with the primary aim of improving the publishing of textbooks and learning materials with regards to the effectiveness, efficiency and sustainability of the input, process and the output. In a nutshell, the aims and objectives of the GBPA are achievable under conducive environment and studies on the ground show that even under the unfavourable conditions a lot have been achieved. This assertion was also confirmed in an interview granted the researcher by the present head of Afram Publications, Mr Eric Offei.



Plate 1: Interview with Mr Eric Offei at his office



Plate 2: Interview with Mr. Stephen Brobbey (Executive Secretary GBPA) at his office.



Mettle-Nunoo (2002) asserts that, the study has revealed the actual achievement of the local publishing industry in Ghana's quality education process since its inception. When these achievements are compared with the intended objectives for its establishment, it could be said that the local publishing industry has made some success; yet there is still more to be done for the full realisation of its intended objectives as outlined in chapter four of this thesis.

The study revealed that the local publishing industry has been striving since its inception to play a significant role in Ghana's quality education programme by providing all the needed textbooks and learning materials but this has been greatly hampered by a number of challenges. The challenges include the general lack of appreciation by policy makers and civil servants of the industry's crucial role in national development and therefore its apparent neglect. It came to light that the continued neglect of the industry by the government has been one of the most significant reasons for the very slow progress of its development in Ghana.

The researcher is of the view that books are a national resource, which should be regarded as an integral part of the socio-cultural and educational policy of a country, therefore the local publishing industry has to be supported to function effectively.

From interviews the researcher had with the management of the local publishing industry in May 2007 about the achievement of their objectives in relation to the involvement of the local publishing industry in Ghana's quality education programme, this was their general opinion: Almost all the publishers were of the view that the local publishing industry is not actively involved in the quality education programme and

are not consulted on publishing issues. Also the foreign publishing industry has the upper hand in Ghana's quality education programme as they produce over sixty percent of the textbook and learning material requirement of our schools.

The study however revealed that before the educational reform the local publishing industry provided less than 20% of the total textbook requirement of Ghanaian schools but with a lot of consultations with policy makers this has now improved to about 40%. This, in the view of the researcher, shows an over reliance on foreign publishers for textbooks and learning materials at the disadvantage of the development of the local publishing industry and the growth of Ghana's economy, thus making it impossible for the local industry to achieve its objective in the quality education programme. Serious measures need to be taken to address this vital issue. It also came to light that for all these years, Ghana had no national book policy to help make publishing decisions and delineate exactly what and how things should be done.

According to the GBPA, in the absence of a national book policy, however, certain developments affecting book publishing took place without the involvement of the local publishing industry and the inauguration of the Educational Reform Committee in 1986 had no representative from the local publishing industry. As a result, the Curriculum Research and Development Division (CRDD) of the Ministry of Education did Textbook publication. Also the free compulsory universal basic education (FCUBE) in 1995 was implemented without the involvement of the local publishing industry, even though the implementation calls for the use of the best brains available and the involvement of all the stakeholders in education.

The study revealed that since its establishment in 1976, the Ghana Book Publishers association which is the mother association of the local publishing industry has expressed serious concerns about the continued involvement of the CRDD in the writing of school textbooks which calls for professionals, as people employed at the CRDD are not publishing professionals. It was also discovered that many publishing-oriented activities are planned and implemented by the policy makers without first consulting or seeking counsel with the local publishing industry which has the technical expertise in the development and publishing of textbooks and learning materials. According to the local publishers, the policy makers consult them only when implementation becomes a problem. In the view of the researcher the continual neglect of the local publishers in the decision making process is against the policy of the quality education process as laid down by the Education For All (EFA) as well as the MOES textbook policy.

Measures should be put in place to involve all stakeholders in the quality education programme to ensure the success of the entire programme. For this reason it is important to involve the local publishing industry in the decision-making, implementation and review process of Ghana's quality education programme.

An interview with one managing Director of a local publishing firm also revealed that the inability of the local publishing industry to acquire contracts amidst fierce competition from foreign publishers is another challenge, which makes it difficult for the local industry to achieve its objectives in the quality education programme. According to the managing director, contracts for the publication of textbooks and learning materials for Ghanaian schools normally come from the World Bank and to qualify to bid, one must be a subscriber of the World Bank, and such tenders are opened

to foreign as well as local publishing industries. However because in publishing business large production comes with less cost, the foreign publishers always stand as favourites because their unit cost is low and are always considered for such contracts. On the same issue, the manager explained that contracts always favour the multinational publishers. This is because when tenders are opened for bidding, some of the conditions that come with the contract are to produce the textbooks within six months. This is one of the conditions the local industry finds it difficult to meet. The study further revealed that to develop a book takes an average of nine months as it involves the importation of raw materials, engaging the services of experts on the topics to write the manuscript, then follows the pre-press activities, which include the layout and actual designing of the book, proof reading, printing and sending out a few samples for testing on the students to assess its efficiency and effectiveness on both students and teachers. Then finally this is followed by mass production after the necessary corrections have been made. As the foreign publishers have the resources, they are able to go through these processes faster and win the bidding process leaving the local publishing industry behind.

The researcher sees the need for the local publishing industry to play its quota in national development and that nothing should be allowed to prevent such a worthy course. Policy makers should therefore look for other local means of funding such projects, which will qualify local publishers in bidding for contracts instead of relying on World Bank loans, which undermine local publishing.

Interaction with some local publishers on how to achieve the objectives of the industry revealed that the 2001 new Ghana policy aimed at private sector participation in the growth and development of the country; and in particular, the 2003 government



announcement that the Ministry of Education has ceased to be its own publisher was a great relieve to the local industry as these measures were a sign of the recognition of the industry by policy makers and that the opportunity has come to fully involve the local publishing industry in the quality education programme. The new 'Textbook Development and Distribution Policy for Basic Education' of the government of Ghana includes active private-sector involvement in the implementation of a sustainable book development production and distribution system.

However, a textbook policy by the Ministry of Education and Sports in 2003 that makes it mandatory to invite local publishers as well as only foreign publishers, which have local agents in Ghana, dashed their hopes, as it did not favour the local publishing industry.

The study revealed that the following advanced UK publishing industries have local representatives; they are Macmillan Education Limited, Heinemann Africa Series, Longman Reader Series and Oxford Primary Series. These are the very industries the local publishers are not able to compete with on National Competitive Tendering (NCT). It also came to light that in July 2005, the Ministry of Education and Sports, without any consultation with the local publishing industry, awarded a \$28-million dollar contract to Macmillan UK as sole publishers of all supplementary readers for Ghanaian schools. This action of the MOES did not go down well with the local publishers, as a result the mother association of the local publishing industry the GBPA in October 2005 called on the ministry to cancel the contract and involve the local industry in the bidding.

This was followed by claims from the acting Director General of Education that the local publishing industry does not have the capacity to meet deadlines for the publication of these textbooks, hence the decision to sole engage the services of Macmillan. In defence to the claims by the Acting Director General of Education, The Ghana Book Publishers Association said it had always produced books to meet the specifications of the Ministry of Education, Science and Sports in all past book procurement programmes of the Ministry. GBPA (2006) said, "We participated credibly in the 'Book Scheme for Basic Schools' project in 1999 and were also able to produce to meet the specifications of a similar scheme for JHS in 2001."

After unsuccessful attempts to persuade the MOES to cancel the contract with Macmillan, GBPA sought an injunction from the Court to restrain the Ministry, the Public Procurement Board (PPB) and the GET fund from proceeding with the 27.9 million-dollar contract awarded to Macmillan Education Limited. A statement signed by the Association (2006), made available to the Ghana News Agency on misconceptions about book publishing in Ghana in the wake of the judgement on the Ministry and Macmillan contract, said "whenever we have been given the opportunity to perform we have not failed to deliver." And that the first publishers to finish distribution of the textbooks were rather local while some overseas publishers were amongst the last group to complete distribution of their orders to the districts. It further stated that an association made up of 65 publishing companies with varying sizes, from very small operators to some with fairly large equipment, could not be said to lack the capacity to produce books to meet deadlines.

On the 19<sup>th</sup> October 2006, an Accra Fast Track High Court ruled that the Ministry of Education, Science and Sports did not follow the right procedure in awarding a contract

worth about 28 million dollars to Macmillan Education, UK to supply books to schools. Court ruled that, “there was no transparency in the selection for the contract”, saying MOES did not comply with laid down procedures.

The Court said there were a number of local publishers, which the Ministry could choose from and, therefore, restrained the Ghana Education Trust Fund (GET Fund) from releasing money to the Company.

According to the local publishing industry, these events have clearly shown that Ghana as a nation has not yet conceived a clear policy regarding the development of the publishing industry. The association further stated that it is rather sad to note that in many cases government policies have actually hindered the creation of a viable publishing community and that situations still persist where major publishing initiatives between Ghana government and foreign concerns to publish books for school are done without much (if any) local involvement. In the opinion of the researcher, the general attitude of policy makers towards the local publishing industry need to be given a second thought by the government, because the possibility that the 40% production may even reduce in future cannot be ruled out as seen in the Macmillan contract issue. The above discussion shows that with the aim of designing textbooks for schools according to specifications spelt out in the syllabus the local publishing industry has a long way to go.

With regard to the promotion of reading habit in the Ghanaian community, data collected for this study revealed that the publishing industry is addressing this issue through five channels. These are The Ghana Book Trust, a CODE-funded nongovernmental organisation, which buys books from registered members of the GBPA for distribution to library centres that have been created by the district

assemblies, through book promotional tours and fairs currently going on in all the district capitals to link publishers with the local communities, supplying of books to the various libraries in the country, producing supplementary readers for primary and junior secondary schools in the country and supplying of books to bookshops and booksellers.

It also came to light that in addition to the above measures the local publishing industry occasionally donates books through the GBPA to the needy. Recently, the Ghana Book Publishers Association presented books worth 60 million Cedis to the Osu Children's Home in Accra to promote reading and enhance education for the inmates. The books, comprising story and textbooks were drawn from 22 local publishers of the Association. A critical look at the measures put in place by the local industry to achieve its second objective is very encouraging but in a country with literacy rate of about 40 per cent and low reading habits much need to be done for the full realisation of this objective.

It was discovered that the support the local industry receives from the GBPA is enormous. The Ghana Book Publishers Association (GBPA) founded in 1978 brought local publishers together to achieve a common goal. In 1991 the local publishing industry was strengthened with institutional support from the Canadian Organization for Development through Education (CODE). Among its successes is the negotiation waiver of fifteen percent sales tax on imported printing goods and its member's participation in a World Bank funded programme of the Non-Formal Division of the Ministry of Education for the publication of Post-Literacy materials in fifteen local languages. Negotiations for the printing of textbooks and other titles with the MOES are also done by the GBPA. It has also linked the local publishing to other international



publishing organizations like The International Publishers Association, which has 78 members from 65 countries. The local industry benefited from a threeyear literacy development programme by Danida with the Ghana Book Trust, which entails buying locally, published books for the Western Region.

Then again book fairs both at home and abroad to showcase the local publishers are carried out by the Association as well as improving skills and sharing ideas and many others to uplift the image of the local publishing industry. It also helps the local publishing industry to fight for its right as well as copyright and anti-piracy. With the aim of seeking the welfare of its members, the local industry has lived up to expectation.

From the ongoing discussion on the expected and actual achievement of the local publishing industry, the research has revealed that a lot has been achieved, but the current global technological advancement in all sectors of the economy, calls for a redesigning of Ghana's Publishing Industry to be able to meet current needs.

Zell & Lomer (1996:1) assert that,

“Publishing is closely linked to culture and to education and these are deeply rooted in national goals. It is simply not advisable to rely on imported books, the key concepts here are autonomy and indigenisation”.

For a publishing industry to cope favourably with current market trends requires modern facilities and personnel. For this reason, the industries facilities, and personnel must be assessed, to justify their importance in the achievement of the goals of the industry in any point in time.

### Equipment at the Publishing Firms



Plate 3: Guillotine



Plate 4: Perfect binder



Plate 5: Plate burner



Plate 6: Four colour speedmaster



Plate 7: bindery section





Plate 8: Blocking Machine



Plate 9 Sewing machines



Plate 10: Film processor





Plate 11: Apple machine In the publishing business, the publisher's job in book production is the acquisition of manuscript, designing, layout, and proof reading. At this stage the publisher buys print and pays them off. However, some of the publishing firms have the publishing unit as well as the printing press and these ones do the printing themselves. The survey showed that the publishers who do only the publishing aspect of book production are well equipped.

A few of the publishers with the printing unit have good and modern equipment but others also have machines which are not good enough to meet modern standards, while a few of them are broken down. Even though publishers are managing with the available limited resources, every effort should be made to replace broken down equipment, and modern equipment should be provided. Without the printing unit local publishers do not make use of very large equipment and as such they have all the necessary modern equipment like computers, etc to help them do efficient work.

## Infrastructure

The individual publishing industries are housed in suitable accommodations ranging from four to one storey buildings, large open sheds and moderate accommodations depending on the size of the industry. All the buildings have various rooms or sections for the different publishing jobs as shown in plate 15-17.



**Plate 12: Publishing houses: EPP Book Services, Sedco Publication Limited, Adwinsa Publications.**

The survey conducted at the various publishing firms shows that, the industry has seen a lot of improvement over the years in terms of accommodation, equipment and personnel. All the individual publishing firms are housed in suitable accommodations depending on the size of the firm. Some are housed in four to one storey building with large and spacious rooms for administrative work, industrial work and storage facilities. Others are also housed in very large, medium and small size sheds with divisions for the various jobs under taking. A few of them are housed in detached houses and one large shop space. Even though most of the local firms are housed in suitable accommodations, the researcher is of the view that others need relocation and expansion to allow enough room for comfort and effective work.

## Personnel

The available personnel for the local publishing industry include:

1. Editors
2. Proofreaders
3. Darkroom operators
4. Binders

The local publishing industry can boast of a number of both foreign and locally trained staff. The current president of the GBPA association, Eric Agyare, A Dekutsey and a few others trained abroad. In addition the industry has employed a good number of publishing graduates from KNUST who are in key positions in the industry. Out of the twenty graduates from KNUST employed by the ten publishing houses studied, twelve of them are still working for the local industry.

Also the industry has graduates who studied English language and other related subjects from local and foreign Universities. Then again it has a large number of technicians trained on the job. Looking at the illiteracy rate of the country in addition to the provision of scholarly books and other publishing works in the country, the publishing market is enormous, there is the need to employ more expertise for all aspects of the publishing business, especially editing, advertising and marketing to ensure the growth of the local industry.

Many publishing houses have been operating under adverse conditions. Marketing strategies are poor and publishers do not promote their books adequately. The book market is also small, and bookshops are few. Libraries should normally be large

consumers of books, but Ghanaian librarians are not able to buy enough because their book budgets are too small.

Book production in the country requires an efficient printing industry capable of meeting all or most of the requirements of printed book. Unfortunately only a few of the printing presses in the country have the capacity and capability to print books.

Most of the printers still use outmoded and inefficient technology, which also affects the quality of their work. In addition, import duty on book-production materials is very high in the country.

### **Areas of Production**

The individual publishing houses which form the local publishing industry do a lot of government and private commercial publishing with a few of them involved in printing and selling of books and raw materials for the publishing industry. Others are also local representatives of foreign publishers. For the sake of this study, only textbooks and school supplies are considered. School supplies from the local publishing industry include:

- Textbooks (pre-school – tertiary)
- Teacher's handbooks
- Supplementary Readers
- Children's storybooks
- School registers
- Preschool learning materials



### **Textbook availability in Primary, JHS and SHS**

In this study, a total number of thirty two schools made up of ten Primary Schools, ten Junior High Schools, and twelve Senior High Schools, in Kumasi and its environs were studied to establish the quality, quantity and easy access of textbooks and learning materials in the quality education process and also to establish the number of textbooks coming from the local publishing industry. The Primary and Junior high Schools include:

1. Prempeh College Primary and JSS
2. South Suntreso SDA Primary and JSS
3. State Experimental Primary and JSS
4. Kwadaso Estate Primary and JSS
5. Patasi M/A Primary and JSS
6. Mampong SDA Primary and JSS
7. Asaman R/C Primary and JSS
8. Sakora-Wonoo R/C Primary and JSS
9. Nyankyerenease Methodist Primary and JSS
10. Ntonso SDA Primary and JSS

The Senior High Schools are:

1. Prempeh College
2. Adventist Secondary School
3. Church of Christ Secondary/Commercial School
4. Simms Secondary/Commercial School
5. Asanteman Secondary School
6. Osei Tutu Secondary school

7. Efia Kobi Girls' Secondary School
8. Kumasi Girls' Secondary School
9. Prince of Peace Girls' Secondary School
10. Kumasi High Secondary School
11. Achinakrom Secondary School
12. Ejisuman Secondary School

**Tables 1 – 9 shows the analyses of data on textbooks supplied to the abovementioned schools.**

Table 1: Percentage of pupils with access to textbooks at the Primary Level

<b>TEXTBOOKS</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Mathematics	43%	38%	34%	76%	70%
English Language	51%	44%	38%	74%	72%
Integrated Science	48%	42%	34%	87%	72%
Religious & Moral Education	0	0	0	0	0
Ghanaian Language	0	0	0	0	0
Environmental Studies	0	0	0	0	0
Supplementary Readers	32%	30%	28%	26%	25%

### **Primary Schools**

Six subjects are offered in upper primary (4-6), as seen in table: 1. These are English Language, Mathematics, Integrated Science, Environmental Studies, Religious and Moral Education and Ghanaian Language. Out of the six subjects for the upper primary, the MOES supplies textbooks for three subjects (English, Maths and Science) while

parents are expected to buy textbooks for the remaining three subjects (RME, Environmental Studies and Ghanaian Language) from local bookshops for their wards.

Similarly, in the lower primary, that is P.1-P.3 out of the five subjects offered, MOES supplies two textbooks for English and Maths while parents buy RME, Ghanaian Language and Environmental textbooks. Interaction with an official from the Metropolitan Education Office revealed that it is the government's policy to provide only three textbooks out of the six for the primary schools and to allow the local publishing industry to publish and sell the remaining three in order to help the local publishing industry stay in business.

However in 2003 the Minister of Education announced as follows:

The Government has recently prepared a draft textbook policy covering the pre-tertiary levels of education, including SHS. The aim of this policy is to provide an environment for an optimal supply and distribution of textbooks, leading to a ratio of one textbook per pupil at all levels.

The researcher is of the view that a critical look at the above statement and the real situation in the classroom shows that the Ministry has violated its own policy by supplying only three out of the six textbooks. More over the ratio of 1:1 is yet to be realised.

Secondly, the idea of leaving the local publishing industry to publish and sell the rest is not in the interest of the publishing industry, the pupils and the quality Education programme because the study revealed that parents are not buying the books thus preventing the pupils to get the best out of it. The publishers have also used their limited resources to publish these textbooks, which are not being patronized thus

making it difficult for them to recoup their money. In effect, this policy has only helped to further cripple the local publishing industry financially. To ensure a good foundation for this future generation of school children and the growth of the local publishing industry, the Government should buy the three textbooks from the local publishers and supply them to the schools.

Table 2: Percentage of pupils with access to textbooks at the JHS Level

<b>TEXTBOOK</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Mathematics	55%	55%	51%	70%	68%
English Language	42%	40%	38%	72%	66%
Integrated Science	42%	40%	37%	68%	65%
Social Studies	41%	40%	38%	67%	62%
French	44%	42%	40%	62%	58%
Agricultural Science	56%	52%	44%	52%	49%
Religious & Moral Education	33%	30%	30	72%	68%
Pre-technical	76%	62%	60%	76%	73%
Catering	42%	38%	36%	62%	60%
Ghanaian Language	34%	31%	28%	65%	62%
Supplementary Readers	42%	40%	34%	33%	30%

The textbook situation at the JHS is quite different from that of the Primary School as with the exception of the Visual Art subjects (Textiles, Graphic Design etc) there are government- supplied textbooks for the rest of the subjects as seen from table: 2 but the 1:1 target of the MOES has still not been reached, especially in the rural areas. The study revealed that textbook availability is better in the Kumasi Schools, than the schools outside Kumasi. In all the Kumasi schools almost every pupil has a copy of



English, Maths and Integrated Science textbooks, but the schools outside Kumasi do not have enough of these books and at times three or four pupils have to share one book in class.

In the primary and JHS levels, as seen from tables 1 and 2, the percentage of textbook availability shows a considerable decline from 2003 to 2005 as books were not supplied to replace worn-out books, however the tables shows a considerable availability of textbooks in the schools in 2006 and 2007 because of the reprinting of more textbooks in 2005 and their subsequence supply in 2006. However the supply of supplementary readers is still very low.

Table 3: Percentage of students with access to elective textbooks at the SHS Level

<b>ELECTIVES</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Science	56%	51%	45%	43%	40%
Agricultural Science	45%	45%	40%	37%	33%
General Arts	47%	44%	41%	36%	33%
Home Economics	52%	48%	42%	40%	32%
Business	32%	30%	28%	27%	23%
Visual Art	52%	45%	41%	38%	35%
Supplementary Readers	57%	53%	50%	48%	47%

Table 4: Percentage of students with access to core textbooks at the SHS level.

<b>CORE SUBJECTS</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
English Language	65%	61%	55%	48%	42%
Mathematics	50%	47%	43%	40%	37%
Integrated Science	65%	54%	50%	44%	42%
Social Studies	54%	51%	47%	43%	41%

At the SHS level, with the exception of the Visual Art programme, which has only one textbook instead of six the other programmes have government-supplied textbooks as outlined in tables 3 and 4. Of the three levels of schools studied the SHS level is currently the worse in terms of textbook availability. Looking at tables: 3 and 4 the availability of textbooks declines by the year at the SHS level and the study revealed that most schools have not had any textbook supply even before 2003.

Since the secondary school level of education, is a level where students are meant to fit into their immediate environment, as well as to be a positive tool of change for the better, it is important to make this level of education functional and effective by providing all the textbooks and learning materials required. This situation is confirmed by the MOES sector report stated in chapter two of this study.

Looking at the quality of these books, the study revealed that those published in foreign countries are of good quality while those published locally fall short in paper quality, printing mistakes, registering of colour and finishing.

In order to ascertain the extent of involvement of the local publishing industry in the quality education programme, there was the need to identify the publishers and the sources of printing of all textbooks and supplementary readers used at the Primary, JHS and SHS. Publishers and the sources of printing of these books have been outlined in tables 5 – 9.

Table: 5 Textbooks for primary schools.

<b>TEXTBOOKS</b>	<b>PUBLISHERS</b>	<b>PRINTING</b>	<b>YEAR</b>
Ghana Social Studies Series Book 6	CRDD	Spain	1991
Ghana Social Studies Series Book 5	CRDD	Ghana	1991
Science for Primary Schools Book 4	CRDD	Ghana	1993
Integrated Sc. For Pry. Schs Pupils Bk 4-6	Sub-Saharan	Mauritius	2005
Primary Mathematics Book 1-6	Macmillan	Malaysia & Thailand	2005
English for Pry. Schs Pupils Bk 1-6	Pearson/Sedco	China	2005
An English Course for Pry Schs Bk 1	CRDD	Ghana	1975

In table 5, the old stock of English and Science textbooks, printed in 1975 and 1993 respectively were published by the CRDD and printed in Ghana. However, the new stock of Maths textbooks were published and printed in foreign countries. Also the new science textbooks were published by a local publisher and printed in a foreign country.

Then again, the new Integrated Science textbooks were published by a team of local and foreign publishers, and printed in a foreign country.

In addition to the above-mentioned textbooks, some schools still have copies of Ghana Social Studies Series, which were published by the CRDD and printed in Ghana and Spain respectively.

Table 6: Supplementary Readers for Primary Schools

<b>SUPPLEMENTARY READERS</b>	<b>PUBLISHERS</b>	<b>PRINTING</b>	<b>YEAR</b>
Taxi to Johannesburg	Heinemann	UK	1993
Scoping	Avon Books	U.S.A.	1995
Heather takes the reins	Scholastic Inc.	U.S.A.	1997
Kitty cat	Publication Int.	China	1997
Primary ideas	The British Council	Hong Kong	1995
Tewobaabi	Afram Publications	Ghana	1996
The Spelling Spell	Grandreams	Hong Kong	1997
Knife Boy	Macmillan	Malaysia	1993
The world and some of its farms	Macmillan	London	1978
Discovering Mars	Scholastic Printing	USA	1992
Pocahontas	Scholastic	Canada	1995

From table 6, only 1 out of the 11 supplementary readers for Primary schools was published and printed by a local publisher. All the rest were published and printed in foreign countries.



Table 7: Textbooks for Junior High Schools

TEXTBOOK	PUBLISHERS	PRINTING	YEAR
Introduction to Catering	Asempa	Manipal Press	2002
A new Science for JSS 1-3	Sedco/Longman	China	2005
Agric Science for JSS1-3	Smart Line Ltd(Gh)	India	2005
Religious and Moral Edu. Bk. 1-3	Sam-Woode	Ghana	2005
Gateway to English for JSS1-3	Longman/Sedco	China	2005
Gateway to English for JSS 3	Adwinsa	India	2002
Pre-Technical Skills Bk. 1-3	Adwinsa	India	2002
Social Studies form JSS Bk1-3	Sam-Woode	Ghana	2005
Mathematics for JSS Bk1-3	Sam-woode	Ghana	2005
Life Skills for JSS Bk. 1-3	Adwinsa	India	2005
Asuo Asante Twi for JSS Bk. 1-3	Sedco	Ghana	2005

Local publishers published all the textbooks for JHS, as seen in table 7, however only 5 out of the eleven textbooks were printed in Ghana

Table 8: Supplementary Readers for JHS

<b>BOOK</b>	<b>PUBLISHERS</b>	<b>PRINTING</b>	<b>YEAR</b>
Captain Blood	Macmillan	Malaysia	2002
Steinbeck the Pearl	Viking Press	US/Canada	1997
Thirteenth Child	Harper Collins	USA	1998
White fang 11	Scholastic Inc	USA	1991
Surfs up	Simon & Schuster	USA	2002
Educating Mansa	Read Wide	Ghana	2003
Tales of Ghana	Sedco	Italy	2002
The hunchback of Notre Dame	Disney	USA	1993
The white mountains	Macmillan	USA	2000
This means war	Scholastic	Canada	1998
The Eye of the tiger	Heinemann	UK	2000
Murder on location	Pengurin	Canada	1996
A Ghost in the attic	Publishers scholastic	Canada	1991
Why and how I learnt to read and write	Sedco	Ghana	2005
A girl who could not keep	QEA EP	India	1994
The return of the forest	Macmillan publishers	Malaysia	2002

From table 8, only three out of the 16 supplementary readers for JHS were published by local publishers, while the rest were published in foreign countries. However, only 2 out of the 16 supplementary readers were printed in Ghana.

Table 9: Textbooks for Senior High Schools

<b>BOOK</b>	<b>PUBLISHERS</b>	<b>PRINTING</b>	<b>YEAR</b>
History for SSS	Ministry of Education	Ghana	1991/1993
Agriculture	Ministry of Education	Ghana	1991/1992/1994
Mathematic 1	The International Education	Ghana	1994/2002
Mathematic 2	The International Education	Ghana	1994/2002
Mathematic 3	The International Education	Ghana	1994/2002
GKA	Ministry of Education	Ghana	1991/1993/1999
English Book 1 for SSS	Ministry of Education	Ghana	1991/1994/2000
English Book 2 for SSS	Ministry of Education	Ghana	1991/2000
English Book 3	International Education- Oxford Uni	Ghana	1991/1994
Physics For SSS	Ministry of Education	Malaysia	1991/1994
Chemistry	Longman Group UK Ltd	Hong Kong	1992
Business Maths and Principles of Costing	MOE	India	1991
Business Management	Longman Group	Hong Kong	1994
Accounting For SSS	Ministry of Education	India	1991
CRS for SSS	Ministry of Education	Ghana	1993
Integrated Science For SSS	Macmillan	Malaysia	2001
Social Studies	Excellent Publishing and Printing	Ghana	2002
Elective Mathematics	Ministry of Education	Ghana	2002

At the SHS level, with the exception of the Social Studies textbook, which was published by a local publisher, the Ministry of Education and foreign publishers published all the other textbooks, as seen in table 9. However six of these textbooks were printed in foreign countries while the rest were printed in Ghana.

### **Impact of the Publishing Industry**

The main objective of Ghana's publishing industry is the provision of textbooks and learning materials for schools in Ghana to ensure the provision of enough learning materials from local sources. However the study, as seen in tables 5-9 has revealed that with the publishing of textbooks and supplementary readers, the local publishing industry published and printed 20% of textbooks and supplementary readers at the primary level, 66% at the JHS level and 0% at the SHS level. So on the average the local publishing industry published and printed a total of 43% of learning materials for Ghana's quality education programme, which is less than 50%. This shows that the local publishing industry is playing a minimal role in the quality education programme. It is envisaged that more would be done by all stakeholders in the quality education programme to ensure the constant supply of learning materials from local sources; to help prevent shortages of textbooks and improve performance in Ghana's quality education programme.

### **Future Projection**

The local publishing industry, which is now aware of the rapidly changing developments in the publishing world sees the need to restructure the entire industry to meet the educational as well as socio-economic needs of the country, as the current structure of the industry falls short in many aspects.



In other to achieve their aspiration, the local publishing industry is making plans to upgrade its facilities and skills to embrace E-books, print on demand and the many technologies challenging the industry.

The local publishing industry plans to improve quality of products especially in the areas of editing and finishing. The Industry plans to embark on a nationwide campaign for the patronage in made in Ghana books, and to offer technical assistance and workshops in publishing technology for its members. The industry is also considering reversing the trend where Africa imports close to 70% of its book needs and export less than 5% of its total output.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary:

Schools in Ghana before independence were mostly mission schools and these were few with low enrolment as compared to the school going population at that time. With the introduction of the free education scheme it became clear that the programme could not survive on imported textbooks and learning materials, as was the case. Therefore, the GPC which was one of the largest publishing industry in Africa at that time set out to publish educational and scholarly work to ensure the success of the free education scheme and to promote and interpret Ghanaian culture.

The development of the country with a corresponding development of all sectors of the economy saw the development of the publishing sector as well, as many individuals set up private publishing houses to support the GPC to provide not only textbooks and learning materials for Ghanaian schools but also all the publishing needs of the country. These developments in the publishing sector did not end the over reliance of the government on imported books for Ghanaian schools, the private publishers therefore came together to form one body to fight this. As a result, in 1978 the GBPA, which is the mother Association for the local publishing industry, was formed with the aim of designing textbooks for schools according to specifications spelt out in the syllabus, promoting reading habit in the Ghanaian community and supporting the local publishing industry. The GBPA which started with only 19 members had a lot of support from both foreign and local organisations to strengthen it as a result it currently has 65 registered members.

Economic development without a vibrant publishing industry was seen as a set back so the Ghana Book Development Council promoted the establishment of the Publishing Degree Programme at KNUST to provide competent manpower for the industry in 1984. With regard to the aims and objectives for the establishment of the local publishing industry, it could be concluded that it aims at developing locally designed textbooks for Ghanaian schools. The aims and objectives are laudable and achievable and have immense economic, cultural, social and intellectual values for Ghana's quality education and the local publishing industry.

The study however revealed that much has not been achieved with the aim of designing textbooks for schools as The Ministry of Education and Sports and foreign publishers still over shadow the local publishers in the production of textbooks and learning materials. A 100% development of locally produced textbooks and learning materials without the interference of the MOES would help solve the numerous problems of inadequate textbooks in Ghanaian schools. The study revealed that the local publishing industry features prominently at the JHS level with the publishing of textbooks while the Ministry of Education and Sports and foreign publishers dominate in the publishing of textbooks and supplementary readers for the Primary and SHS levels as well as supplementary readers for JHS. Despite the involvement of three categories of organisations namely the MOES, the GBPA and foreign publishers, in the production of textbooks and learning materials for Ghanaian schools, there are still not enough books in our schools.

It also came to light that some pupils/students do not have access to these textbooks, and the quality of most of these textbooks are not up to standard thus making it impossible for these textbooks to serve their term of usage which is four years. It was also discovered that Art is completely out of the Basic Education Programme and at the SHS level where it features prominently, there are no textbooks so students rely on pamphlets and notes from teachers. As the local publishing industry is so many years behind modern trends with very little technological advancement to meet modern needs, Ghanaians over rely on cheap foreign textbooks to satisfy the countries educational needs, thus helping to build foreign economics at the expense of ours.

With the aim of promoting reading habits, concrete measures have been taken but more need to be done as more than 50% of the Ghanaian population is illiterate. The study revealed that substantial headway has so far been made in the sphere of supporting the local publishing industry. The local industry knows its rights and it is making every effort to prevent policy makers from denying them the opportunity to achieve their objectives as seen in the appeal against the sole sourcing of one foreign publisher for the production of textbooks for Ghanaian schools.

The local publishing industry started on a good note with enough equipment and accommodation in relation to the volume of work. The study revealed that most of the publishing firms have enough equipment for their jobs but the publishing firms with printing units need to improve their facilities. The gradual increase in the volume of their work by providing textbooks and learning materials for all Ghanaian schools, as well as providing all the publishing needs of the country and beyond require a good number of modern equipment and accommodation for effective work.



The study also revealed that the number of qualified personnel is not encouraging as a small number of publishing graduates have been employed due to the inability of the local publishing industry to pay them because Ghana as a nation has no clear textbook policy to protect the local industry.

## **Conclusions**

The study has proved that the local publishing industry is necessary and useful to our society. The industry with its limited resources has performed creditably when given the opportunity to perform since its inception; though the industry is always sidelined in the decision making process, it has never failed to respond to the publishing needs of schools. The local publishing industry played a meaningful role in the 1961 Government Free Textbook Scheme, the 1987 Educational Reform, and the 1996 Free Compulsory Universal Basic Education and it is currently waiting to be consulted by the MOES on the new reforms. The local publishing industry in collaboration with the Ghana Book Development Council, Canadian Organization For Development Through Education, The Ghana Book Trust, The Bureau of Ghana Languages and the MOES have worked tremendously to support Ghana's quality education programme.

The local publishing industry needs the full support of the government for effective and efficient operation to ensure job openings for publishing graduates from KNUST, easy access to quality textbooks and learning materials and the socio-economic development of Ghana as these foreign books have no Ghanaian background. Though the local publishing industry has chalked some level of achievement in Ghana's quality education programme, there is still more to be done in the complete involvement of all

stakeholders in the quality education process to ensure the total commitment of the local industry to the quality education programme.

If the vision for the establishment of the local publishing industry could be fully realised, then the government should honour the crucial role a vibrant local publishing industry is capable of and therefore involve it in decision making to ensure regular supply of quality textbooks and learning materials for the success of the quality education programme.

The perception of policy makers on made in Ghana textbooks needs to change. Instead ways of improving the local industry to modern standards to be able to perform as required by the policy makers should be sought in order to refrain from the habit of depending on foreign taste to the detriment of Ghana's economy. The success of Ghana's publishing industry is crucial to the success of the quality education programme, as well as its allied fields such as the local presses, bookshops booksellers and raw material dealers. The government has to support the local industry financially and through tax reduction on imported raw materials so that local publishing industry would live in the publishing industry and recognise its requirements in order to offer the right type of products for Ghana's quality education in particular and the publishing needs of the country as a whole The local publishing industry has to work hard to keep a close and continuous contact with the MOES and all stakeholders to make them realise that they will not only provide textbooks and learning materials for the success of the quality education programme but be their true partners in a long standing collaboration.

It is important to collaborate with the MOES in order to define, develop and design suitable textbooks and learning materials to specifically respond to their requirements. It is now time for the government to respond to the needs of the local publishing industry of this nation by offering appropriate assistance to help in the development of the industry to global standard in order to make it appealing to policy makers.

### **Problems of the Local Publishing Industry**

1. Influx of foreign published low cost books with little or no reference to Ghanaian, moral, culture and social values.
2. The disadvantage position of the local publishing industry in the national book policy.
3. Lack of support from the government towards the local publishing industry.
4. Poor quality of locally produced books.
5. Lack of financial support
6. Difficulties in winning contracts
7. Poor reading habits of Ghanaians

### **Recommendations**

The following are some recommendations for the improvement and the full involvement of the local publishing industry in Ghana's quality education programme: Ofori-Mensah (2000) asserts that, "The falling standards in education in Ghana have become a headache for all concerned. Parents are disturbed because their wards fare poorly in final examinations; government is upset because it is blamed, teachers too are blamed for the failure of students; pupils and students themselves are worried because their future is in jeopardy; publishers and booksellers blame the government

as well as parents for not buying enough books for the pupils and students”. She further explains that a matter of serious concern is the inability of JHS and SHS graduates to speak and write good English. This assertion points to the need for relevant recommendations to reverse the situation.

1. Strong government backing in the context of national book policies is needed to sustain the local book industry.
2. The whole textbook production system for Ghanaian schools needs to be reviewed and strengthened.
3. Strengthening of textbook publishing and printing capacity by upgrading equipment, tools and materials; providing better design and more textbooks.
4. The government and the local industry should address themselves to making people read outside school: generating a general desire for books and persuading people to spend money on books.
5. National association of writers, publishers, booksellers and librarians must forge close ties towards a more enlightened society.
6. Finally, it is suggested that after every five years the involvement of the local publishing industry in Ghana’s quality education programme should undergo a comprehensive review to give the planners of the quality education programme the opportunity of projecting into the future.

The study has revealed the aims and objectives, facilities, as well as the actual role of the local publishing industry in Ghana’s quality education programme. In addition, the study has shown the textbook availability in the Primary, JHS, and SHS levels from 2003-2007, and furnished the reader with the percentage availability of these textbooks.



The impact of the local publishing industry on the quality education programme has been fully discussed and assessed. It has been noted that a modest impact and progress has also been made by the local publishing industry over the years and it provides about 43% of textbooks and supplementary readers for Ghanaian schools. However, the local industry like all other human institutions has its own problems to grapple with. These problems have been summarised in this discussion. It is finally hoped that suggestions and recommendations given at the end of the study, when considered and effectively implemented, would help provide solutions and improvements to the development and full involvement of the local publishing industry in quality education programme. Hence, making the industry beneficial to the pupil/student and the nation as well as the West African sub region.

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**APPENDIX 1**

### **QUESTIONNAIRE FOR PRE-UNIVERSITY STUDENTS**

Name of School:.....

Name of Student: .....

Level of Education: .....

Programme of Study: .....

Male: ☐

Female: ☐

Do you have access to textbooks for all your core and elective subjects?

Yes ☐ No

If no, list the subjects without textbooks from the school.

.....

.....

.....

Apart from your textbooks what other reading/instructional materials do you get from the school? List them

.....

.....

.....

In the absence of textbooks how do you get on with your work? Explain

.....

.....

.....

What is your perception of having textbooks to take home for all subjects? Explain

.....

.....

.....

What role do you think textbooks/instructional materials play in your study?

.....

.....

If you are given the chance to talk about the quality, quantity and easy access to textbooks/instructional materials for your programme of study, what will you say?

.....  
 ...  
 .....  
 .

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## **APPENDIX 2 TEACHERS QUESTIONNAIRE**

Name of School: .....

Name of Teacher: .....

3. SEX:      Male      ☐      Female      ☐

4. Teaching experience:

Subject Area: .....

Year	Class Enrolment	No of Textbooks
2003		
2004		
2005		
2006		
2007		

Do you have access to up-to-date textbooks for your subject?

Yes      ☐      No

If no, why?



.....  
.....  
Apart from the prescribed textbooks what other reading/instructional materials do you get from the school? List them

.....  
.....  
8. Are textbooks designed and produced to satisfy the requirements of the curricula?

Yes ☐ No

If no, how can this be addressed?

.....  
.....  
9. Are textbooks accompanied with related teachers guide in your subject?

Yes ☐ No ☐

10. How often are these books updated?

.....  
.....  
How often are they replaced?

.....  
Do you have enough textbooks for every student in your class?

Yes ☐ No ☐ If

no, how can this be rectified?

.....  
Are students allowed to take textbooks home for their homework?

Yes ☐ No ☐

In the absence of textbooks/instructional materials, how do you get on with your job?

Explain .....

.....

Do you have any suggestion to help improve the designing and production of textbooks?

.....

.....

17. In what way is the textbook situation in your school helping in Ghana's quality education?

.....

.....

18. What suggestions will you give to the Ministry of Education to ensure the availability and easy access to textbooks/instructional materials for quality education in Ghanaian schools? .....

### **APPENDIX 3**

#### **QUESTIONNAIRE FOR HEADS OF TEXTBOOK UNIT (GES )**

This questionnaire is to establish the sources for the publication of textbooks for Ghanaian schools and the easy accessibility and availability of these textbooks.

1. Name of Office

.....

2. What type of organization(s) publishes your textbooks/instructional materials?

Ghana Publishing Corporation

University Press

Foreign Publishers (name them)

Ghana Book Publishers Association

Private individuals

Other (specify)

.....

3. In which year did they started publishing for Ghanaian schools?

4. How often are the textbooks published and supplied to the schools?

5. Do you have textbooks /instructional materials for all courses and levels?

Yes ☐ No ☐

6. If no which courses and levels do you lack textbooks/instructional materials?

.....

.....

7. What measures do you think can be put in place to rectify this?

Explain .....

.....

8. How often are textbooks revised?

9. How often are worn out textbooks replaced?

10. How is the distribution of textbooks carried out?

11. When was the last time textbooks/instructional materials were supplied to schools?

12. Do you have any plans to test or adopt a different publishing strategy to ensure increase access to and availability of textbooks?

If yes, how?

.....

.....

13. What has been the most significant challenge to the publishing and distribution of textbooks?

.....

14. What role does the local publishing play in scholarly publications?

.....  
.....

15. Do you think the local publishing industry should be actively involved in the publication of textbooks/instructional materials?

Yes ☐

No ☐

Explain .....  
.....

#### APPENDIX 4 QUESTIONNAIRE TO INDUSTRY

This questionnaire has been designed to survey the impact of the Publishing Industry on Quality Education.

Name of firm/organization

.....  
...

Year of establishment: .....  .....

3. Type of organization: Private Government

4. Please describe the principal products, services and the aims and objectives of your organization in the space below.

.....  
.....

5. List of technical expertise

.....



.....

.....

6 List of equipment

.....

.....

.....

7. Description of infrastructure

.....

.....

.....

8. How many Publishing Graduates has your firm employed since its inception?

.....

9. Indicate the Graduates by number, date employed, duration of service of such Graduate(s) and Position held.

Name of Graduates	Date Employed	Duration of service	Position Held

10. Using the following Grading Scale, indicate the Performance of such Graduate

Performance	Very Good	Good	Average	Poor


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11. Using the following grading scale, very good, good, average, poor, indicate the performances of each Graduate

performance	Knowledge about job	Competency in doing the job	resourcefulness	Initiative
Graduate 1				
Graduate 2				
Graduate 3				
Graduate 4				

12. List names of textbooks published for Ghanaian schools in the table below:

Name of Textbook	Quantity Supplied	Year of Publication

13. Do you belong to any association?.....

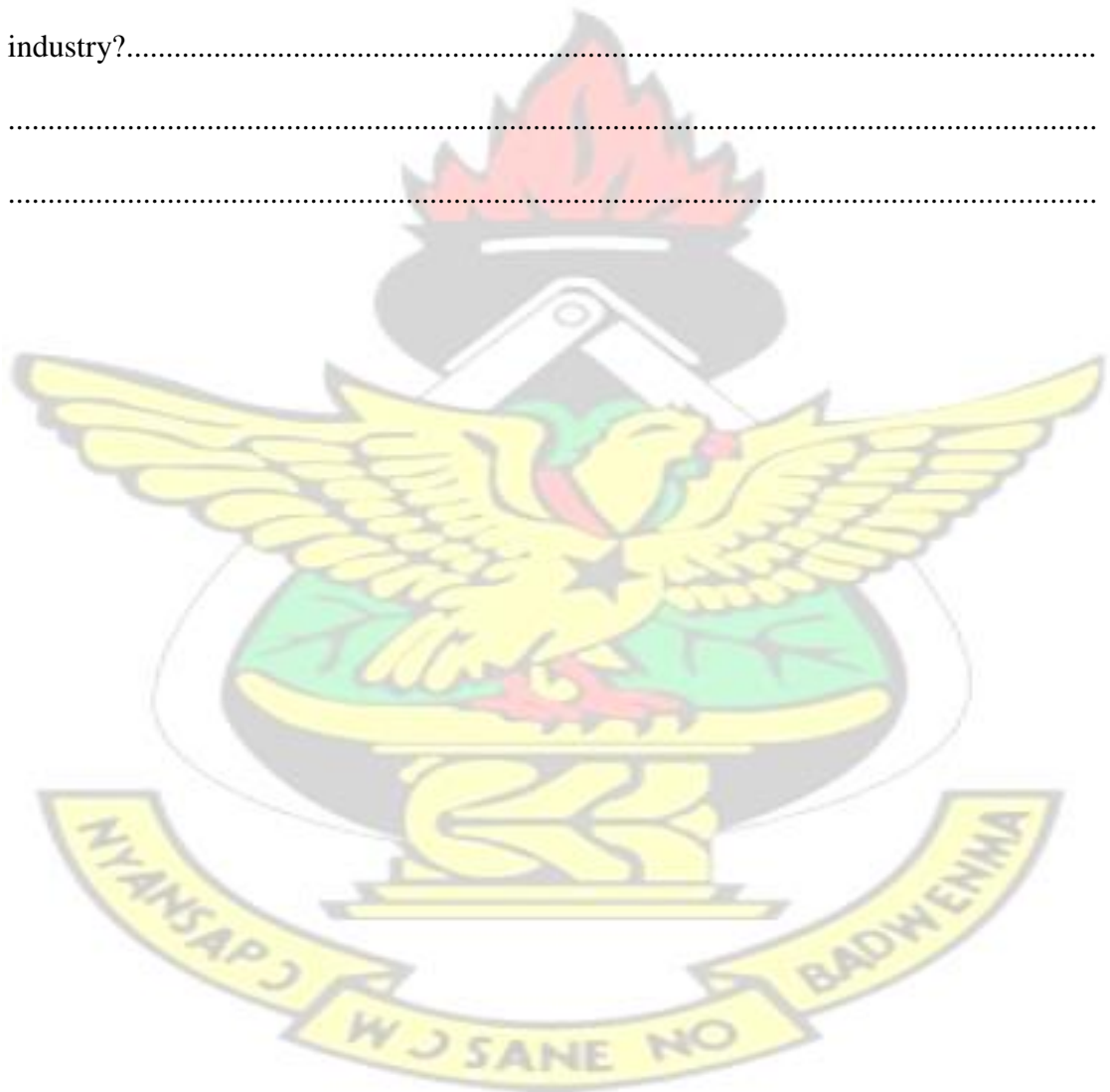
What type of assistance do you get from the association?.....

14. How many titles has your firm published for the Ministry of

Education?.....  
.....

15. In what ways can the government help the local publishing industry?.....  
.....  
.....

16. What are the challenges confronting your industry?.....  
.....  
.....



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