



THE WORKING GROUP ON BOOKS AND LEARNING MATERIALS (WGBLM)

A REPORT ON

The Conference on Book Development in Africa

Organized by

**The Working Group on Books and Learning Materials
(WGBLM)**

By Lily Nyariki

ADEA CONSULTANT

Moi University

P.O BOX 3900-30100

Eldoret, Kenya

Email: Lmnyariki@gmail.com

Tel: +254733712117

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FOREWORD

The conference on Book Development in Africa brought together all stakeholders in the education sector and the book industry for the first time under the umbrella of the Association for the Development of Education in Africa (ADEA). The main objective was to take stock of the state of writing, publishing, printing, bookselling, distribution, marketing, dissemination and promotion of books and reading in support of education in African countries within the framework of the role of the governments in policy formulation and enforcement.

The conference was attended by 67 participants from 24 countries and useful discussions were held by experts from around the continent and elsewhere in order to identify and map out strategies for strengthening creation, production, distribution and dissemination of information for socio-cultural and economic development of the African continent.

It is our hope that the various recommendations from the conference will inform policy makers in Africa and cause them to rethink their position on book development, and in particular, book publishing as a strategic industry; because its purposive development directly contributes to quality education, lifelong learning and national development.

EXECUTIVE SUMMARY

With the exception of a few, the majority of countries in Africa do not boast of robust book industries. Indeed, even where there is some measure of activity, all, except Ghana and South Africa, have a National Book Policy supported by the government. In all the countries, there is hue and cry regarding the haphazard nature and organization of the book industry, and stakeholders take to blaming each other due to the confusion that ensues.

While this is happening, quality education, socio-cultural and economic development continue to suffer. Due to lack of policy on Book development, most African countries have largely remained consumers and not producers of knowledge and information, being subjugated to using foreign languages whose ability to harness indigenous knowledge for science and technology has generally failed. Unlike China and Japan, Africa has continued to depend on outside knowledge which has so far not benefitted it much. An analogy of “the lost goat” was used to emphasize the need to have a paradigm shift and begin to do things differently. One of the things that Africa needs to do is to prioritize the book industry and support indigenous publishers who should be encouraged to publish not only in local languages, but also to begin to produce textbooks based on our own knowledge systems by our own intellectuals.

Without African leaders giving due recognition to the book industry, it was argued that not much development will be achieved in classrooms throughout the education system. This means that we shall not acquire the necessary knowledge and skills for the high tech era of the 21st century for life-long learning and personal development.

At the end of the three days’ conference, participants were in agreement that for the African book industries to develop and be self-sustaining, National Book Policies must be formulated and implemented through legislation fully supported by governments. To this end, the conference resolved to move the book development agenda forward by ensuring that recommendations from the conference will inform the ADEA Triennale to be held in Burkina Faso early next year. The Triennale will focus on acquisition of skills necessary for life-long learning by Africa’s children to prepare them for the knowledge based future and enable them to compete with the rest of the world.

RECOMMENDATIONS

After the three days' deliberations, and while recognising the significance of the education and book sectors in the acquisition of knowledge and skills, in the quest for lifelong learning, for personal and for national development; and also appreciating the roles of the various stakeholders in a strategic industry, the participants made the following recommendations:

Writing (Creation of Manuscripts)

1. Authors must be supported through capacity building in acquisition of skills for manuscript preparation and use of new technologies.
2. Authors should be recognised and rewarded through award presentation and other incentives.
3. Women authors must especially be encouraged to participate in writing and book trade activities given their special place in the upbringing of children.
4. Writing in local languages must be supported through collaborative efforts like translations and co-publishing arrangements.
5. Authors' rights must be respected by publishers and clear contracts prepared to safeguard their interests.

Publishing (Production of Books)

1. Publishers' contribution to education and knowledge creation in support of personal and national development must be clearly articulated and understood by the governments.
2. Curriculum changes and management must be a joint responsibility between publishers and the governments to ensure smooth operations in the book trade.
3. There is need to establish a special fund to support publishing and book trade activities, especially in training and acquisition of new technologies and for new ventures like publishing in local languages.
4. Publishers should produce quality and affordable books for all levels of readers and in all subject areas, especially for tertiary institutions and in local languages.
5. Publishers ought to sell their books through bookshops and not directly to consumers as this may kill bookselling.

Bookselling/Marketing (Distribution)

1. Bookselling is an integral part of the book chain and booksellers must be recognised and supported in their critical role of disseminating information to enable them effectively support education across the nations.
2. Booksellers **MUST** not be regarded as *adding cost* to the book purchase schemes, as is often the case in certain quarters. On the contrary they add value to the education sector, because, unlike publishers, they have the capacity to give service over wide geographical areas, thus bringing books and people together, especially in rural areas.
3. Booksellers must bring together under one roof all publishers books thus bringing all information closer to the people, especially in the rural areas.
4. They must be well trained and knowledgeable in the book trade, and able to support libraries in sourcing relevant materials for users at all levels.

Promotion of Reading (Establishment of Public and School Libraries)

1. Parents must instil the habit of reading in their children early in life by reading to them before they start schooling through the establishment of home libraries.
2. Governments must establish school libraries and ensure a reading hour in the timetable to give the students an opportunity to interact with books and nurture the love of books and reading.
3. Governments must establish community/public libraries and stock them with relevant reading and informational materials to enable citizens continue with life-long learning and continuously acquire skills for personal development and fulfilment.
4. Library personnel must be trained to manage school and community libraries to make the services more user friendly.
5. Promotion of reading activities, such as book fairs and reading tents, be regularly organised to give all stakeholders the opportunity to meet and take stock of developments in the book industry.
6. Teachers must be well trained to interact with books and be able to instil the love of reading among their pupils.

Industry Regulation and Management (Establishment of National Book Development Councils)

1. Given the critical role books play in educational development and the subsequent benefits to national development through skills acquisition and knowledge, the governments must support, by setting up a special fund, indigenous publishers and give them incentives to produce relevant and affordable reading materials, especially in local languages.
2. The long overdue and much talked about National Book Policies that are required to harmonise and regulate activities in the book industry MUST urgently be agreed upon through a consultative process and have them accepted, enacted and implemented without further delay. To enforce the policies, individual governments must set up *Book Development Councils* or Regulatory bodies with financial support to make them fully operational.
3. The Africa Union ought to take *the book development agenda* as a matter of priority and ensure that “the goat that was lost” is found in the right places. Recognition of *publishing* as a *strategic* industry is a MUST if Africans are to make sense of their development efforts.
4. The AU should also influence governments to set up Ministries of Education and Book Development and employ technocrats in education and book matters to advice on all issues to do with challenges in education and book availability.
5. The Africa Union (AU) must revamp the Regional Centre for Book Development in Africa (CREPLA) and fully support its activities that should spur book development activities in Africa through policy formulation and regulation, research, data collection, bibliographic control and co-publishing networks.

THE CONFERENCE ON BOOK DEVELOPMENT IN AFRICA

1.1 Introduction

The ADEA conference on Book Development in Africa was held in Nairobi, Kenya at the Panari Sky Hotel on 3rd to 5th October, 2011. Recognizing the pivotal role of the book industry in the acquisition of critical skills, particularly for life-long learning and the world of work, the ADEA Working Group on Books and Learning Materials (WGBLM), hosted the 3-day international conference that brought together around 60 participants, consisting of a wide range of stakeholders in the African book and publishing sector, namely representatives of Ministries of Education, Culture and Justice, development partners, authors, publishers, printers, booksellers (distributors), librarians and Book Development Councils representatives.

The conference was intimately linked to the Association for the Development of Education in Africa (ADEA) Triennale and accorded a forum for stakeholders to ‘dialogue’ on issues relating to the role of the book chain in sustainable development and the various roles and responsibilities that the chain implies. The theme of the 2012 Triennale, which is scheduled to take place in Ouagadougou, Burkina Faso, is: *Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response by education and training system*. The theme is a continuity of the Maputo Biennale held in 2008, and also in recognition of the real challenges which face African countries in the acquisition of critical knowledge and skills. One of the greatest challenges is the lack of a vibrant indigenous book industry, and a poor culture of reading in Africa. Due to underdevelopment, poverty and a range of other factors, such as lack of prioritizing on critical issues affecting national development, many African countries are still unable to provide reading materials for pupils.

1.2 Background to the Conference

During a planning meeting in November last year in Johannesburg South Africa, members of The Working Group on Books and Learning Materials (WGBLM) unanimously agreed that in order to bring book development as an agenda to policy makers, it was necessary to bring all the stakeholders in the book and education sectors to dialogue on the challenges that affect quality education, acquisition of knowledge and skills and its relationship to socio-economic and cultural development in Africa.

Almost a year later the conference was organized, bringing together all the envisaged participants who engaged with most of the critical challenges that plague the African book scene.

The recommendations made at this conference should now give impetus to the purposive development of the book and education sectors thus enabling Africans participate fully in the creation, production, distribution, dissemination and promotion of information for socio-cultural and economic development. It is hoped that through ADEA, African governments will take up this agenda and ensure that indigenous book traders are recognized and supported and enabled to produce, distribute and promote quality reading materials in local languages and other *lingua franca*, in support of education and development.

1.3 Conference Objective

The overriding objective was to provide a forum for all stakeholders and enable them to freely discuss the need to recognize book development as a critical element in educational quality and national development of the African continent.

1.4 Organisation of the Conference

The conference was centered on 14 key-note papers on pertinent topics around the theme, while giving ample time for group discussions that gave rise to many ideas and proposals. Two rapporteurs were identified to draw the final report to be presented to the ADEA Secretariat for onward transmission to the ADEA Triennale Coordinator. The recommendations will hopefully be carried forward to policy makers of the various countries that make up the African Union (AU).

PRELIMINARIES

2.1 Official Opening Ceremony

The official opening ceremony was held on the first day of the conference and was presided over by the Minister for Education, Hon. Samuel Onger, represented by Mr. Mohammed M. Mwinyipembe, the Secretary General of the Kenya National Commission for UNESCO. Before the opening, however, welcoming remarks were made as follows:-

2.2 Welcoming Remarks

Lily Nyariki, ADEA Consultant, called the meeting to order and welcomed all to the conference, calling upon the participants to feel welcome in Kenya and Nairobi in particular.

Nadia Bizo, the Coordinator for the Association for the Development of Education in Africa (ADEA), Working Group on Books and Learning Materials (WGBLM) stated that the conference marked the Group's important and revived commitment to furthering opportunities for policy dialogue and collaboration in the areas of books, literature and life-long learning.

Lawrence Njagi, the Kenya Publishers Association (KPA) Chair person also welcomed participants, and thanked ADEA for choosing Kenya as the preferred venue of the high profile conference.

Ahlin Byll-Cataria, Executive Secretary of ADEA, thanked the ~~minister for coming~~, noting that the meeting was important to ADEA in the preparation of the Triennale to be held in Ouagadougou in Burkina Faso early next year. He noted that books are the key for quality education, and underscored the fact that research shows people retain 80% of what they read as opposed to 20% of what they see or hear. He further stated that books are critical to skills acquisition and language development as well as for capacity building.

2.3 Relationship between the Theme of the Triennale and Book Development in Africa

Mamadou Ndoeye, General Coordinator of the 2012 ADEA Triennale gave a presentation on the relationship between the theme of the Triennale and Book Development in Africa. He identified the following factors as being central to Africa's survival and development:

1. Environmental challenges: Drought and desertification due to global warming, lack of water, food shortages continues to plague most of Africa and must be tackled and subdued.

2. Social challenges: Due to abject poverty, marginalisation and social inequality, especially in rural and peri-urban centres, this remains elusive and must be corrected with the right strategies.
3. Economic challenges: High population and high poverty levels, which are getting worse, noting that most youth do not have jobs and this is a time bomb.
4. Lack of peace and integration: This impedes development and currently 20 out of 54 countries are in conflict. Without peace there is no meaningful development.
5. The demographic element: The population of Africa is going up steadily and by 2050, it is set to surpass those of Europe and the Russian Federation. Among these, the majority will be young people who then must be empowered to compete for the world of work.

He further noted that our cultural heritage is rich and yet we have not even begun to exploit it or even develop it. Elsewhere, cultural heritage is used to develop Science and technology; for example, the Chinese and Japanese have used their language to develop technologically, and yet we continue to side-step our languages, while we remain only consumers of what other cultures have produced.

He underscored the need for Africa to overcome these challenges by tackling them head on: by harnessing our rich natural resources, reminding us that we must realise that Africa is an envy of other continents because of the abundance of its natural resources, including wildlife, minerals, water for hydro electric generation. He singled out the River Congo as having the capacity to produce enough electricity for the whole of Africa.

2.3.1 Link to the Triennale

Mr Ndoye further explained the reason for the Triennale: that it will concern itself with how to utilise available resources to counter the challenges that Africa is facing. It will explore how we acquire social skills from schools and know-how, which are a must for everyone. He said that we need vocational, technical, entrepreneurial and other high level skills and to develop knowledge-based economies, but cautioned that we must first see to it that our education systems are responsive to these skills acquisition.

He called for a paradigm shift in our education and training systems, saying that a shift is necessary in the provision of health care, the economy, the environment and called for a change of mindsets. He said schools and training institutions must move away from curriculum-based to skills-based approaches to learning and that we have to create new systems and be able to impart more practical skills to our youth. Noting that books, other

teaching and learning materials are essential for education and training as they support effective and quality teaching and learning, he said that educational reforms are systemic and require a different approach in curriculum change and production of the required materials to inform the change.

He underscored the need to determine the structures necessary to influence pupils and teachers and have them adapt to inevitable change, as well as make the right choices on the required materials. In addition, he questioned the type of strategy, dialogue and pedagogical guide to be employed to influence use of the right curriculum to effect all these changes saying that all these perspectives are critical to chart out a path that is sustainable and beneficial to Africa.

Mr Ndoeye concluded that it would be important to have a multifaceted approach where educationalists and book development experts would need to work with experts in the health, economic and environment sectors among others, to be able to come up with factual and relevant materials that speak to our immediate needs.

He proposed that all efforts towards policy formulation and implementation, production and accessibility of knowledge be geared towards development of a strategy for sustaining life-long learning and sharing of knowledge. In conclusion, he observed that in Africa, there are no functioning school libraries and, therefore, access to information and books is a problem; which means that life-long learning, largely dependent on easy access to books and other learning materials, is likely to be jeopardised.

At discussion time, there was a suggestion that all textbooks be structured to address all areas of development. However, Mamadou cautioned that Africa does not need to reinvent the wheel but selectively adopt what is good for its people.

2.4 Message from the Ministry of Education

Mohammed Mwinyipembe, Secretary General – Kenya National Commission for UNESCO representing the Minister for Education, Hon Samuel Ongeru, said that Education is important for socio-cultural and economic development. He informed participants that over 21.1 billion Kenya Shillings have been utilised by the Government of Kenya to purchase teaching and learning materials for Kenyan schools and that primary school enrolment has improved from 5.9% to 9.4% since the start of free primary education.

He said that the text book/pupil ratio has significantly improved in Kenyan schools ranging from 1:3 in lower primary to one 1:2 and even 1:1 in secondary schools. He underscored the

need for books to be kept affordable while respecting gender balance in all sectors of the economy.

KEYNOTE ADDRESSES

Reading Materials in African Languages in the Process of Life-long Acquisition of Critical Skills

Prof. Sozinho Francisco Matsinhe

Prof. Matsinhe stated that language is a cross-cutting issue and is intertwined with book development, but Africans find themselves in situations where they are faced with “battles of culture” due to colonization and also “battles of Language”, since they don’t accept their own languages and instead prefer using international languages. He observed, “*the linguistic richness/wealth of Africa is very often perceived as a liability not an asset*” and there is need to understand the “*Africa languages mosaic*” where international languages occupy very small space of people’s lives, while the rest is made of local languages. This has serious implications for Book development, teaching and learning, and therefore there is need for linguistic equity. He noted that there are no language policies in most African countries and that to effectively support publishing and book trade in Africa, national policies on language, book development and education must be formulated and streamlined before enactment into law and further publicised and accepted by all.

He observed that most Africans are *functionally illiterate* and most do not understand official languages. He then asked: “*Why don’t Africans get things right for themselves?*” He used “*the lost goat*” analogy to describe how Africans continue to look for *the goat* (solutions) even in the wrong places. We therefore need to find *our goat* (the right solutions) for our problems. Apparently, he said, Africans continue to regard their wealth and richness as a liability, because they don’t even understand their value, and that this must stop if we are to make any progress in our development agenda.

Further, he noted that publishing is largely informed by business interests and that there are no clear policies on writing in local languages or book development; that, here is abject lack of a reading culture in most of Africa and unfortunately, performance of learning among students is constantly hampered because we “*cook our food in borrowed pots which never kills hunger*” (We try to look for solutions to our problems from other cultures and we can never be satisfied as a result). He proposed that we need a holistic approach to create synergies so that together as Africans we begin to make sense of our development agenda. He underscored the fact that ACALAN is an Africa Union (AU) body charged with developing African languages and their use.

In conclusion, Prof. Matsinhe said Africa has language diversity, which must be accepted and supported as an asset and what we all need is to *decolonise our minds* and begin to look at our own languages in a positive light and not as liabilities, while giving an example of China, Japan and Korea which have successfully used their languages in science and technology. He strongly recommended the need to introduce local languages in the African education systems to ensure availability of books which are enabled to move across borders through translations and digital technology.

The paper enlisted a lot of discussion and proposals and suggestions were made on issues raised. These included the following:

1. African governments should create a fund to supplement publishing in African languages.
2. Africans need to recognise and intelligently use the advantage they have with the international languages, especially as regards the already widely used mobile phones across Africa.
3. Although many African languages are not in written format, in the recent past UNESCO has assisted, particularly in Francophone Africa, with the realisation that each language has a capacity to develop itself. In this respect, it was said that African governments must endeavour to develop all languages in order to benefit all users through publishing.
4. It was recommended that the African Union (AU) initiates a programme to develop African languages through translations with books that can easily cross borders.
5. Libraries at all levels must be established to make reading materials easily accessible to all.
6. Due to set attitudes, a *paradigm shift* is required by African publishers, who, due to the profit motive, believe that publishing in local languages is not viable.
7. In order to popularise and encourage reading in local languages, African governments must support the use of local languages in schools.
8. Since Governments have immense influence over their people, and have the power to impose policies, they can use that power to turn around the interest in local languages and cause them to be used by being given prominence and value.
9. Research has demonstrated that local languages enable easy acquisition of knowledge and skills among children, and so African governments should provide for both Legal and financial support to promote them by giving them an edge over the current official languages.

Roles and Responsibilities of Book Chain and Stakeholders

Mrs. Ronke Orimalade

Mrs. Orimalade identified the key stakeholders as authors, publishers, printers, booksellers, librarians, parents, students and governments and that each have specific roles to play. She observed that there have been several interventions by stakeholders over the years, but to no avail, in regard to harmonising activities in the book industry. She emphasised the need for each stakeholder to know not only their roles clearly, but for each of them to understand how their interests' impact desired outcomes. Among the key recommendations raised in her presentation include:

1. Authors should present well reviewed manuscripts ready for publication in appropriate language and at target readers' levels.
2. Publishers should produce a variety of books with quality relevant content, use of correct paper and have a catalogue to alert booksellers and customers of what is available. They should not be involved in direct selling to consumers, as this will kill bookselling.
3. Booksellers should ensure book availability all year round with stock variety from all publishers and ensure that they pay publishers promptly.
4. Librarians should organise their libraries in a friendly manner and promote the habit of reading through stocking of relevant materials for all levels of readers from booksellers.
5. Teacher on the other hand must be well trained and knowledgeable in book selection, curriculum needs and reading development.
6. Parents should stimulate reading among their children from early on in life by buying books and establishing home libraries and reading aloud to them.
7. Students must develop the habit of reading and take full advantage of their school libraries.
8. Governments should formulate a comprehensive National Book Policy that takes cognizance of the language policy, cultural policy, education policy and communication policy and be regulated through Book Development Councils.
9. Book Development Councils should among other things be responsible for Book sector analysis and research; regulating of all stakeholder activities thus maintaining harmony where there is conflict of interest and training of all book sector stakeholders be prioritised by all government in Africa just as they plan for training of teachers. She cited Bangkok in Thailand which has been nominated "book city 2013"

on account of its willingness to bring together all stakeholders and plan education and development for Thailand.

In addition, Mrs. Orimalade proposed that there ought to be a Ministry of Education and Book Development to harmonise the two sectors under the Government and work closely with the private sector to make education more meaningful through production of quality textbooks and other supplementary reading materials. She also recommended that there ought to be a concerted effort to fight against piracy and that all stakeholders be trained in relationship management.

Discussions on the paper brought out the following pertinent issues:

1. National Book Development Councils (NBDC) must be set-up in each country in order to regulate and harmonise book development activities and stem out corruption and conflict of interest.
2. VAT on books and other cultural materials must be resisted and at all times books must be zero rated.
3. Codes of Conduct for all stakeholders must be enforced to ensure integrity.
4. There must be shared values that bind all involved in book development and education planning and management.
5. Association for the Development of Education (ADEA) should as part of its program plan capacity building for book industry stakeholders preferably in collaboration with governments with a view to strengthening the Lobby groups.
6. Joint committees between booksellers and publishers be formed and meet regularly to maintain harmony in the book industry.

Need for Policy Formulation

Rogers Nforgwei

In his presentation, Mr. Nforgwei stated that policies are *must-haves* for countries and institutions that subscribe to good governance. He said a policy is a statement of intent that demonstrates the commitment of a government or institution to guiding the actions and reactions of various stakeholders with the aim of achieving rational outcomes. He, however, cautioned that policies are not laws, and they need enforcement.

Mr. Nforgwei reasoned that effective education lies in the meaningful outcomes of the teaching and learning process, and that education goes beyond schooling to targeting the development of competencies in the learners throughout life. He said that these targeted outcomes are the required qualifications and skills that would be essential for sustainable

development of the continent which in turn determines the importance governments attach to the tools that are needed to facilitate the realization of the objectives, which tools are teachers and books.

He noted that while governments say the above, it is a paradox that in most African countries that they are not in dialogue with publishers and other stakeholders in the book industry. He said that governments are not doing enough to ensure that they give their citizens quality education, which is dependent on good quality books, which in turn depends on an organized industry, and an organized industry is dependent on good governance and good governance is dependent on a set of guidelines contained in a policy.

He argued that if Africa is to achieve sustainable development, the governments must formulate National Book Policies; which in turn will ensure skills acquisition through education facilitated by relevant books and other informational materials. He observed that since 1960s, book policies have been discussed in various African countries to no avail.

In conclusion, he underscored the fact that the absence of Book Policies that should complement education policies has resulted in general disorder. Individual countries' efforts at formulating and enacting book policies have always been frustrated, because seemingly governments do not see the importance of books. He said that although governments need quality education, they do not support publishers and other book industry stakeholders to achieve this. He advised that with the needs of the 21st century, it is a must that governments come up with National Book Policies preferably championed by the Africa Union.

During discussions of this paper, a number of proposals came out:

1. Stakeholders in the book industry partly create problems for themselves because they see themselves as business people and not partners with governments to support and develop the education sector; to this end, a suggestion was made to constitute a forum and come up with a delegation to facilitate dialogue with policy makers.
2. It was also suggested that a Regional Book Policy be formulated and the Centre for Book Development in Africa (CREPLA), once situated in Cameroun, be revived and made functional under the Africa Union (AU) to give impetus to the *Africa wide* book development agenda, just like in other regions of the world.

The Link between Publishing and Culture

Nancy Karimi

Nancy Karimi defined the term *Publish* as “to make known” and *culture* as “the totality of socially transmitted behaviour patterns, arts, beliefs, institutions and all other products of human work and thought.” She said the cultural beliefs and customs of many African communities were passed down the generations through proverbs, fables, riddles, songs, poetry and song; that story telling sessions were common around the fire and under trees as grandparents and parents narrated to children. Asserting that educationalists generally agree that learning in mother tongue effectively promotes and maintains literacy, because the teaching is in a language that the child is familiar with, she, however, pointed out that not much is published in local languages. She further stated that Africans need to document their culture in mother tongues in order to preserve them but observed that to compound the challenges faced by African publishers, many of them do not invest in this area because of the small number of users and challenges of distribution. In addition, there are no competent authors and copy-editors in local languages; and since publishing is a business venture, they arrange to publish in subjects that schools and parents prefer to buy books, such as mathematics and science, because they are core subjects.

She further observed that for a number of African communities, there are no known orthographies which limit published materials in such languages. In conclusion, Nancy recommended the following:

1. There is need to publish more in areas that are familiar to the reader, that is, understand what the readers want and publish materials that meet their needs.
2. Publishers should engage sages in our communities to bring out the stories that we have to tell because they have a wealth of knowledge and information that they take to their graves.
3. There is need to publish more autobiographies and, although there has been a marked increase in the number of autobiographies published, the African's morbid fear of death stops a number of them from putting down their life stories because they fear that if they pen their memoirs, they will die.
4. Academic books that focus on African culture should be published as this will enhance the body of knowledge based on African culture.
5. Governments should encourage publishing in mother tongue so as to preserve the African culture.

Discussions on this paper centred on how culture, publishing and education are intertwined, and proposals were made that Africans must publish about themselves and document their own experiences. To succeed in reviving their own cultures they must, among other things:

1. Set up reading clubs and literacy centres to enhance reading through relevant community activities, and at the same time encourage authors to write in various local languages to meet the needs of the majority who do not speak in English, French or Portuguese.
2. With the published material, they ought to promote Africa in the Diaspora to instil a sense of belonging by organising them into a library at the country's embassies for easy accessibility.
3. A deliberate effort be put in place in the rural areas to capture orally transmitted knowledge and have it published for dissemination and ensure that this oral cultural heritage is made available in African languages and enabled to cross borders.
4. Translation of already written materials be undertaken as this will go along way into ensuring we have relevant affordable reading materials that will certainly respond to the larger market.
5. Incentives for researchers and thinkers who work in the book trade, education and culture sectors be planned for, so that Africa can have technocrats and advisors on the development agenda, just like in other developed countries.
6. There is need for institutional frameworks and mobilisation of resources, but this can be done once the governments begin to listen to stakeholders; the biggest, however, question is how we can achieve this now since all past efforts have not been successful.

Profitable Textbook Publishing and What Needs To Be Understood

Samuel Kolawole

Samuel Kolawole stated that although text book publishing has to be profitable, it should not be at the detriment of the society and he suggested that textbooks be made available both in print and electronic formats in line with new technologies while meeting the curriculum needs. He observed that marketing and distribution are determinants of the final cost and must therefore be managed well to ensure affordability. He pointed out that other factors affecting costing are printing paper and housekeeping issues and warned that it is simpler and less involving if publishers sold through booksellers.

Kolawole further cautioned that the final product (text books) must be carefully planned to ensure a market through appropriate design and content. He also cautioned that curriculum changes can adversely affect textbook production and sustenance of the education services as a whole. In conclusion, he underscored the following:

1. Piracy is a problem that reduces profitability for publishers and must be tackled head on.
2. Imports must be managed well; otherwise, they are a threat to African publishers because a lot of money is spent to import books from Europe, the UK and India.
3. The appropriate environment by governments must be guaranteed to support viable textbook production in Africa.

Embracing Technology for Development of African Books for a Profitable Future

Henry Chakava and David Kibuuka

Henry Chakava stated that the greatest technological development in publishing in the last 20 years is the computer, and as a result manuscripts presentation has been revolutionised. The computer saves time because all pre-press works, e.g. editing and proof reading, production, copy editing and illustrations, have been made easy because the computer is able to manipulate the whole process. On the other hand, printing has become faster and more efficient because, new printing technologies have simplified the whole process. He in particular singled out digital publishing as being the in thing as it has made it possible to print viably in small print runs and said that these days any book can be accepted and printed in required quantities. In addition, he stated that *Print on Demand* (POD) technology has made things even easier and more affordable and has made publishing possible and easy for publishers, even for small ones. He noted that there are other online initiatives on Google, Wikipedia and yahoo among other search engines which make publishing possible and affordable.

Kibuuka delivered a presentation on *ebooks*, which he said require *ereaders* to access. He revealed that electronic publishing is most relevant in delivering content which comes in two formats, electronic book (e- book) and Mobile applications (apps). Secondly, he said that *epublishing* enables delivery in either online or offline modes and that attractive features on *ebooks* include electronic transmission allowing different users at the same time on electronic reading devices, e.g. personal computers, tablets such as *Ipads* , *Kindles* or *Smart Phones*. In terms of delivery, *ebooks* can be accessed either offline via CDROMS/DVDROMS where users don't require an internet connection and online.

Kibuuka said that to publish *ebooks*, the following are the requirements: writing templates, e.g. in html/XML; editing software, design software, e.g. In Design, EPUB, video and audio applications, and delivery platform (if online) with payment interface for paid-for content. On

the other hand, users require the following to benefit from *ebooks*: electronic reading devices, electricity, stable internet connection (for online content), and servers to store content for multiple users. He, however, cautioned that there are challenges that may hamper use of *ebooks* in Africa, especially regarding distribution because there are few online stores like istore, Amazon, Google editions. In addition, in the area of digital rights management and piracy, there are contentious issues, while skills required to develop digital content may not be readily available.

In conclusion, Kibuuka cautioned that we must interrogate new technologies to be clear on whether or not they meet our needs and try to understand how to operate with them or else we become disadvantaged due to their foreign nature. He suggested that we need to embrace appropriate technologies like in Japan and china and Korea who have used their own languages to produce technologies that are appropriate to them and the rest of the world. He further suggested that since the mobile phone is oral based, it may be more appropriate for Africa, because it is versatile and can be used by any one regardless of age.

Discussions centred on the place of publishers in the new technological era and it was observed that given that most of Africa lacks electricity, and the need to harness solar power was necessary as solar energy is plentiful in most Sub-Saharan Africa. However, it was noted that solar power manufacturing is a novelty and Africa does not have the means to harvest it, and although solar gadgets are available, Africans are yet to manage and exploit the full potential of this natural power.

Among other recommendations made include:

1. Governments must meaningfully involve stakeholders in curriculum change to minimise the blame game and also ensure proper management of businesses and resources.
2. Ways and means be found for the general public and publishers to adopt appropriate technology for learning and business management.
3. Technology assists in creating abundance of information and that creating a *web platform* would help those who wish to self-publish hopefully impacting the web with published resources from Africa.
4. Copyright must be protected for materials published on the net, and although new technologies complement old ways of doing things, more skills are needed to use new technologies on the web.

5. Book industry stakeholders need to engage government more meaningfully to advocate for publishing and book trade development and also build genuine partnerships by strengthening existing mechanisms.
6. ADEA was urged to send concrete recommendations to be relayed to governments during the Triennale and participants were assured that all is not lost.

Producing Quality Textbooks for Curriculum Reforms Calling for Competency-Based Approach to Learning

Issakha Guèye - INEADE

Issakha Guèye presented the state of the art in the book publishing sector in Senegal and revealed that the situation in that country is fairly well regulated. He said that text book production is exempted from VAT. He also pointed that there is a body to coordinate copyright issues and several institutions that govern book development, including a publishing development fund. He noted that with the current dynamic situation obtaining, capacity building for publishers and government official is underway, as there is political will and all lobby groups are in place to regularise the industry with the help of a Book Development Council.

He further revealed that a wealth of publishing skills has so far been gained and now they are stemming out international competition and building local capacity. He proposed that laws and regulations to guide the book industry be put in place to enable local publishers increase their capacity through the publishing development fund, and that technocrats and governments engage one another to minimise confusion and the blame game that is so apparent in most African countries.

Discussions on this paper alluded to the *The Florence Agreement and its Nairobi Protocol* which, members said, must be re-emphasised and further proposed that the deliberations of the ADEA Conference on Book Development become an addendum to this agreement. Further discussions suggested the following:

1. That the governments should adopt the Senegalese model of support to indigenous publishing for the school system where the competency-based curriculum needs go beyond the school books to include other resources to enrich pupil's environment for life-long learning.
2. It was said that book policy formulation is a process and is gradual and several instruments that have been developed over time ensure that the industry is regularised and well managed.

Books for the Other 90%

Roel de Haas - BlueTree Group

Roel de Haas stated that the right education gives a chance to everyone to develop themselves and that quality education needs quality materials which are culturally appropriate and relevant. Roel informed participants that due to *print poverty* in most African countries, he initiated the project in several African countries to reach out to the unreached, especially where the publishing sector is hardly developed, for example, in the Congo, which is mainly dependent on books from outside their borders.

He stated their mission as to provide one book for every child, by establishing modern print facilities which will lower prices while ensuring high quality, easily accessible and affordable quality books. In addition, the project creates employment and craftsmanship while ensuring a thriving printing industry. He said the project is supporting Africa with high tech printers thus guaranteeing good quality for long lasting books, while at the same time ensuring capacity building through training on how to manage the machines and sustainability of the business once they pull out after five years.

Roel stated that their project is linked to *Education for all* initiative, while ensuring profitability and sustainability. They see the need for Book policy which must be put in place in each country to enable work move more smoothly by strengthening local capacity.

In conclusion, the project's strength and benefit lies on the following: the ability to enhance local print capacity, print in different languages, upgrade and assist smaller local printers, and introducing countries to binding technology for long lasting books.

Discussions on this paper clarified many of the participants' concerns where it was revealed that the project has no relations with governments, and that when they set a base, they have a joint venture with local partners, and after five years of capacity building, *the blue tree group* withdraws and leaves the partner to manage the printing facility and own the business. The main concern for the project is to ensure that printing costs are kept low for the sake of the 90%.

Challenges of Production and Marketing of Tertiary Materials

Ndaizivei Nyamakuru

Ndaizivei Nyamakuru reported that efforts have been going on since 1984 on developing Scholarly publishing in Africa, but these efforts have not seen the light of day due to various reasons, including lack of proper industry coordination and political will and government

policies to drive the industry. She said cooperative ventures have not been successful either, because Africa's output in scholarly publishing has not been given prominence in tertiary institutions. In addition, due to shrinking purchasing power, complex lithography and cost of production, the scholarly book development sector remains a big challenge. She said due to the diverse nature of the higher education sector, lecturers tend to give notes to their students thus reducing the need for books by students. There is also rampant photocopying of whole books because copyright is neither respected nor enforced.

She observed that Africa lacks self-sustaining strategies in the following concerns among others:

1. Educational and cultural roles expected of universities and research institutions need to show the way, like Cambridge & Oxford universities which took the lead in producing scholarly materials.
2. In Africa, more than 95% of library and tertiary books come from abroad, thus making Africa a net consumer of knowledge and, worse still, African academics still prescribe foreign texts at the expense of African texts.
3. Africa needs to adapt and/or rearrange imports for the African student market and organise for aggressive fundraising strategies to form healthy partnerships and co-publishing arrangements among the existing African presses and research institutions to stem the competition that comes from foreign countries.

In conclusion, Nyamakuru proposed that Africans need to harness scholarly publishing models that will encourage collaboration, co-publishing and strategic partnership so that we participate in the global information and knowledge creation and development; thereby be net information providers for issues in and about Africa, and in providing homemade solutions on issues that affect the continent.

Discussions on this paper revealed that most university presses are moribund with nothing much to show with scholars preferring to write for the primary and secondary school markets, considered the bread and butter of the book business. A call was made to university councils to put resources to support scholarly publishing, particularly textbook production.

It was noted that scholarly publishing sector is untapped and therefore there is need to work with publishing models that provide affordable and relevant materials and which also enable reward to the scholars. In this regard, *co-publishing* was seen as a viable option for scholarly publishing across the African continent.

Books and Reading in Mali: The ALED Experience

Idrissa Samaké - ALED

Idrissa Samaké stated that the government of Mali recognises that *reading is key* to national development, but lamented that there is no purchasing power among ordinary people. School enrolment had gone up and that 80% of what is required by the school system is produced locally and books are purchased and distributed through a decentralised process. He stated that Mali is not a signatory of the *Florence Agreement and its Nairobi Protocol* and that most publications are in French. Stating that there are about 15 bookshops in Bamako and none elsewhere in the country. He also said that there are some street booksellers, which means that reading in Mali is faced with lack of adequate and relevant books. He reported that ALED was founded in 1997 with the support of the Canadian Organisation for Development through Education(CODE), and has since endeavoured to develop an appropriate environment for reading, while working with local community's literacy agencies to provide synergy for promotion of reading and book development.

He revealed that with the support of the donor, there are currently 83 school libraries which are stocked with books from the project. The libraries are doing well through annual action plans that guide the purposive development of the project through committees that help manage the libraries. He informed participants that the reading culture is slowly growing and has improved competencies among learners. Among the benefits of the project include strengthening of teacher's efforts in effective teaching and learning, positively impacting rural communities as they too benefit from use of the libraries, and, in particular, ALED organises annual activities through skits and drama around books and reading thus spurring promotion of reading and love of books for life-long learning.

Writing for African Children: a Woman's Perspective

Elieshi Lema

Elieshi Lema argued that there is a gender perspective in literature and that women do have and can contribute an interesting perspective in the body of children's literature in Africa.

She argued that women are better placed than male writers to deal with the difficult issues that afflict the wellbeing of children in Africa today. For this reason, more focused attention will have to be paid to capacity building in the areas of writing, gender and development. She suggested that investment can be made in the following areas: training workshops; creative writing classes, which do not require full time attendance; writing competitions, followed up with feedback sessions; the strengthening of and/or establishing women writers associations

in Africa, and support to purchase women's writings and distribution of the books to school libraries.

Elieshi Lema asserted that readership stands out as a critical challenge for most of Africa because reading is entwined with education development. She further observed that in most African countries, these continue to suffer for lack of serious investment in the elements which promote quality, such as access to variety of books, well stocked libraries and quality education delivery.

Elieshi Lema observed that the current education systems in Africa are not creating readers, and yet without readers we cannot create writers. Regarding the issue of culture and cultural values in relation to gender, she said it is important to be clear what we tell our girl or boy children, especially as regards values to project in the search for knowledge and continuous learning. In other words, what transformative values are we transmitting to boy and girl children?

She cited a recent survey on reading capacities in the East African region carried out by a Non Governmental Organization (NGO) called *UWEZO* in which the results showed that in Tanzania, a class seven pupil could not read fluently a Kiswahili text meant for standard three and that reading proficiency for English language was not any better either. The results further revealed that writing as a language skill, is not given the importance it deserves in the curriculum. The result of such findings is marginalization of literary related skills and professions and lack of appreciation and recognition for writers, publishers, librarians and teachers by the society. While quoting Dr. Andindile of the University of Dar-Es-Salaam who said "*we cannot escape the study of women's perspectives in literature and in all development issues which they tackle in their writing*". Elieshi called for affirmative action to involve more women in creative writing and thereby raise their involvement in writing, production, distribution and dissemination of information that will transform the education landscape of Africa.

During discussions, participants recommended that writing competitions be encouraged, especially among women, in order to strengthen their participation in writing, publishing and book trade activities.

Strengthening the Capacity of African Professionals in Publishing: Stock-Taking and Towards New Challenges

CAFED

In their presentation, CAFED stated that it produces publications for the French speaking countries and has held several workshops for professionals in the book industry, including a Training of Trainers workshop for book trade practitioners. CAFED has also done studies in the book trade and published manuals and currently, it is concerned with the formulation of National Book Policy. CAFED, however, lamented the lack of promotion catalogues, but which they are now working on, including the use of websites to promote their own products. They called upon governments to encourage and support book trade activities particularly publishing in local languages and production of other reading materials to spur education and promotion of books and reading among children.

Discussions on this paper zeroed in on the fact that capacity building is critical for all book industry stakeholders and the CAFED initiative should be replicated across Africa, because the benefits of the programme are evident. It was noted that the involvement of women was particularly essential in this regard.

Women's Role in Book Development in Francophone Africa

Marie-Agathe Amoikon and Christianne Ekue

In their presentation, Marie-Agatha and Christine Ekue said that women are considered as the hope of Africa noting that women and men have different perspectives given their different experiences in life which influence their thinking and expressions. They stated that books have the greatest influence in education and women must contribute to the creation and production of books and other reading materials for the school system. They lamented that in the case of French West Africa, most books are imported from Europe, because since independence, nothing much has been available locally for the school system. They further identified factors affecting book development as lack of a reading culture, lack of relevant reading materials, the absence of libraries and absence of a strong indigenous publishing sector which has to compete with multinationals.

They identified women as depositories of oral literature who now apply their knowledge in publishing to disseminate relevant knowledge for the benefit of the children. They said there is an effort by authors to come up with books that meet users' needs. Complementary readers have also been developed to address the needs of the youth; unfortunately, publishers do not have all the support tools to enable them work well. Regarding women's involvement in the book industry, they said that women mostly do bookselling in markets and during school opening times. In addition to buying books for their children, women also organise selling in book fairs and in other activities which have capacity to publicise the books. Marie-Agatha

and Christine Ekue declared that Africa is the continent of the future and its growth will be pegged on the participation of women in all development activities. They called upon the leaders of Africa to ensure that the role of women in Africa be given prominence for accelerated development.

Discussions on this paper proposed: 1) Outreach programmes, like reading camps and reading crusades dubbed *Drop everything and read*, be made priority policies for homes and schools; 2) Availability of affordable and relevant books be commonplace to spur children's appetite for books; 3) A pedagogical approach be put in place linking reading to what is happening in classrooms; 4) Deliberate funding and setting up of school libraries be prioritised as they have direct implications for reading development, knowledge and skills acquisition for lifelong learning.

The Role of Libraries and Librarians in Promoting Reading for a Sustainable Future

Gertrude Mulindwa

In the absence of Gertrude Mulindwa, the paper was presented by Dr. Nadia Bizos, who stated that the reading experience takes readers places and gives them wings to fly to distant places. She revealed that the more you read the more you learn and vice versa. She underscored the fact that 62% of the population in Africa is illiterate and that the lack of books is a factor that impedes reading development and pointed that reading is a key factor towards life-long learning and personal development and fulfilment.

She reiterated the need for strategies to be put in place by African governments to ensure that reading is entrenched in our countries through legislation and deliberate policies. This will ensure a stable book environment which is a prerequisite for education development and therefore national development. While pointing that Librarians are key stakeholders in promotion of reading, particularly among children, Dr. Nadia made a call for the support of activities such as *reading tents* that have led to the establishment of school libraries in some countries in East Africa. Nadia also made a call for efforts to be made to promote reading, including use of newspaper pullouts, such as "*straight talk*" that has stimulated reading among the young, with the children contributing to the stories themselves. Nadia stated that although in South Africa 25% of schools have libraries, they are not necessarily used because it emerges that children are more influenced by parents early in life, and unless they are guided earlier on from their homes, the battle may not easily be won.

She concluded by saying that librarians have to be seen as helping in developing a reading culture and not hampering it, while teachers must have interest in reading and be able to influence children to visit and use libraries to help them develop a reading habit.

Discussions on this paper suggested the following: 1. School libraries must be made a priority by African governments and a reading hour be made mandatory in the school timetable, with teachers enforcing the hour; 2. The reading culture is dependent on *role models*, especially in rural areas where there are no relevant materials and so care must be taken to supply enough materials; 3. All stakeholders ought to be actively involved in promoting books and reading and techniques like mobile libraries be used to promote reading across Africa.

WAY FORWARD AND CLOSING SESSION

Jean Marie, Executive secretary - ADEA, presided over the closing session where among other things it was agreed that a press release be sent out to governments and relevant institutions to sensitise all regarding the outcomes of the conference. He said ADEA appreciated the holding of the conference by the Working Group on Books and Learning Materials (WGBLM), where the link between publishing and quality education were clearly demonstrated. He stated that women writers ought to be supported financially in order to continue with their involvement citing the Tanzanian example. He then gave participants to share the last views on the conference and what they are taking back home. Participants made comments, suggestions, and proposals as follows:

1. National Associations must be supported by members before they begin to look for other funding.
2. The World Bank participant wanted to get a clear explanation of how booksellers add value in the book provision process.
3. A member from Madagascar deeply appreciated involvement in the conference and acquired new skills and knowledge.
4. The decision to involve both Francophone and Anglophone countries was commended and the sharing of experiences has been good and will help Africa to move forward together; to this end, a participant suggested continued dialogue to spur book development in African countries.
5. A member from Rwanda informed the conference that they are already publishing in local languages and will continue to do so and that their resolve to continue was revitalised through this conference.
6. The conference provided unrivalled networking opportunities and if possible a discussion group can be developed for participants to continue with the dialogue.
7. With all the natural forests, Africans must plan a paper manufacturing enterprise for Africa.
8. A member from Burkina Faso learnt about the Triennale at the conference and this sharing will give them an opportunity to network with their government in preparing for the Triennale.
9. For Zambia, emerging with a newly elected government, they will take advantage to pass on the recommendations to the new officials.
10. For Malawi, with high levels of piracy and with World Bank tenders being currently discussed, they now have some answers for some of the issues being discussed.

11. For Tanzania, with a number of shortcomings in the book industry, the ministry officials now have a lot of interest and with the new knowledge acquired, they will now go and strengthen public private partnerships for quality education. They invited ADEA to plan for their next activity in Dares-Salaam.
12. Kenya appreciated ADEA coming to Nairobi to talk about books and reading and welcomed them to come back again.
13. Nigeria proposed that tenders from the World Bank needed to be discussed conclusively among all stakeholders for the benefit of all.
14. A member suggested that future forums should plan to discuss the digital age and how Africa can benefit from the new technologies.

After this sharing, Mr. Ahlin Byll-Cataria assured participants that in the following week, recommendations would be shared with key people within the book chain, to ensure that they have been properly done before they are put in the final report. A brochure will be produced to share the outcomes with all relevant institutions with the recommendations forming the strategy on future activities of the WGBLM. In addition, he said that the recommendations of the report will be forwarded to the committee of Ministers of Education within ADEA, as well as to all the regional economic blocks in Africa, Africa Development Bank and the World Bank.

In conclusion, he said he was highly impressed with the stakeholder's enthusiasm during the conference and felt extremely honoured by all to have left their businesses to come and participate in the conference and hoped that most of participants will get an invitation to the Triennale and also sponsorship through local funding agencies where the agenda on book development would continue.