

4TH PAN AFRICAN WRITERS' SYMPOSIUM (PAWS)

PROGRAMME AND ABSTRACTS

**THEME: BUILDING CAPACITY FOR SUSTAINABLE ACADEMIC AND
NON-FICTION AUTHORSHIP**

Hosted by

**UGANDA TEXTBOOK-ACADEMIC AND NON-FICTION AUTHORS'
ASSOCIATION (UTANA)**



in

**Collaboration with the Norwegian Non-Fiction and Translators Association
(NFF)**

SILVER SPRINGS HOTEL, KAMPALA

3RD TO 5TH OCTOBER 2016

Published by Uganda Textbook-Academic and Non-Fiction Authors' Association (UTANA)

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ISBN: 978-9970-504-02-2

National Anthem

1.

Oh Uganda! may God uphold thee,
We lay our future in thy hand.
United, free,
For liberty
Together we'll always stand.

2.

Oh Uganda! the land of freedom.
Our love and labour we give,
And with neighbours all
At our country's call
In peace and friendship we'll live.

3.

Oh Uganda! the land that feeds us
By sun and fertile soil grown.
For our own dear land,
We'll always stand:
The Pearl of Africa's Crown

REPUBLIC OF UGANDA

MESSAGE FROM THE MINISTER OF JUSTICE AND CONSTITUTIONAL AFFAIRS

['If there is no struggle there is no progress' wrote Frederick Douglass nearly One and Half Centuries years ago, and his words are as true today as they were then]



Pan Africanism emerged as the principle or advocacy of the political union of all the indigenous inhabitants of Africa, especially the struggle to resist and end enslavement, the struggle for liberation and self-determination; and the struggle for genuine and lasting empowerment. Although Pan-Africanism has often taken the shape of a political or cultural movement, the trend has changed and now Pan-Africanists envision a unified African nation where all people of Africa can live and have a great deal in common, a fact that deserves notice and even celebration. Today, Pan-Africanism is seen much more as a cultural and social philosophy than the politically driven movement of the past, the likes of C. L. R. James and George Padmore, Jomo Kenyatta of Kenya, Kwame Nkrumah of Ghana whose belief was that Africans could unite politically and economically, a movement that brought independence on most of African countries. Here, writers or authors played a significant role in promoting the spirit of Pan Africanism and national unity as evidenced by the contribution of Fidel Castro or Mwalimu Julius Nyerere, whose words, wisdom and actions have guided development in most of the African countries. Indeed, the post-independence, ushered in a generation of African writers – such as Chinua Achebe, Wole Soyinka, Bessie Head who gave voice to issues that could be recognised throughout the Continent.

It is a fact that African countries need to tear down artificial borders in order for the continent to get economic freedom. We have had political freedom for a while, but economic freedom remains a dream for most African countries. As advocates of Pan African movement, Uganda is committed to promote economic integration aiming at breaking down trade barriers through building blocks and partnerships. For instance, in June 2015, a coalition of three regional economic communities representing 26 African countries bringing together a population of 600 million people came together to form the Tripartite Free Trade Area. This is aimed at boosting intra-African trade.

I am happy to be associated with the Pan African Writers' Symposium (PAWS), a partnership of right holders' organisations in various countries in Africa. I appreciate the theme of PAWS "Building Capacity for Sustainable Academic and Non-Fiction Authorship in Africa". In particular, the symposium goal on sharing the lessons and experiences and developing strategies for sustainable relationship between right holders (publishers and authors) and other stakeholders in the book sector is an effort to be cherished. The changing needs of society have necessitated innovations, science and technology demanding new models of authorship especially of e-publishing in cognisance of the African cultural heritage for sustainable literary output in the contemporary knowledge society. For Africa to develop the home grown literature and book industry to support reading culture, improved literacy, education system, and guide the market place, it requires collaboration and partnership among the nations and stakeholders.

As Government of Uganda, the legal framework on copyright and other neighbouring rights has opened opportunities for supporting and protecting the creative works including literary works of authors. I am optimistic that the discussion in the organised symposium shall help to increase national and international awareness of academic authorship and their relevance and lay the foundation for the intellectual dialogue in African nations regarding the academic writing towards national and economic development.

Hon. Kahinda Otafiire,

Minister of Justice and Constitutional Affairs

Message from the UTANA Patron



Authorship plays a fundamental role in the creative industry in the knowledge society. Authorship isn't just about writing, but it involves the creation, production and promotion of books for the Marketplace. Market place varies with the discipline, mandates, roles in society, products and services. Examples of Market place include: politics, academia, governance, media, business, culture, religion, health, agriculture business and industry etc. Regardless of the market place, for any authorship to progress, the actors must clearly understand their business, roles and responsibilities. Authors must therefore understand target audience for whom writing is meant for, targeted market, government regulations and regulations, legal and institutional framework and volatility and dynamics of the market. Over time, authors have utilised research, market survey, imaginary and experience to author in the market place to cope up with the authorship and writing business. More importantly, authors in the market place are obliged to utilise their experience to write products (books) that meet the expectations of society and contribute to the socio-economic development and transformation. It is important for African countries to build strategies for sustaining role models in authorship; thus a need for mentorship programmes, and increased need for knowledge and skills transfer to cope up with the dynamics of authorship in the changing society.

Hon. Prof. Tarasis B. Kabwegyere,
Patron UTANA

Norwegian Non-fiction Writers and Translators Association (NFF)



Trond Andreassen, the International Secretary of the Norwegian Non-fiction Writers and Translators Association (NFF) welcomes all of you to the 4th Pan African Writers' Symposium (PAWS). NFF is an organization for writers and translators of all kinds of non-fiction literature in Norway. We are happy to be associated the right holders (authors and publishers) and their associations in Africa. NFF has been supporting book industry in Africa since 1990's and now is involved in supporting writers to organise themselves to promote the authorship in the continent. We have enjoyed working with African Countries including South Africa, Zimbabwe, Kenya, Malawi and Uganda. We have also previously worked with Nigeria in supporting the authorship industry. This 4th PAWS is more oriented to building capacity of authors and their organisations in ensuring sustainability of efforts extended by NFF. I wish you good deliberation and taking interest in the symposium proceedings.

Welcome to the Pan African Writers Symposium



Academic and non-fiction authors are important resources for the development of an economy. At the same time, there is a lot of potential for non-fiction and academic writing because of the demand for their products. Furthermore, academic and non-fiction writers are the major force in building a reliable and sustainable book industry in the country. This is evidenced by the current educational reforms characterized by the increased education institutions right from pre-primary to university levels, increased enrolment in higher education institutions and demonstrated appreciation of a better reading culture on the African Continent. Various governments in Africa have shown interest in supporting local publishers and definitely the local authors, through various book provision programmes in addition to advocating for teaching in local languages. Copyright regime has taken root in many of African countries that has provided guidance on copyright legislations in respective countries.

Academic authorship in Africa however has faced many challenges including uncontrolled reprographic services, the misuse of copyright rights, un-clear publishing contract/agreements, un utilised opportunities of authorship in the marketplace and moving authorship with advances in technology and Innovation in meeting societal needs. Poor reading culture, inadequate capacity and disjointed efforts in promotion of authorship business has for a long hindered development of book industry. Henceforth, utilization of indigenous knowledge incognizant of African culture and contemporary world creates a need for collaboration and strategic alliance among the academic and non-fiction authorship sustainable literally outputs.

Academic and Non-fiction writing is central to knowledge production and thus the topics for discussion lined up in the 4th Pan African Writers Symposium (PAWS) will certainly provoke stimulating dialogue. The PAWS is of a great interest to academic and non-fiction authors across the continent. The three previous ones were held by Association of Non-Fiction Authors of South Africa (ANFASA) in South Africa (2010), Zimbabwean Academic and Non-fiction Authors (ZANA), 2012 in Zimbabwe Harare, and by Kenya Non-Fiction Authors Association (KENFAA) in Nairobi Kenya (2014). The 4th PAWS organised by Uganda Textbook-Academic and Non-Fiction Authors Association (UTANA) has brought together non-fiction authors and their associations across the continent, providing a forum where they can discuss areas that affect African writers today. The 3-day event shall provide non-fiction authors and authors' associations' space to learn about each other and how they tackle the challenges they face. The symposium shall provide opportunity for networking and sharing of ideas, and shall raise the standard of non-fiction writing in Africa by leading to beneficial collaborations and partnerships among and between authors and authors' organisations.

I welcome all of you to the 4th PAWS in Kampala Uganda. Long live Uganda, Long live UTANA, Long Live PAWS; For God and My Country.

Prof. Elisam Magara, Chairman UTANA,
Convener and Chairperson Organising Committee, magarasam@gmail.com

International Committee for the 4th Pan African Writers Symposium 2016

1. Prof. Elisam Magara, Chairman UTANA, Professor, The East African School of Library and Information Science (EASLIS), Makerere University
2. Mr. Trond Andreassen, International Secretary, The Norwegian Non-fiction Writers and Translators Association (NFF)
3. Dr. Samuel Makore, Chairman, Zimbabwe Academic Authors Association (ZANA)
4. Dr. Sihawukele Ngubane, Chairman, Academic and Non-Fiction Association of South Africa (ANFASA)
5. Mr. Ndongolera C. Mwangupili Senior Inspector of Schools Northern Education Division (NED), Mzuzu Malawi, General Secretary, Malawi Union of Academic and Non-Fiction Authors (MUANA)
6. Dr. Alice Muriithi, School of Agricultural and Food Sciences, Jaramogi Oginga Odinga University of Science and Technology, Bondo- Kenya
7. Prof. Abasi Kiyimba, Vice Chairperson, UTANA, Makerere University, Uganda
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10. Prof. SAH Abidi, Kampala University, Uganda
11. Prof. Rubaire Akiiki, College of Veterinary Medicine Animal Resources and Biosecurity (COVAB), Makerere University, Uganda
12. Mr. Ignatious Kagongi, Retired Teacher, and Founder Uganda Amahiri Sports Foundation, Uganda
13. Mr. Emanuel Otim, Makerere College School, Uganda
14. Ms. Winny Nekesa Akullo, General Secretary, UTANA, Uganda

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15. Dr. Aloysius Rukundo, Mbarara University of Science and Technology
16. Mr. Robert Buwire, Kyambogo University
17. Ms. Babra Apolot, National Library of Uganda

Publications and Papers

Dr. Christian Muganga, Bishop Stuart University
Mr. Godwin Anywar, College of Natural Sciences, Makerere University
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Uganda Textbook Academic and Non-Fiction Authors Association (UTANA)

4th PAWS Programme

Theme: Building Capacity for Sustainable Academic and Non-Fiction Authorship in Africa

Goals

1. Share the lessons and experiences in academic and non-fiction Authorship trends and progress in building authorship capacity
2. Build capacities for Academic and Non-fiction authorship for Community Transformation
3. Develop strategies for sustainable relationship between Right Holders Organizations/Associations and other stakeholders in the book sector

Day 1: Monday 3rd October 2016

Session A: Workshop on Publisher- Author Partnership

The workshop aims at:

- Fostering and upholding a constructive and cooperative relationship between authors and publishers
- Providing a framework for promoting cooperation between authors and publishers, as well as an understanding of contractual relationships
- Advocating for standardization of-publisher- author contracts for the sustainability of publishing industry in developing countries

Expected Participants: Authors, Members of UTANA, Publishers, 4th PAWS registered participants, invited stakeholders in Book sector and government and international invited participants for the 4th PAWS.

Workshop Moderator: Prof. Elisam Magara

| TIME | ACTIVITY | RESPONSIBILITY |
|--|--|---|
| Day One 3rd October 2016 | Pre-Event PAWS Workshop on Publisher-Author Partnership | Venue: Uganda Museum |
| 8:00-9:00 | Registration | UTANA Secretariat (Ms. Winny N. Akullo Secretary, UTANA) |
| Part 1: | Opening | Chair: Godwin Anywar, College of Natural Sciences, (CONAS) Makerere University |
| 9:00-9:15am | PAWS in Context and Workshop Purpose | Prof. Elisam Magara, Chairman UTANA |
| 9:15-9:30am | Welcome Remarks | Prof. Charles Twesigye, Chairman The Uganda Society |
| 9:30-10:00am | Key Note Address: Publisher- Author Partnership: Gaps and implications | Martin Okia, Chairman National Book Trust of Uganda |
| 10:00-11:00am | Publishing (publisher-author) Contracts and Agreements: Principles, Roles and Expectations | Dr. Anthony Conrad K. Kakooza, Dean Faculty of LAW, Uganda Christian University, Uganda |
| 11:00 – 11:30 | Break | Robert Kayiki/Secretariat |
| Part 2 | Panel Discussion | |
| 11:30 – 12:30 p.m. | Question: Publisher-Author Contract/Agreements: What works for Uganda? | Chair: Mr. Moses Taremwa, Observer |
| a) | Author Perceptive (Needs and expectations of authors): | Emanuel Otim, Makerere College School. |
| b) | Publisher Perspective (determinants and indicators of loyalty of authors to Publishers): | William Bamusute - Joibaso Publishers, Rep. Uganda Publishers Association |

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| c) | Legal and Policy implications | Fiona Bayiga Uganda Registration Services Bureau (URSB) |
| 12:30-1:00 | Discussions | |
| 1:00-2:00 | Lunch | Robert Kayiki/Secretariat |
| Part 3 | Commentary | Chair: Ms. Victoria Sentamu, Secretary UPA |
| 2:00-2:30pm | Relationship Between Publishers and Authors: The International Perspective | Mr. Trond Andreassen Norwegian Non-Fiction and Translators Association (NFF) |
| 2:30 – 3:20p.m | Author-publisher standard terms of publishing contracts: The APACT-South African Experience | Prof. Sihawukele Ngubaine, University of Kwazulu Natal, Chairman ANFASA, South Africa |
| 3:20-3:30 | International Authors Forum (IAF)'s perspective on Publisher-Author Fair Contracts and Agreements (Statement) | Barbara Hayes, International Authors Forum, UK |
| | URRO's Perspective on Author Publisher Contracts | Charles Batambuze, URRO, Uganda |
| Part 4 | Way Forward | |
| 3:30-4:00 P.M. | Plenary, Resolutions and Way Forward | Moderator |
| 4:00-4:30 P.M | Evening Tea and Visit to Uganda Museum (Optional) | Robert Kayiki |
| 4:30-6:00 P.M. | ***** | ***** |
| 6:00+ | PAWS Welcome Reception | Silver Springs |
| Day Two | Date: 4th October 2016 | Venue: Silver Springs Hotel |
| 8:00-9:00am | Registration | UTANA Secretariat |
| Session B: | Book Industry and Market Place Authorship | Chair: Prof. Elisam Magara |
| 9:00-9:30am | Writing for Community Development and Societal Transformation: Expectations of Government from Authors. | Everest. Tumwesigye, Commissioner, Community Development, Ministry of Gender, Labor and Social Development (MGLSD), Uganda |
| 9:30-9:50am | Meeting the Changing Needs in the Book Industry: Expectations of Authors | James Tumusiime and Thomas Tibajjuka, Fountain Publishers |
| 9:50-10:10 am | National Libraries and Authors: Symbolic Relationship | Gertrude Kayaga-Mulindwa, Director National Library of Uganda |
| 10:10-10:25am | Editorial and Publishing Challenges in Academic Publications: A Personal Experience | Dr. SAH Abidi, EASLIS Makerere University, Uganda |
| 10:25-10:40am | The Position of Book Sellers in Bridging the Book Chain: The Obligations and Expectations of Authors | Mr. Augustine Lusiba, the Managing Director for Gustro Book Centre, Uganda |
| 10:40-10:50 | Discussions | |
| 10:50-11:10 | Break Tea | Hotel/UTANA Secretariat |
| Session C | Innovativeness, Science and Technology, and Culture and Documentary Heritage | Justus Biryomumasho, Gulu University, Uganda |
| 11:10-11:25 | Open Licensing Models for Strengthening access to information: Opportunities for Authors | Eric Nelson Haumba YMCA Comprehensive Institute, Kampala, Uganda |
| 11:25-11:40 | Online e-book Selling and Elimination of Piracy: A Concept | Dafala Khalil, Crown Assessors and Consultants, Uganda |
| 11:40-11:55am | Inventory of Intangible Cultural Heritage: An avenue of Academic authorship in Zambia | Moffat Moyo, University of Zambia, Zambia |

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| 11:55-12:10pm | Opportunities, challenges and lessons in documenting the Banyankore-Banyakigezi Cultural History: The case for writing clan systems | Ishmaels B. K. Kabanankye, Culture Heritage Center, Uganda |
| 12:10-12:25 | Restoration of Cultural Heritage for Sustainable Authorship in Nigeria | Adetoun A. Oyelude, Kenneth Dike Library, University of Ibadan, Nigeria |
| 12:25-12:40pm | Authorship as a vehicle for transferring indigenous knowledge on traditional medicinal plants | Anywar Godwin, Makerere University, , College of Natural Sciences (CONAS), Makerere University, Uganda |
| | Discussion | |
| Session D: | Gender and Contemporary Issues in Publishing, Literacy and Sustainable Literary Output | Chair: Prof. Rubaire Akiiki, College of Veterinary Medicine animal Resources and Biosecurity (COVAB), Makerere University, Uganda |
| 2:00-2:20pm | Book Hunger or Book famine?: The Authorship Question | Prof. Robert Ikoja-Odongo, VC, Soroti University, Uganda |
| 2:20-4:10pm | Rank and Role of Authors in Society: Ecosystem | Andrew Grace Ndawula, a Teacher, Lugazi, Uganda |
| | Writers as Published and Academic Authors: Challenges and Reflections | Professor Monica Mweseli, University of Nairobi, Kenya |
| | Children Literature beyond Fiction: Analysis and Opportunities for Non-Fiction Authors | Ronald Ssentuwa & Mrs. Eva Balongo, Uganda Children Writers and Illustrators Association, Uganda |
| | Showing case for Gender based Literature: Gaps for Ugandan Market | Ms. Pamela Batenga Femrite, Uganda |
| | The Impact of Reading on Effective Writing and Literary Outputs | Adetoun A. Oyelude & Fadekemi O. Oyewusi, Nigeria |
| | Authorship Mentorship for Professional Development: Experiences and the Future of ULIA | Dr. Sarah B. Kaddu, President ULIA, Uganda |
| | Implications of the contracts between orality and writing: a quest for sustainable literary outputs in Africa” | Prof. Sihawukele Ngubane, University of KwaZulu-Natal and Chairperson of Academic and Non-Fiction Authors Association of South Africa (ANFASA), South Africa |
| | Mentorship Strategies for Junior and Prospective Authorship: A Case for Undergraduate Students | Dr. Alice Nakhumicha Muriithi, Jaramogi Oginga Odinga University of Science and Technology, Bondo- Kenya |
| | Discussion | |
| 4:10-4:30 | Break | |
| Session E 4:30-5:30pm | Author and Book Expositions | |
| | Wisdom at the Fire Place (Book Exposition) | Ssekabira Gertrude I.K, Human resource Manager , PIBID, Uganda |

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| | Promotion of Indigenous Knowledge through Writing: The case of Amahiri Traditional Sport | Ignatius R. Kagongi, Patron and Founder of The Uganda Amahiri Sport Association (UASA), Uganda |
| | The god of Iteso before the Christian God: The un told Story | Source Opak, Iteso Cultural Union, Kumi District |
| | Copyright and Intellectual property Rights: Silent issues for Authors (Book Exposition by the Authors) | Dr. R. Kakungulu Mayambala, Senior Lecturer, College of Law, Makerere University |
| | Discussions | |
| Day 3 | 5th October 2016 | |
| Session F | Textbook and Educational Publishing | Chair: Ndongolera C. Mwangupili, Senior Inspector of Schools Northern Education Division (NED), Malawi |
| 9:00-9:30am | Key Note Address: The Prospects of Book Provision in Education Sector in Uganda | Robinson Nsumba-Lyazi, Ag. Director of Education, Ministry of Education and Sports (MoES), Uganda |
| 9:30-9:45am | Educational Curriculum reforms in Uganda: The Gaps and Expectations of Authors | Mulumba Mutema Mathias, National Curriculum Development Centre (NCDC), Uganda |
| 9:45-10:00am | Dynamics in Government Educational Book Procurement Process: Implications for Authors | Monday Deus, Principal Education Officer, Instructional Materials Unit (IMU) MoES, Uganda |
| 10:00-10:15 | Writing Textbooks for the School Curriculum: Insights | Dr Samuel Makore, Zimbabwean Association of Academic and Non-Fiction Authors. |
| 10:15-10:25 am | A Model Reference point for Ugandan Educational Authored Books: The Mirage Direction for the Ministry of Education & Sports | Annet Nanyonga, Elisam Magara and IMN Kigongo Bukenya, MoES Resource Center, Uganda |
| 10:25-10:30 | School Book-Provision Programme in Uganda: Challenges and Prospects (Book Exposition) | Prof. Elisam Magara, Department of Records and Archives Management, Makerere University |
| 10:30-10:50am | Discussion | |
| 10:50-11:10am | Break | |
| Session G: | Collaboration and Strategic Alliance | Chair: Dr. Alice Nakhumicha Muriithi, Jaramogi Oginga Odinga University of Science and Technology, Bondo- Kenya |
| 11:10-11:40am | The Global Trends in the public lending rights: Lessons for the PAWS right holders organizations | Trond Andreassen Norwegian Non-Fiction and Translators Association (NFF) |
| 11:40-12:00am | The Challenges and readiness of URRO in reprographic collective services in Uganda | Charles Batambuze, Executive Secretary, URRO, Uganda |
| 12:00-12:15am | Experience of Collective Administration, Remuneration and Distribution of Copyright holders: A Case for Uganda Performing Rights Society | James Wasula, Executive Director, Uganda Performing Rights Society, Uganda |

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| 12:15-12:30pm | International Authors Forum (IAF)'s works and WIPO Engagement | Barbara Hayes, International Authors Forum (Presented on SKYPE), UK |
| 12:30-12:45pm | The Role of Academic Libraries in Promotion and Protection of Authorship Works: Perspective of Consortium of Uganda Universities Libraries (CUUL) | Judith Nannozi, Chairperson, CUUL, Uganda |
| 12:45-1:00pm | Discussion | |
| 1:00-2:00 | Lunch | Hotel/UTANA Secretariat |
| Session H | Leadership & Operational Reports | Chair: Prof. Elisam Magara, Chairman UTANA |
| 2:00—3:35 | Current State of Authorship in Bolivia | Jose Alex Inturias Gomez, Secretary General UDABOL, Bolivia |
| | Status of Academic and Non-Fiction Authorship in Zambia: Way Forward | Moffat Moyo, University of Zambia |
| | Status of Academic Authorship in Tanzania: Way Forward | Aristarik Hubert Maro, , Law School of Tanzania |
| | Status of Academic Authorship in Rwanda: Way Forward | Prof. Eugene Ndabaga, University of Rwanda |
| | Strategic Alliance through Writers' Union: Challenges and Lessons for MUANA | Ndongolera C. Mwangupili, General Secretary MUANA |
| | ANFASA: Operational Country Reports by Right Holders representatives | Prof. Sihawukele Ngubaine, Head: African Languages, University of Kwazulu Natal, Chairman, ANFASA, South Africa |
| | ZANA: Operational Country Reports by Right Holders Representatives | Dr Samuel Makore, Chairman, Zimbabwean Association of Non-Fiction Authors (ZANA) |
| | UTANA: Operational country Reports by Right Holders Representatives | Prof. Elisam Magara & Ms. Winny N. Akullo, General Secretary UTANA, Uganda |
| 3:45-4:05PM | Plenary | Symposium Moderator |
| 4:05-4:35pm | Closing the Symposium | |
| 4:35pm+ | Cock Tail | |
| 6th October 2016 + | Visit to Selected Ugandan Memory and Documentary Heritage Sights | Departure for International Guests (Secretariat) |

ABSTRACTS

A: Publisher-Author Partnership Workshop

A-1: Publisher-Author Partnership: Gaps and Implications/Martin Okia, Chairman National Book Trust of Uganda, Uganda

Whereas an author—a person or organisation—creates/writes the books, magazines, newsletters, a publisher prepares and prints books and makes them available to the public/market in a Publisher-Author Partnership. Such a partnership is described as a state of having two people or organisations working together to achieve certain goals. However, the motivation of Publisher-Author Partnership largely depends on economic gains, moral gains or academic accomplishment among others. Such partnership helps the parties to share their respective core expertise to bring out the desired product. It also helps the parties to share the risks and gains. The major challenge however is building a string partnership, which include; dishonesty, loss of manuscripts or delayed publication, abdication of the respective roles, non-payment of author royalties, unpredictable book market and poor reading culture. Therefore to safeguard such partnership, this paper presents various measures including developing Publisher/Author Agreement. The publisher/author agreement among others spells out the following: specific roles and responsibilities, payment terms, percentages, conflict of interest, termination and arbitration clauses etc. Some contracts also have specific clauses which address emerging publishing developments such as e-books.

A-2 Publishing Contracts and Agreements: Principles, Roles and Expectations/Dr. Anthony C.K. Kakooza, Dean Faculty of Law, Uganda Christian University, Uganda

The presentation looks at the legal position on contractual relationships between publishers and authors. It addresses statutory provisions under the Copyright and Neighbouring Rights Act of 2006 and the stipulations in this Act on dealings between publishers and authors. Explanation of various terms is given to dispel confusions such as to terms such as: Author, Owner, Commissioned work, economic rights, moral rights, neighbouring rights, image rights and others. The presentation also highlights some of the latest case law developments in the area. In this regard, the presentation touches on the controversy surrounding what pertains to substantial use of copyright protected material (specifically in publications) by persons in education service providers.

A-3: Discussion Question: Publisher-Author Contract/Agreements: What works for Uganda

Emanuel Otim, Makerere College School, Uganda

Bamusute William-Joibaso Publishers, Uganda Publishers Association, Uganda

Fiona Bayiga, Uganda Registration Service Bureau, Uganda

A-4: Statement: International Authors Forum (IAF's) Perspective on Publisher-Author Fair Contracts and Agreements/ Barbara Hayes, International Authors Forum, UK

Article 27 of the Universal Declaration of Human Rights ensures everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits, and that everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Furthermore, in an increasingly homogenised world the preservation of cultural diversity is as important as that of environmental diversity for the future. Authors preserve that diversity by maintaining indigenous arts, literatures, languages and music as much as the rainforest maintains natural diversity.

Authors need fair remuneration if they are to continue to produce the work everyone want to access – without payment they will not be able to continue to create. All authors want the widest possible lawful access to their works – but also to be paid fairly. They need to know what a fair contract looks like, they need to be empowered to negotiate the best deal they can with publishers and the International Authors Forum has worked with its members across the world to develop 10 Principles of Fair Contracts. It is important that authors are educated in what is fair so that they can properly benefit from the fruits of their labour. At the IAF we have been working with our members to ensure they spread the word about the 10 Principles of Fair Contracts and we also started a campaign earlier this year telling publishers the problems authors face and asking for dialogue so that contracts can consistently be fair to all.

The IAF statement reflects the issues and details how we went about the campaign and we hope that this might spark some ideas of how authors can work in solidarity across Africa to put them in a stronger position when negotiating their contracts.

We wish you a constructive Symposium.

B: Book Industry and Market Place Authorship

B-1: Writing for Community Development and Social Transformation: Expectation of Government from Authors/Everest Tumwesigye, Commissioner, Community Development, Ministry of Gender, Labour and Social Development (MGLSD), Uganda

The Government of Uganda guided by Vision 2040 and National Development Plan (2015/16-2019/20) is committed to transforming the Ugandan Society from a peasant to modern and prosperous country in 30 years. Through the National Community Development Policy (NCDP) 2015 and Social Development Sector Development Plan (SDSP) (2015/16-2019/20), the Government is committed to development that is community driven; led and owned which is a basis for sustainable development. This is derived from purposive community engagement to catalyse community level action for change of attitudes and adopting positive behaviours. The NCDP and SDSP recognise that people are social actors for positive change in the communities. The role of Government is to enhance people's capacity to determine their own destiny and future through accessing relevant skills and information. Access to knowledge and acquisition of skills are requisites for transformation of communities. To transform society requires models for engaging, encouraging, strengthening and empowering communities to harness their potential through skills development.

Skills of writing and authorship are important to all stakeholders including researchers, government employees and the public/communities. However the issue now the writers should be wondering about and therefore able to research and write about is the current low demand for and uptake of government programmes and social services at community and household level. From practice and experience, probable causes of this phenomenon include: lack of adequate information on government programmes and social services, low levels of literacy (leading to limited access and utilization), ineffectiveness and uncoordinated community mobilisation and limited capacity of the change agents to handle integrated community mobilisation, negative mind set and attitudes, cultural practices and dwindling spirit of voluntarism among change agents to support writing and authorship. This paper suggests a community development model and approach that promotes community involvement and participation as well as enhancing institutional capacity to deliver meaningful community development services for social transformation through authorship/writing.

B-2: Meeting the Changing Needs in the Book Industry: Expectations of Authors and Publishers/ James Tumusiime and Thomas Tibaijuka, Fountain Publishers, Uganda

This paper reflects on the experience of the publishing firm—Fountain publishers and that of the authors. The paper exhibits the authors experience in publishing and the challenges in the book industry. It echoes on

the various books, articles in journals and bulletins accredited to authors in publishing and book industry. The paper also explains the publishers' expectations from the authors, the sour part of the publishing business and advice to authors in meeting the emerging society needs.

B-3: National Libraries and Authors: A Symbiotic Relationship/MS. Gertrude Kayaga-Mulindwa, Director National Library of Uganda

Authors and National Libraries have an interdependent relationship. Authors depend on their National Library to keep and preserve their recorded thoughts, their imaginations and their use of the written word, for posterity. National Libraries would not be able to fulfil their own mandate of collecting and preserving society's documented heritage if those documents were not created. The preserved record symbolizing society's combined intellect tells the story of a particular peoples' history, culture, achievements and mistakes and the very essence of that society at a particular time in history.

This paper gives an overview of how National Libraries are mandated to play the vital role of preserving their nations' documented heritage. To do this effectively, they need to work closely with and nurture the authors. They further need to safeguard the fair use of the authors' work, while ensuring that researchers have access to the already existing nation's recorded intellect. Furthermore, authors also need to keep a close relationship with their national library to know what has been written by others and to build on it. They also need to ensure that their work forms part of the national collection and can therefore be used by others to keep building the nation's knowledge bank.

The paper concludes with a recommendation on the synergies that need to be exploited to ensure that this relationship is strengthened and how each individual author's work is a vital piece of a nation's intellectual output.

B-4: Editorial and Publishing Challenges in Academic Publications programme: A Personal Experience/Dr. SAH Abidi, EASLIS Makerere University, Uganda

As the Director of the East African School of Library and Information Science at Makerere University, I developed interest in examining the research contributions of different faculties and schools of Makerere. I personally visited several faculties, departments and libraries to look at the research reports, dissertations / theses and publications of the academics and research scholars. The results of these visits were very encouraging and enlightening. I found huge research work accomplished. This prompted me to compile a comprehensive register of Makerere University research work. This paper presents the contribution of university administration in funding for academic publication. It provides a personal experience and the responsibility of managing Makerere University Press. The paper exposes the experiences especially that of cold shoulder policy from University Administration. The presentation asserts that the good fortune of a University top leadership representing exceptionally high academic caliber, sincerity, honesty and patriotism has an effect on successful authorship in the country. Another serious setback to the University Press was the disinterest of the senior academics and researchers who were happier with keeping publication funds of research grants with themselves instead of spending through University Press, even if the published research reports were substandard.

The young academics were more enthusiastic about publishing their works but the challenge was the lack of training in preparing manuscripts. There was exhibited willingness of young academics on the training. However, limited resources to train academics hindered the operations of the press. Publishing minus distribution has no meaning. Selling published works involves resources for marketing. Makerere University Press suffered on this front. When it tried to sell through local book shops, the Press was cheated by the distributors. For a University to claim its legitimate status of academic excellence among the top universities of the world, its academic staff must take advantage to tap in publishing opportunity available.

B-5: The Position of Book sellers in bridging the Book Chain: The Obligations and expectations of Authors/ Augustine Lusiba, the Managing Director for Gustro Book Centre, Uganda

C: Innovativeness, Science and Technology, and Cultural and Documentary Heritage

C-1: Open Licensing Models for Strengthening Access to Information: Opportunities for Authors/Eric Nelson HAUMBA, YMCA Comprehensive Institute

For years, publishers have been charging users for access to scientific information to make profits. Authors were mandated to grant copyright ownership to the publishers, a system that went undisputed until the Internet popularized electronic publishing. This impacted undesirably on authorship and access to academic materials in higher institutions of learning across various disciplines including agriculture, health, management just to mention leading to fewer innovations in the education sectors. Open Educational Resources (OERs) provided for by open licensing have lessened the burden. They offer huge opportunities for authors who create and academics who access them thereby widening the knowledge base due to their openness. This paper reports how the AgShare project is championing the OER initiatives in selected African Universities particularly Makerere through Open Licensing. The project supported graduate students to create and share indigenous farming practices as OERs, while collaborating with diverse stakeholders like faculties to bridge the gap between theory and local practice in university agriculture and information management curricula. Data was collected using focus group discussions conducted during field visits to three districts, face to face interviews, and document reviews. The AIK collected was repackaged on DVDs, posters and available in a database under the open licensing model. Based on the experience from the AgShare methodology implementation, it is hoped that potential and proven writers will continually capture and document AIK and make it freely available. Additionally, it's hoped that development partners, rural farmers, agricultural faculties of African Universities and researchers will leapfrog in the utilisation of IK as well as rejuvenate the discourse on its preservation as OERs.

C-2: Online E-books Sales to Eliminate Book Piracy and Reduce the Carbon Footprint of Books/ Dafala Khalil, Crown Assessors and Consultants, Uganda

The Ebooksia Innovation is an online market (portal) for sale of eBooks. It allows us trade (by earning commissions) as agents for publishers and authors. The Ebooksia concept (targeting 2 billion internet users worldwide) widens the market base for eBooks, thus improving sales and profitability. The concept uses economies of scale to make publishers and authors earn more revenue with sales cycles that produce for each book profit margins of over 100%. The current market for eBooks are the internet savvy people who will shift from owning hard copies to (the more conveniently stored) digital content (shopped online anywhere, anytime) on smart phones, tablets, laptops and desktops.

Our unique concept allows (sell-back) an option to customers to make them participate fully in the 'second hand' books market resulting in elimination of book piracy by the 24/7 use of payment platforms such as *PayPal* (VISA, Master Card) or (MTN/Airtel/M-Pesa/etc) Mobile Money. Our sales model is also transparent to publishers and authors by making each access his/her sales on the website portal using his/her password. Interlinkages of mobile money and internet networks will boost intra-African trade in eBooks with a market potential of about 20 million students on the continent.

Ebooksia.com has about 300 eBooks online acquired through Master Resale Rights (MRR); future plans include installing online self-publishing software to ease digital content uploading by publishers and authors. After purchasing any book a downloading link, sell-back and (virtual wallet) account balance options for the customer are provided. Ebooksia.com envisages selling off not less than 51% stake to majority shareholders such as publishers, authors and/or any other stakeholders under guidance of our copyright consultants, M/s Karuhanga, Tabaro & Associates.

C-3: Inventory of Intangible Cultural Heritage: An Avenue of Academic Authorship in Zambia/ Moffat Moyo, University of Zambia, Zambia

The Intangible Cultural Heritage (ICH) refers to the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. The aim of this study was to examine how inventorying of ICH can contribute to authorship in Zambia. To this end, the study examined the form in which ICH inventories as prescribed by UNESCO are prepared and how these inventories can be adapted for publication in form of an article, book chapter or book. The study involved a careful examination by the author of the author's development of selected inventories from the Chipata inventory into book chapters. The study showed that adaptation of inventories is a path that can contribute to academic authorship. The study identified the need to not only be restricted to inventories but further research before the inventories can be finally developed into publishable documents. It was concluded that this approach would also contribute to academic publishing though still cognisant of the fact that academic publishing seems to be in its infancy in Zambia and therefore requires more input for its development.

C-5: Opportunities, challenges and lessons in documenting the Banyankore-Banyakigezi Cultural History: The case for writing clan systems/ Ishmaels B. K. Kabanankye

In a rapidly changing society, the documentation of cultural history is crucial for maintaining people's heritage and identity. This paper documents the fieldwork experiences including gendered challenges, opportunities and lessons learnt during a recent ethnographic research, using the 'culture values approach' on the Banyankore and Banyakigezi cultural history. This is expected to help other scholars and researchers improve the quality of writing and authorship of cultural history products.

In the traditional Ankore-Kigezi region, the clan systems uniquely stand out. Therefore, the focus of this presentation is on clan systems in relation to people's traditional social structure that are patrilineal, totemic and exogamous. Among the emerging opportunities are scientific and technological developments; including genome sequencing and carbon dating. Others include the existing functional clan structures, in spite of being undermined by rapid urbanization and westernization. However, diverse challenges exist. For example the contemporary formal education and training do not prioritize traditional knowledge. There is also a widening inter-generational gap. The tradition of not mentioning elders' names, referred to as 'okusinda' in the study area, complicates documentation. Increased migrations, intermarriages and deviation from traditional practices and adoption of alien cultures or acculturation undermine the cultural history knowledge base.

This paper draws lessons to complement the growing body of knowledge on writing peoples' cultural history. It illustrates the people's changing traditional social organisations and diversity of cultural expressions as portrayed through Banyankore-Banyakigezi's cultural activities, goods and services. It is part of our duty to create, store and catalogue cultural heritage database for posterity. There is need for more innovative approaches that are more firmly rooted in indigenous capacities, institutions and identities which are more likely to foster sustainable state models built on legitimacy and social cohesion.

C-6: Authorship as a Vehicle for Transferring of Indigenous Knowledge on Traditional Medicinal Plants/Anywar Godwin, Makerere University, College of Natural Sciences, Makerere University, Uganda

Indigenous knowledge on medicinal plants is rich source of lead compounds for drug discovery. However, this knowledge is sometimes shrouded in secrecy and is often neglected and even stigmatised. Due to the predominantly oral culture in Africa, this rich knowledge is not documented for posterity. This is worsened by the fact that the custodians of this knowledge are dying out without passing it on. It has been said, "When an old man dies in Africa, a entire library burns". The children to whom they would pass on this knowledge are either in school most of the time or are not interested. Authorship is the most reliable way of ensuring

this knowledge is preserved and is accurately transmitted to future generations. Authorship can also contribute towards the addition of value to this knowledge for example through drug development. A systematic literature review was conducted on medicinal plants and drugs derived from them from various published sources. Several drugs have been developed from medicinal plants and traditional indigenous knowledge to treat various ailments even up to today. It is estimated that over 25% of all modern medications are derived from natural products. The chances of discovering an active compound from natural products have been shown to be significantly higher when the search for medicines begins with indigenous traditional knowledge. Several examples abound including quinine from the Cinchona bark for treating malaria. Authorship can therefore play a great role in ensuring the survival and development of indigenous traditional knowledge on medicinal plants.

C-7: Restoration of Cultural heritage for Sustainable Authorship in Nigeria/Adetoun A. Oyelude, Principal Librarian, Kenneth Dike Library, University of Ibadan, Ibadan, Nigeria

Cultural heritage is a mix of traditional values that are extremely important to any group of peoples or community. Writers and authors need sound and accurate cultural historical background for their writings to make the writings interesting, informative and educative. There is therefore the need to preserve cultural heritage for posterity and especially for researchers whose aim is to write either fiction or nonfiction with a view to further sensitize society to values that are long lasting. The efforts of the Ebedi International Residency Writing Program, Iseyin and the African Heritage Library, Adeyipo in Oyo State, Nigeria in providing space for authors to write, and restoring cultural heritage materials respectively, for use of writers and researchers is described. Literature search, Interview and Observation methods were used to gather information. Recommendations were made for improvement of services offered by the two projects. It was concluded that the institutions could be better funded by government through the Cultural arm of the Ministry of Information, and more concerted effort put to documenting culture and historical facts. Records of heritage activities should be properly gathered, processed and the information stored in data banks that writers can consult to aid in their literary pursuits. The 'give-back-to-the community' operational strategy used by both institutions could be strengthened to accommodate school children more and create a young writers' club in the communities where the programmes are located to ensure that the legacy of authorship is sustained well into the future.

D: Gender and Contemporary Issues in Publishing, Literacy and Sustainable Literary Output

D-1: Book Hunger or Book famine?: The Authorship Question/ Prof. Robert Ikoja-Odongo, Soroti University, Uganda

Books, education and national development are inextricably linked. Books of various types and formats are the means for spreading, preserving and sharing information, knowledge, wisdom and productive skills for development. Government of Uganda specifically recognizes the place of books in the process of development since it takes some useful steps towards solving the many problems facing the book publishing industry. Despite such value and commitment there is book hunger or famine in Uganda. Is this the authorship question? If not what are the problems; where are they, what should be done and by who? The paper discusses this topic from the affirmation that all symbols of a publishing industry exist in Uganda and yet there are anomalies characterizing the book situation in the country. The national aspiration and effort to build a sustainable book industry system in the country has not been realized. The dominant and or pervasive unsettled and lingering issue of providing adequate books to all types of readers remains unanswered. The paper will therefore seek to establish the cultural, social, economic, political issues and technological underpinnings and the imperatives influencing the development the local publishing industry in Uganda. The paper will be guided by a review of literature and observation of the current publishing scene in Uganda.

D-2: Rank and Role of Authors in Society: Ecosystem/ Andrew Grace Ndawula, Teacher, Lugazi SS, Uganda

In his novel, 'Zorba the Greek,' Kazantzakis attributes the fecundity in the Aegean Sea to the 'warm winds from Africa' which made "branches, breasts and brains to swell." He was literally referring to the warm spring winds from Africa and symbolically referring to the winds of Egyptian philosophy which influenced Greek philosophers, who in turn formed the basis of European civilization. Europe's preponderance over Africa should be attributed to her capitalization of ideas, since Africa highly exceeds the other in natural resources. That is a statement on the importance of authorship in shaping societal destinies. Africa has a rich glorious past as the cradle for civilization, a hub for advanced learning and a super power - things that Egypt once was. Africa's present vulnerability is not because she is void of material resources or thinkers. Rather, in my view, Africa's thinkers have not been vigilant enough about their rank and role in society, this assigning them to second-rate circles and eventually bringing about a leadership vacuum. The bleak socio-economic-political environment that is forcing many Africans to flee this country should be attributed to low value of ideas. This exposition seeks to promote authors' self-identity and self-esteem, talent-development (through constant exposure to knowledge and information), quality enhancement, and the need for innovative resilience towards existing challenges. Authors' fraternity is simply crucial for survival. Habitual reading has influenced my outlook, including the views on the issues addressed in this paper. The teaching career is a constant classroom, exposing me to the various characters from inexhaustible humanity, while my entry on the book market exposed me to challenges which in turn opened my senses to lessons priority unknown to me. It is a humble background but a great desire to share, and a hope that my humble message will add value to the great minds of women and men in this audience

D-3: Writers as Published and Academic Authors: Challenges and Reflections/Prof. Monica Mweseli University of Nairobi, Kenya

Traditionally, African authors have relied on published non-fiction and academic materials by foreign/writers and publishers. There has also been evidenced ignorance of copyright laws and intellectual property rights on the part of authors in addition to lack of negotiating skills by authors, versus publishers. For many aspiring and sometimes established writers constantly ask questions that requires answers as motivators to academic writing and publishing. The main question in this paper is: What rights do authors have and how can they get maximum benefit from their works? The paper seeks to address issues of author's rights, recognizing those rights and how to exploit them. It also affirms the need for organizing authors both at national and international levels to promote the authors' rights.

D-4: Children Literature beyond Fiction: Gaps and Opportunities for Non-Fiction Authors/By Ronald Ssentuuwa & Evangeline Barongo, Uganda

Uganda is 2nd country with the youngest population in the world, 3rd with fastest growing country in Africa and 4th fastest growing country in the world (MGLDS: 2015). In this regards the government has established ambitious goals for the future of the country, as outlined in Vision 2040 and the 2015 National Development

Plan (NDP), i.e “a transformed Uganda Society from peasant to a modern and prosperous country” and a middle income status in the next five years through prioritizing investment in five key growth drivers with the greatest multiplier effect. Great progress has been made in the recent years to improve Uganda’s economic growth and health and education. But such will be reversed if the growing population is not effectively integrated and supported, as the emerging generation of young people can successfully contribute to a productive society. This therefore calls for the need to invest young children to ensure positive child development since 56% of Uganda’s population are children (UBOS: 2013). Investing in children includes elements of stimulation and responsive for holistic development of the children considering the emotional, cognitive, and physical development. Key priority activities that support holistic development of a child includes; home visiting, communication, play and reading for children. However, caretakers for children hardly have appropriate reading materials for their children before and after birth. Though it is evident that children can even read from their mother wombs, this limits the development of a child brain, thus influencing the vocabulary development among others; reading component is limited: minimum number of child authors, lack of resources to publish children literature and negative attitude of care givers as result of ignorance. This paper demonstrates the opportunities and challenges for nonfiction authors in promoting children literature and beyond.

D-5: Showing case for Gender based Literature: Gaps for Ugandan Market/Pamela Batenga, FEMRITE, Uganda

The market survey for Ugandan literature in Uganda was commissioned by FEMRITE and funded by the Danish Centre for Culture and Development. The main objectives of the survey included; investigating the state of literature in Uganda with a particular focus on access to markets, income generation through literature, analysis of key audiences/consumers for Ugandan Literature, determining the challenges affecting the vibrancy of the reading culture in Uganda and determining possible future strategies to address the situation. The survey also made an assessment of FEMRITE activities and their impact on Uganda’s literary sector and the community. The findings indicated that although the volume of literary works is growing in Uganda, publishers have failed to put up structures to effectively market Ugandan literature. They are blamed for being very expensive, sometimes accepting and producing poor quality work and also failing to take full advantage of technological advancements such as self-publishing. The literary sector is also affected by the low level of consumption of literary works. Coupled with this, are the low print-runs and the minimal incomes from this trade. The perceived poor reading culture could explain this unfortunate situation. Still, the good quality literature that finds its way to the market and is eventually consumed begets incomes for authors and other stakeholders in the book chain. However, despite various efforts, piracy is rife in the country and therefore the beneficiaries are not satisfied with the returns. Several recommendations have been advanced for the improvement of the literary sector. Critical to these is the revitalization of the National Book Trust of Uganda (NABOTU). The Trust should take leadership in the book Sector. FEMRITE was requested to expand the Writers Caravan programme to other parts of the country the formation of the Uganda Writers Union.

D-6: Implications of the contracts between orality and writing: a quest for sustainable literary outputs in Africa”/Prof. Sihawukele Ngubane, Professor at the University of KwaZulu-Natal and Chairperson of Academic and Non-Fiction Authors Association of South Africa (ANFASA), South Africa

African culture and literature is perceived by many scholars as a development barrier as a result of its inferiority status compared to global cultures. Scholars such as anthropologists, historians, sociologists and psychologists report on the data that is acquired orally from societies. Ferdinand de Saussure (1857 – 1913) called attention to the primacy of oral speech, which underpins all verbal communication as well as to the persistent tendency, to think of writing as the basic form of language. African culture and values were expressed verbally in the past and passed on to the next generations through the word of mouth. Culture forms an integrate pattern of human knowledge and also embodies languages, ideas, beliefs, customs and traditions that underpin human behaviour of a particular social group at a given period of time. It fulfils spirituality through verbal narratives, folktales, songs, hymns, myths, legends, prayers and rituals whilst

communicating ideas, emotions and beliefs. On the other hand literature refers to written, factual and creative works of social history, beliefs and culture. The aim of the paper is to explore relevance of oral literature in sustaining literary outputs in the 21st Century. Proverbs from all over the world are observations about human phenomenon of speech in its oral form long before writing came into place. Writing should not be seen as hindrance in reducing orality but enhance it. Oral forms such as isiZulu proverbs will be reviewed to determine whether the perception of contrasts between orality and literacy. The paper argues that literary works should reflect human existence, knowledge and philosophy in oral and written modes to sustain literary outputs.

D-7: The Impact of Reading on Effective Writing and Literary Outputs/ Adetoun A. Oyelude & Fadekemi O. Oyewusi, Nigeria

African writers have attained literary heights least expected from Western quarters. Nobel Laureates have emerged from the ranks of African writer. Most Nigerian writers have excelled in their trade due to their voracious reading habits and also their hard work in improving their writing skills. In order to write well the writer needs to read a lot. Many studies have been conducted on reading and writing and the interconnection of both, while a few have studied the relationship of reading and writing in general, in producing literate and literary-minded people. There is a dearth of studies on the effect of reading habits as having influence on writing skills, and eventually creating excellent literary outputs. Therefore this study investigated the impact of reading habits on writing skills in order to achieve best literary outputs to develop and sustain a literate society. Five writers each, of fiction and non-fiction were purposively selected for the study. Questionnaire and interview methods were used to gather information on their reading habits, writing skills and habits, and measurement of their literary outputs. Recommendations were made on how improvement of reading habits, writing skills and habits can be done by writers, as well as advice given on how best literary outputs could be achieved through this.

D-8: Authorship Mentorship for Professional Development: Experiences and the Future of ULIA/Dr. Sarah Kaddu, PhD, sarkaddu@yahoo.com

Authorship involves creative thinking and documentation of experiences in the transaction of business in a given area. The purpose is to record and pass on experiences, results of research and forecasting of events. The ultimate aim is to create informative media through which experiences, findings and occurrences are recorded for posterity. Mentorship on the other hand are planned efforts to groom and develop others in a particular area, field or profession in order to create disciples to preach the gospel in the given context. For example, one could talk about: mentorship in library management, mentorship in the organisation of knowledge, mentorship in leadership, among others. Professional Development on the other hand, involves passing on to a selected group the theory and practice in a given profession. For example, professional development in the library and information science, it involves the deliverance of theory and practice. Uganda Library and Information Association (ULIA) in this paper refers to the umbrella professional Association responsible for the development of a corps of practitioners in the library, information and related fields whose vocation is to collect, process, and access information resources to the users in order to get information/knowledge from them.

The aim of this paper is to examine ULIA's contribution in the process of authorship mentorship for Library and Information Science (LIS) Professional Development. Specific objectives include to: examine the role of ULIA as an umbrella LIS professional Association, examine the authorship mentorship efforts so far undertaken by ULIA, examine challenges (if any) encountered in the authorship mentorship process, propose ULIA's future in authorship mentorship for Professional Development. Data was collected through interviews with selected LIS educators, trainers, researchers and students; document reviews on LIS authorship mentorship and LIS students' activities, and supplemented visits to selected LIS Collections to identify works of LIS authors.

*D-8: Strategies for Mentoring Undergraduates in Academic Authorship*¹Alice Nakhumicha Muriithi and ²Dali Mwangore. ¹Department of Plants, Animals and Food Sciences, Jaramogi Oginga Odinga University of Science and Technology, Kenya

Linking writing to thinking and learning is very important. Being able to write well improves the student's academic performance through reflection and brings out a student centered learning environment. This paper illustrates how faculty involved in mentoring research writing can develop pedagogical mentoring strategies to assist students in authoring research papers. Evidence suggests that mentored students are better at problem solving, decision making, and goal setting and overall they are happier with their educational experience. As in dialogic learning, learning created through curiosity, dialogue and consensus engages the students' critical thinking and learning skills especially in STEM that requires evidence-based studies. Mentored students report being supported to access resources for their writing, including choosing a topic, doing library research, writing an outline, taking notes, writing a rough draft, and editing and polishing the final paper. Finally mentoring should be seen as a partnership in personal and professional growth and development and key to academic authorship. Faculty face mentoring challenges because of increased teaching loads, research demands and administrative duties. However, evidence shows that mentoring benefits the students, faculty and the institution. Therefore the universities need to put in place an Undergraduate Mentoring Office to create an enabling environment for mentoring. It is hoped that this paper may stimulate more faculty to mentor willingly and assist undergraduates to become published authors.

E: Book Expositions

E-1: Promotion of Indigenous Knowledge through Writing: The case of Amahiri Traditional Sport/ Ignatius R. Kagongi, Patron and Founder of The Uganda Amahiri Sport Association (UASA), Retired Teacher, Uganda

We played Amahiri along the foot of Rukore hill in Mitooma district, Western Uganda, while we looked after goats and cows. Our parents testified that the sport had been learned from their ancestors, several years before, who had handed over the knowledge to the next generations by word of mouth and practice. It is played by four or six people. The players and overseers (referees) before the game map out the route to follow and the distance to cover. Amahiri is played in rounds or patterns until the agreed upon distance is covered. The sport provides entertainment, competition and physical exercise.

Amahiri is the Runyankore / Rukiga name of the sport. It comes from the verb *okuhirika* meaning to throw or even roll something. It is not expensive, only identification marks on the players and their sticks / tools are required. It is easy to teach, learn, and participate in. Both the young and old females and males, and even some disabled people can play Amahiri. It teaches self-control, determination, respect for established regulations, and endurance. Also taught are precision and estimation, self-respect and upholding moral standards in society, and a pure spirit of sportsmanship.

The sport has been popularized. It was approved by the National Council of Sports, commissioned by the Ministry of Education and Sports, and it is the only Field Traditional Sport documented to this level in this country. Amahiri is the Traditional Sport UGANDA exhibited during CHOGM in 2007. Also, Old Kampala Senior Secondary School, Aggrey Memorial School, Christ The King Church Kampala, Mandela National Stadium Nambole, Bweyogerere Town Council, and Kyambogo University have had Amahiri teams.

Of course, there are many other aspects of indigenous knowledge undocumented, but I have written about some of them to do with fermentation process, treatment of ailments, architecture, and cooking.

E-2: The god of Iteso before the Christian God: The un told Story/ Source Opak, Iteso Cultural Union, Soroti, Kampalat

This paper provides the evidence that the Iteso people living in Eastern Uganda and Western Kenya knew God before the arrival of Christian Missionaries. It presents a long list of gods worshipped by Iteso with

specific functions – most probably a council of gods headed by God the Creator himself. But the early missionaries did not see them as gods. To the missionaries these were demons pure and simple, with varying degrees of power. It did not matter to the missionaries that two of the Iteso gods, Elohim and Eloiloi, shared names with the Jewish and Christian Gods. Neither did it matter that sections of Iteso considered either Elohim or Eleemu to be the correct name of God the Creator. What mattered was power!

They very quickly found out that the Iteso feared the god Edeke because he was responsible for causing sickness and disaster – and therefore a god of judgment. So they declared him Almighty God and God the Creator! By deliberately sidelining the gods Elohim and Eleemu the missionaries clearly demonstrated that they had a hidden agenda besides preaching God’s Word. But how did the Iteso come to share gods with the Jews and Christians?

A prominent Jew answered that question in Turkana during a gathering of the *Ateker* Cluster comprising of Iteso, Karimojong, Turkana, Topossa of Southern Sudan, and the Nyangatom of Ethiopia. He astonished everybody when he proclaimed – You the *Ateker* Cluster are the lost tribe of Israel! By this time Elohim and Eloiloi had been clearly identified as native gods in an earlier gathering in Turkana – the Cradle of Mankind. But it was a Scottish proprietor of a museum in Kitale, Kenya, who linked the *Ateker* to ancient Egypt and said that *Ateker* languages were the most important in the world because they hold the key to understanding mankind’s pre-historic past. This may explain why the Iteso god Eleemu bears a striking resemblance to the ancient Egyptian god Khnemu who considered himself God the Creator and the father of the gods.

E-3: Wisdom at the Fireplace: the Undocumented Generational Gap”/ Gertrude I K Ssekabira

“Wisdom at the fireplace: The undocumented generational gap” is a documentation of the African traditional education that was based on the values and traditional systems of societies. It includes superstition, proverbs, parables, wise sayings, poems and some stories from Uganda, Tanzania and Senegal.

African Education was structured by the people and was relevant to the needs of the society that prevailed then. African traditional education was the main method of transiting knowledge, values and skills from the elders to the young ones in most of the African tribes. The older men mentored the boys in chores as they went about their work. The older women too did the same to the girls. As they retired from the day’s responsibilities while seated around the fireplace, more wisdom and knowledge, social values, and etiquette, bravely, love for work from riddles, superstition, proverbs, stories were given by the elders. Through such, the individual’s behavior and character were shaped. Today, the African children except those in rural areas have missed out on traditional African education due to the advent of formal education that undermined the traditional value system. Western values replaced traditional ones. In the process, traditional African education was relegated to the margins, associated with rural people who lost their socio-economic power.

It provided the platform for controlling and disciplining the child growing up humble yet not timid. It created room for respect of elders. It was the oasis of wisdom. Today there is a cry for the loss of the African education that has been eroded by the western culture creating a deep and wide gap which must be addressed, documented and sustained. This paper therefore, creates awareness of the value of the African traditional education, unveils the undocumented gap in order to inspire Africans to preserve and sustain this traditional education.

E-4: Copyright and Intellectual Property Rights: Silent issues for Authors/ Dr. R. Kakungulu Mayambala, Senior Lecturer, College of Law, Makerere University, Uganda

This paper gives an exposition of a book entitled “Intellectual Property Law in East Africa/by Prof. David Bakibinga and Dr. R. Kakungulu Mayambala. This book deals with primarily with the law relating to intellectual property protection in Uganda. It analyses the developments from pre-colonial period to the current law—the Copyright and Neighbouring Rights Act 2006. The book also analyses relevant international legal instruments among other contents. This paper presents the silent copyright and IP rights issues relevant to Authors. This paper presents an exposition of the conception of the idea of the book,

production and publishing of the book and the un published gaps. The presentation gives an insight of legislation relevant to authors and the implications for the future.

F: Textbook and Educational Publishing

F-1: The Prospects of Book Provision in Education Sector in Uganda/ Robinson Nsumba-Lyazi, Ag. Director of Basic and Secondary Education, Ministry of Education and Sports (MoES), Uganda

Like in any other developing country, education in Uganda has been constrained by poor reading culture, which has had an impingement on lifelong learning and academic performance at all education levels. Over the last 18 years, Uganda has made tremendous progress in improving literacy levels attributed to Universal Primary Education (UPE) and Universal Secondary Education (USE) (Uganda Vision 2040, 2013). It is one of the goals of education to eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self as well as national development for continued learning (White Paper on Education, 1992).

Since 1998, MoES has been trying to provide strategic interventions to improve reading culture and eradicate illiteracy through the National Textbook Policy for Uganda, where at least 10% scholastic materials has been allocated to provision of books, teaching materials and libraries. Further interventions by the Ministry have included the central procurement of books by the MoES in 2000, the Decentralised Instructional Materials Programme (DIMP) (2001-2007) and, the HYPO (2007 to-date) which address the provision of school books for improved literacy, reading culture and educational performance. This paper reviews the various government efforts supporting book provision in the education sector. In particular, the paper reflects on Education and Sports Sector Reviews (ESSR) aimed at “Re-aligning school governance and management towards sustainable quality education and training outcomes”. The paper reviews various strategies regarding books and reading culture including building libraries in schools, procurement of books for schools, including reading lessons in schools, controlling use of pornographic and un acceptable literature in schools, effective use of ICTS among other strategies. The paper highlights book related strategy in education as guided by the overarching Sustainable Development Goals (SDGs) on education 2030, the Uganda vision 2040, Skilling Uganda Framework and the NRM Manifesto priorities on education.

F-2: Educational Curriculum Reforms in Uganda: The Gaps and Expectations of Authors/ Mulumba Mutema Mathias, National Curriculum Development Center (NCDC), Uganda

Nelson Mandela said ‘Education is the most powerful weapon which you can use to change the world.’ Thus, education has to constantly evolve and grow to meet the needs of our ever changing society through curricular reform. The reforms require authors to get involved in all stages of change and creating sustainable partnerships with key actors.

Uganda’s National Vision 2040 points out that 60 percent of the population are below the age of 18 and form a strong pillar in education. This forms a ground for the Educational Curriculum Reform to transform the country from a peasant to modern and prosperous country within 30 years. For instance, the reformed Lower Secondary Curriculum will replace the existing one which has largely remained unchanged since colonial times (1918), is high-pitched, outdated, examination-driven, content overloaded, teacher-centered and exclusive of the needs of today’s learners and employers. It is geared towards promoting the acquisition and application of knowledge, understanding, skills, values and attitudes (KUSVA) as key elements, the required textbook and non textbook materials aims to balance the present learning activities and environment with the needs of society so that Uganda’s schools focus more on generic skills.

This paper describes the gaps and expectations of the authors in the new curriculum for eight learning areas. Among them is the need to reflect on national priorities and policies, the current learning theories, language used in the textbooks and non textbook materials or the assessment practices for the learners, gender issues

and how to address diverse background of learners, teachers and evolving market. It illustrates the challenges faced by authors in translating education policy into measurable learning outcomes, and suggests expectations like being sensitive to society values, starting from known to unknown, development of generic skills, having engaging and learner-centred materials.

F-3: Dynamics in Government Educational Book Procurement Process: Implications for Authors/Monday Deus, Principal Education Officer, Instructional Materials Unit (IMU) MoES

For many years in Uganda, as in most African countries, textbook publishing, printing and distribution were state monopolies. In Uganda, textbook authorship and publishing were controlled by the National Curriculum Development Centre (NCDC), which was established in 1973 as an autonomous organization reporting to the MoES under the auspices of Presidential Decree No.7. Following the introduction of UPE in 1997 that saw the doubling of primary enrolments, the MoES launched the Instructional Materials (IM) Reform Program in December 2000. The reformed textbook evaluation and approval process was used for the first time in FY2001/2 (cycle 7) for non-book materials, lower primary textbooks and teachers guides. The current textbook procurement system is based on this reform. This paper exposes the forces that have not been so favorable to authors (negative dynamics”) in the book procurement process. The dynamics in the PPDA Regulations (code of ethical conduct in business) has had an impact on state of book procurement in the sector. On a positive note, the paper draws a window of hope with a position that “authors play a big role both in the book procurement process, despite the fact that government does not transact with them directly”. Without authors there would be no books and other learning materials in our schools. The paper recommends that Government should consider reviewing some of the policies that impact negatively on the authors.

F-4: Writing Textbooks for the School Curriculum: Insights/ Dr Samuel Makore, Zimbabwean Association of Non-Fiction Authors, Zimbabwe.

The writing of textbooks may seem to be a simple exercise but there is a lot that has to be done before a good and usable textbook is achievable. The difficult part of writing a textbook calls upon the author to apply meticulous attention to detail and accuracy, and knowledge of whom one is writing for. To become an accepted textbook author, a person has to acquire research skills and teaching skills for the level one wants to write the textbook for. Teaching skills come from one’s knowledge of the subject matter that is appropriate and relevant for the level the textbook is being written for. Teaching skills are a function of one’s academic and professional training. The key areas of teacher training include educational psychology, educational philosophy, classroom management, and teaching methodologies are considered as the baseline of textbook writing. One cannot write a relevant and appropriate textbook that will be approved by any Ministry of Education without considering these areas study. This paper makes reference to these areas of pedagogies because any textbook writer is teaching when one sits down to write a textbook.

The second area is relevant and appropriate academic qualification of the author. This paper contends that writing for any level of education, one needs to be 120% knowledgeable in the subject matter. You may not need a university degree to write for the primary school level but appropriate content is essential to come up with an exciting and challenging book. At secondary school level, one definitely needs a university degree in the subject one wants to write upon. The last aspect is the educational curriculum. The writer has to be familiar with the subject syllabus because the syllabus reflects the country’s educational philosophy, the aims and objectives, assessment approaches, teaching methodologies and the content.

F-5: A Model Reference point for Ugandan Educational Authored Books: The Mirage Direction for the Ministry of Education & Sports/ Annet Nanyonga, Prof. Elisam Magara & Prof. IMN Kigingo-Bukenya

Since its inception the Ministry of Education and Sports has attempted to provide reference and educational materials to the public. For instance in 2000 because of the current atmosphere, the Ministry established the Resource Centre. The purpose of its establishment was to be a one stop centre for all the Ministry information and documentation. The other efforts exhibited by the Ministry include the establishment of the National Curriculum Development Center (NCDC), Instructional Material Unit (IMU) and establishment of a Communication and Information Management Division. The Instructional Materials Unit (IMU) is another

effort by the Ministry to provide educational materials to schools. Its role is to source instructional materials for basic level of education through a procurement process. Thus the unit works in close collaboration with Procurement Unit to procure instructional materials for primary and secondary levels of education. The Resource Centre for its collection relies on policy documents from the different departments of education but does not preserve instructional materials supplied to schools through the IMU. This leaves the Ministry with no reference point for the instructional materials supplied to schools. The purpose of this paper is to explore the role of the Resource Centre, the relationship with units or centres that manage instructional materials and syllabi and provide mirage direction for educational authored books. There is need to establish a model reference point for Ugandan authored books. This will be done by keeping copies of all tendered Instructional materials. The Resource Centre should collaborate with other Information Centres, libraries and Resource Centres in order to share resources especially locally produced books. The Resource Centre should be a model to school libraries. It should be a reference point for schools on establishing and stocking their libraries. It should be a reference point for teachers on the syllabus books.

F-6: School Book-Provision programme in Uganda: Challenges and Prospects/Prof. Elisam Magara, Department of Records and Archives Management, Makerere University

Over the years, the provision of good quality textbooks has been considered by government as one of the major strategic objectives towards Uganda's education reforms. A number of policies have been put in place to guide the development of text books including the National Text book Policy (1993), Decentralised Instructional Materials Programme (DIMP) (2001) and Hybrid Procurement Modality (HYPO) (2009). In 2009, the MoES replaced DIMP with Hybrid Procurement Modality (HYPO), due to the deduction of 10% from the capitation grant for the purchase of supplementary reading materials and developed the HIPO procurement guidelines to ensure that the increase in resources being directed by the Government of Uganda at Primary and Secondary education deepens literacy levels in as far as ensuring the effective distribution of Instructional Materials (IMs) for the achievement National Development Plan. These interventions however have not yielded the increase in the publishing business in the book-chain including limiting book distribution and use and adaptability in use of electronic publishing. To create a viable domestic market for locally developed school books and create opportunities for local authors, publishers and booksellers requires a sustained strategy. Consequently, a feasibility study on the prospects of school book production in Uganda was conducted. In particular, this presentation makes an exposition on status, challenges and strategies of the prospects of school book provision programme in Uganda. The presentation is meant to challenge the stakeholders (authors, publishers, donors, government and schools, etc.) on challenges and their expectations regarding school book provision in the education sector.

G: Collaboration and Strategic Alliance

G-1: The Global Trends in the public lending rights: Lessons for the PAWS right holders' organizations/ Trond Andreassen Non-Fiction and Translators Association of Norway (NFF), Norway

G-2: The role of Uganda Reproduction Rights Organisation (URRO)in managing copyright in Uganda/Charles Batambuze, URRO, Uganda

The economic rights of an author are exclusive and they are the assets that they trade in the market place. Some of the economic rights, the authors assigns or licenses directly with the publishers. While others such as reproduction rights, it is economical for authors to pool together and have these managed by a collecting society. For many years, Ugandan authors were not enforcing their right of reproduction through licensing. In 2010 however, the Uganda Reproduction Rights Organisation (URRO) was set up and secured its license to operate as a full collecting society in 2014. It was set up to protect copyright, license users of protected works, collect fees and distribute royalties. URRO in addition has a residual duty of enforcing the copyright law against infringements of members works. It derives its legal mandate from the Copyright and Neighbouring Rights Act, 2006 that has extensive provisions on how it is run. URRO has been assigned

mandates or authorization to act on behalf of authors and publishers of literary works and has signed reciprocal bilateral agreements with similar societies to extend similar protections to members works

G-3: Experience of Collective Administration, Remuneration and Distribution of Copyright Holders: A Case for Uganda Performing Rights Society/ James Wasula, Executive Director, Uganda Performing Rights Society, Uganda

G-4: The Role of Academic Libraries in Promotion and Protection of Authorship Works: Perspective of Consortium of Uganda Universities Libraries (CUUL)/ Judith Nannozi, Chairperson, CUUL

G-5: International Authors Forum (IAF's) Work and WIPO Engagement/ Barbara Hayes International Authors Forum (Presented on SKYPE), UK

The International Authors Forum (IAF) is a membership body for organisations representing authors all over the world. IAF provides a forum for discussion, debate and action for authors on a global scale. The IAF organises events, discussions and publications; collaborates with other organisations representing authors to complement each- others' work and promote the importance of creative work financially, socially and culturally; recognises the differing needs of creators in different parts of the world; consults with our members on relevant issues and informs our members about the latest developments at the World Intellectual Property Organisation (WIPO) that reflect international developments in copyright law. The IAF currently has 59 Members representing in excess of 600,000 authors (writers, visual artists and translators). Since its inception in 2009 it has focussed on fair contracts for authors and the work of WIPO and how their discussions around copyright might affect the rights of authors to make a living from their work. It is important that the voice of the author is heard – loud and clear – and that when treaties that affect authors around the globe are being discussed, that any potential adverse effect to them is clearly communicated to those who are making decisions i.e. the WIPO delegates. So the work the IAF carries out at WIPO is very important and we'll be sharing what's been done and what we plan to do in the future with you at the Symposium.

G-6: Current State of Authorship in Bolivia/ Jose Alex Inturias Gomez, Secretary General UDABOL, Bolivia

The Bolivian book industry is increasing each year, it does not provide financial stability to writers, causing them not to engage in writing as a profession but as a spare time activity. The predominant style of literature is of social content: complaint, protest against social injustices. The grotesque, the political, the social, the dictatorships, the exile, the popular resistance, the student and militant struggle are the subjects of predilection. Writers tend to the fantastic and science fiction styles. They have organized meetings to make themselves known and to discover new literary talents. In 1992, the Bolivian Government enacted the Copyright Law, which protects the rights of authors in their literary, artistic or scientific creations. The Copyright is born with the creation of the work without being necessary the registration, deposit, or other formality to obtain the recognized protection of this Law. It is more difficult for a Bolivian author to publish his works compared to other Latin American authors due to the lack of a lobby which generates an impact in literary environment. Bolivia does not represent a market for the publishing industry, we have to write with what is at hand; this is all about how stubborn is the vocation and the need to tell stories. The Law of Book and Reading enacted in 2013 establishes: the Plurinational Plan to Promote Books and Reading, responsible for the organization of book fairs, contests, awards and incentives for book publishing, and the creation of public libraries, the Plurinational Committee of the Book and Reading, encouraging participation and generation of alliances with institutions and natural persons linked to the culture of reading, and supporting programs for book industry and trade, facilitating access to reading and contributing to the international expansion of Bolivian industry book. Book sales domestically produced, import of books, newspapers and magazines in print version are subject to a zero rate in the Value Added Tax (VAT).

H: Leadership and Operational Reports

H-1: Academic and Non-fiction Authorship in Zambia: Current Trends/ Moffat Moyo, University of Zambia

Academic writing and publishing is key to not only disseminating research findings, sharing knowledge, but also contributing to visibility of academics. On the other hand, non-fiction writers play a huge role in both entertaining and informing on one hand and teaching on the other, as it is a factual genre. For this reason, one would expect writing and publishing in non-fiction to flourish in any community where learning particularly through reading is needed. This study examined the academic and non-fiction writing trends in Zambia. While academic writing was generally found to be present in selected institutions of higher learning in the country, it was learnt that it was almost inexistent in other institutions. It was also observed that publishing levels, especially locally, of academic work are very low. The only academic work that has received attention in relation to publishing is that of school text books.

For non-fiction, the most popular genre was found to be motivational work. Very few writers had done work on the (auto)biography and the essay. The research suggested training for writers and incentives for academic and non-fiction publishers to increase output. This study is a general survey of the status of academic and non-fiction writing in Zambia. The study investigates the general trends in writing by considering how much of the activity takes place in Zambia. Further, the subjects being explored are reviewed and the publishing outlets established. The study continues to examine the challenges faced by the industry and what strategies have been employed to respond to the challenges. Finally, suggestions on how better these remedies could work are made based on the analysis of the strategies.

H-2: Status of Academic Authorship in Tanzania/Mr. Aristarik Hubert Maro, Law School of Tanzania, Tanzania

An account is presented of the non-fiction and academic authorship status in Tanzania. The historical background for the legal deposit activities in Tanzania considered and presented. The literature on the academic writing and publishing in the East African region and Africa is reviewed. The legal and institutional frameworks on academic authorship in the Tanzania are also examined. The origins of library services in Tanzania can be traced in the establishment of the East African Literature Bureau (EALB) by the then East African High Commission in 1944, responsible for provision of reading services for the Africans (Kigongo-Bukenya, 1977). To implement this function the East African Literature Bureau developed branch, book-box, postal and mobile library services under Kenya, Tanzania and Uganda branches of the EALB, respectively. This led to the establishment of Tanganyika Library Services (TLS) then, and now Tanzania Library Services Board (TLSB) Act of 1975 which was the result of the Libraries Deposit Books Act of 1962 that requires printers in Tanzania mainland to deposit one copy of all books printed by them to the University of Dar es Salaam library as one of the National Deposit Libraries in the country. In 1967 the Ministry of Education requested Tanganyika Library Services to collect and compile data and statistics for all publications in the country following UNESCO Guidelines (Kaungamno, 1972). Following this directive the first draft of Tanzania National Bibliography was published and it transcended until latest 1980s where the production of this important document ceased. A number of factors that led to the stoppage of the national bibliographies printing is discussed.

An analysis of the relevance of the National Bibliographic Control Agency the body that was responsible for the operationalisation of the Act in the country is assessed; current issues on non-fiction and academic authorship in the academic arena and other key players in the development of intellectuals is also discussed. The status of non-fiction and academic authorship in Tanzania is in limbo due to a number of factors which this paper dwell its focus pivoting its emphasis on the actual practices through assessing the institutional structure, reading & writing culture in the academic arena, contribution of other stakeholders in the publishing chain in the country. Information and Communication Technologies (ICT) in the publishing industry in Tanzania is also appreciated. Roles played by different institutions through different initiatives,

programs directly or indirectly addressing important matters on non-fiction and academic authorship are highlighted. Suggestions and recommendations are set-forth among others are the establishment of national, regional and global network and linkages for collaborative authorship through the use of readily available technological advantages to improve culture of reading and writing in the country.

H-3: The State of Academic and Non-fiction Authorship in Rwanda: The Role of Government and its Partners, Policies and Legislation and Challenges/Prof. Eugene Ndabaga, University of Rwanda, Rwanda

In an effort to develop and foster a culture of reading among children and adults throughout Rwanda, the Government of Rwanda through Rwanda Education Board (REB) and in cooperation with development partners (DPs) officially established and launched 'Rwanda Reads' in July 2012. Policies have been legislated to encourage official implementation of 'Rwanda Reads'. Rwanda Reads has inspired many initiatives to encourage and support a culture of reading throughout Rwanda:

(1) authors/publishers have been encouraged to write more and better, (2) REB has provided all primary schools with an approved list of supplementary and instructional reading materials that schools use to order books, (3) members of the publishing industry (publishers, authors, and illustrators) have been trained on how to develop books for young readers, (4) workshops have been held to encourage teachers to become authors, (5) "Reading Day" campaigns have been organized, (6) community libraries have been established, and (7) more than 35,500 teacher guides and story collections, over 12,000 phones and speakers, and 6.3 million student readers have been distributed to P1 and P2 teachers and students throughout Rwanda to support the acquisition of key literacy skills in a fun interactive way.

Rwanda Reads is principally overseen by a Steering Committee comprised of the following key partners: REB, University of Rwanda College of Education, National Library Services, Rwanda Publishers and Booksellers Union, USAID, UNICEF, DFID, EDC/L3 (USAID-funded), and Rwanda Education NGO Coordinating Platform (RENCOP). The Steering Committee is chaired by the Director General of REB and co-chaired by DDG/ Curriculum Production and Materials Development (CPMD) and USAID. General Assemblies, along with this webpage, will bring together partners who are already contributing or who would like to learn more about how they can contribute to promoting a culture of reading throughout Rwanda.

H-4: ANFASA: Operational Country Reports by rRght Holders Representatives/ Prof. Sihawukele Ngubaine, Head: African Languages, University of Kwazulu Natal & Chairman, ANFASA, South Africa

H-5: Strategic Alliance through Writers' Union: Challenges and Lessons for MUANA/ Ndongolera C. Mwangupili, Senior Inspector of Schools Northern Education Division (NED), Malawi & General Secretary MUANA, Malawi

In Africa, the trend has been to have one writer's union encompassing fiction, academic and non-fiction writers. However, the practice on the ground has been that fiction writers took a central stage in these unions. This has led to academic and non-fiction writers setting up their own unions to foster strategic alliance amongst themselves. This is actually what led to the formation of Malawi Union of Academic and Non-fiction Authors (MUANA) as evidence that strategic alliance among writers of the same writing interests is quite significant. However, unions still face challenges and it is the underlying hypothesis of this paper that writers require strategic alliances not just among themselves but also among their unions across the continent for a broader approach to their problems. This paper, therefore, discusses strategic alliance through writer's union with special reference to the MUANA experiences. The paper begins by providing a theoretical framework of the study and then the background of MUANA with the challenges faced by academic and non-fiction writers within the body of writers in Malawi to have led to its formation. The

formation of MUANA fostered strategic alliance among academic and non-fiction writers in Malawi. The paper, therefore, goes on to outline the MUANA achievements before discussing the challenges still faced. The paper concludes by proposing that academic and non-fiction writers' unions across the continent should have strategic alliance relationship as a means of sharing common challenges and mapping their way forward.

H-6: Operational Report: Zimbabwean Academic and Non-fiction authors Association (ZANA), 2016/Dr. Samuel Makore, Chairman ZANA, Zimbabwe.

The 2016 National Report from the Zimbabwean Academic and Non-Fiction Authors Association focuses itself on what the Association has been doing since 2014 after PAWS in Kenya, Nairobi. The major thrust of ZANA was on member's copyright awareness, fair contracts education and writing for journals. Each Chapter was expected to hold a workshop and symposium for its members and funding for any activity came from the National Treasury. It is exciting to note that all the Chapters except Gweru and Masvingo did manage to have a workshop and a symposium. Harare Chapter is making efforts to fund its activities without relying on the National Treasury.

ZANA played a significant role in National Arts of Zimbabwe activities and the Ministry of Justice, Legal and Parliamentary Affairs Intellectual Property validation meetings in 2015. The Zimbabwe International Book Fair engaged ZANA as rapporteurs, and as drivers of the Anti-Piracy awareness meetings in 2015 and 2016. ZANA in Bulawayo was an active participant of Intwasa and this has given ZANA a prominent role in the Cultural Sector in Bulawayo.

Effort is being put to revive the Gweru Chapter and Masvingo Chapter which had its Executive Committee emigrating to South Africa and the United Kingdom. ZANA has three new chapters which are the Marondera Chapter, Bindura Chapter and Gwanda Chapter. More members have joined ZANA and the recruitment drive is going on. Membership of paid up members is three hundred and twenty. Chapters are still submitting registers of their members.

H-7: UTANA Operational Report 2014-2016 Prof. Elisam Magara/Chairman and Winny Nekesa Akullo General Secretary, Uganda Textbook Academic and Non-Fiction Authors Association (UTANA, Uganda)

The Uganda Textbook Academic and Non-Fiction Authors Association (UTANA) is Uganda's first national Association for authors for general non-fiction works, textbooks and academic books; and it is dedicated to promoting their works and status in society through sharing information and offering advice. UTANA was formed to give voice to the interests and concerns of all academic, textbook and non-fiction authors. It was launched on 3rd October, 2013 during a workshop under the theme '*Earning a Living through Academic and non-fiction Authorship*'. A number of advocacy and publicity activities have been conducted for visibility and publicity of UTANA to the public domain among which are; branding, regional workshops, advocacy workshops, exhibitions at trade fairs, public talks, author and book expositions and social media presence etc. The Current efforts have been put on membership mobilization drive, engaging in contributing to national policies, research studies and mentorship programme. UTANA is developing a capacity building project program to work towards transforming some of its objectives into a self-sustaining authorship industry.

UTANA Anthem

Chorus

UTANA-Uganda Textbook—Academic
And Non-Fiction Authors Association;
Promoting the Rights of Authors and advocates;
Their recognition in the Society.

1

Authorship a frontier of Knowledge, Wisdom and Understanding;
That Creates Value in the Society, Transform communities;
Authorship a Life-long—Learning Career;
Changes mind-set and Attitudes.

2

For authorship is a Paying Career;
Respectful, Mentor and Model—the Society;
Authorship Career Preserves Heritage;
Determine Destiny and the Future.

3

Oh Ugandans be Creative;
For your Intellectual Property, Fight for your Rights;
Do your expectations—for Transformed society;
For God's Plan and Prosperity.

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