

THEME: SUPPORT AUTHORS PUBLISHING EFFORTS

Building Capacity of Authors for Managing their Lifelong Engagement in Authorship Business: UTANA Chairman's Message

Elisam Magara, Chairman UTANA, 0772495592, 0706495592, magarasam@gmail.com



Since 2013, Uganda Textbook Academic and Non-Fiction Authors Association has engaged in a number of activities including Capacity Building, Academic Authorship Skills Enhancement Series, Mentorship Program for Academic Writing, and Personal Motivation for Authorship Career. UTANA is a not-for-profit organization registered in the Republic of Uganda, as a Company limited by guarantee and not having share capital. It is governed by Memorandum and Articles of Association registered by the Registrar of Companies in May 2013. The organs of UTANA include the General Assembly, Executive Board and Committees to carry out its activities. The Assembly appoints auditors, elects office bearers and approves programmes of the board. In addition to the Executive Board, there are Standing Committees: Finance, Policy, Education and Research. Overtime, the Association has also formed Adhoc Committees: e.g. Investment Club, Publisher-Author Standard Contract/Agreement (PASCA) and UTANA Grants Scheme for Authors (UGSA).

EDITORIAL

No writer worth his/her salt can afford to miss this issue of The Authors' Voice. Its contents are not only highly educative but are presented in simple language that's easy to consume; it also seems at a glance that the very survival and success of the author depends on them in large measure. Take for example the issue of Plagiarism. Without a clear understanding of this phenomenon, an author could end up in court fighting legal battles and paying heavy costs. In academics, it's a disciplinary offence whose outcomes are unpalatable. The good news is that Godwin Anywar has demystified this monster for us so that even a child can metaphorically speaking catch it and take it around the village safely. Dr. Justus Biryomumeisho's lucid article focuses on the choice of audience by the author and why this is very important. On the other hand, Emmanuel Otim, in a captivating piece, describes the plight of authors, who are mostly teachers, during Covid-19 lockdown and suggests some solutions for it.

It's always important to read the Chairman's message for background information and updates on UTANA's progress. The speech of the Permanent Secretary, MoES reveals the intersection of interests between the writers' body and her ministry.

Editorial Committee

Ms. Joyce Tabingwa, Chairperson
Mr. Source Peter Opak, Member
Ms. Samalie Namukasa, Member
Mr. Emanuel Otim, Seceretary

Chairman's Message Cont...

UTANA membership is open to authors and translators of Textbooks, Academic and Non-Fiction works including but not limited to: scholarly works, academic textbooks, school textbooks, manuals, biogra-

phies, auto-biographies, histories, works of general interest, scholarly articles and essays; but excluding novels, poetry and dramatic works. The major goals of UTANA are:

1. To provide a forum for advocacy services to its members for continuous interaction and promotion and protection of the members rights in collaboration and cooperation with all stakeholders in the book-chain.
2. To promote the recognition and fair remuneration of authors, and respect for their rights.
3. To provide a one-stop center for members' progressive economic development through partnerships and collaborations.

UTANA is guided by a Five-Year Strategic Plan 2018/19 to 2023/24, whose Vision is: A member-driven association upholding and enhancing the profile, status, rights and needs of academic and non-fiction authors in Uganda.

Mission: To promote the rights of academic and non-fiction authors through advocating for the recognition of their works and protection of their rights, products and services in collaboration and cooperation with all stakeholders.

To enhance UTANA's institutional capacity, the strategic plan 2018/19- 2023/24 adopted the following strategic objectives:

1. To develop capacity building activities to support academic and non-fiction authorship through seminars, workshops, training and other professional exposures;
2. To engage and participate in research and development to support authorship, UTANA, educational institutions and the general public;
3. To support the authors' efforts to engage in gainful publishing process;
4. To enhance cooperation, networking and strategic partnerships and alliances to support and promote the book industry;
5. To support marketing and promotion of the academic and non-fiction authorship products and services on behalf of authors.

To develop capacity building activities to support the academic and non-fiction, UTANA, in 2014-2015,

conducted a survey among schools, institutions, school libraries, bookshops and National Library to establish the level of authorship capacity in Uganda; still on-going. From a study conducted in 4 bookshops in Uganda, a survey of 225 books accessed on the display in the bookshops was carried out. A review was made to find out the occupation and/or profession of the authors of those books. Findings indicated that majority of the authors (60%) earn their living in education related jobs including teachers (40%), professors and lecturers (16%), and researchers (4%). It was also established that most of those books targeted use by clients in educational institutions (UTANA Archives, 2014). In the process, UTANA has organized a number of capacity building seminars and workshops including Determinants of Quality of Textbooks, the Business strategy, managing legal Issues in Authorship career, earning a Living through Academic and non-fiction Authorship, Basic Skills and Competences for building gainful authorship, Young mentorship strategies for effective writing. Some of the outputs UTANA has engaged in include: Guidelines for Publishers-Authors Standard Contract/Agreement (PAS-CA), Collaborative Book Project on Capacity Building for academic and nonfiction Authorship.

In addition, in 2015, UTANA conducted Research on Prospects of School Book production in Uganda. It explored the interaction of the National Curriculum Development Center (NCDC), MOES-Instructional Material Unit (IMU). This study clearly indicated that authors of textbooks in primary and secondary schools are not fully utilised in conceptualization, engagement and writing of curriculum books except as resource persons in writing books whose economic rights belong to publishers. The study recommended a shift that puts authors at the center of writing curriculum books.

In 2016, UTANA hosted the 4th Pan-African Writers Symposium (PAWS), which aimed at exchanging of ideas and challenges among the continent's authors and sharing of lessons and experience in trends in building the book industry. On 5th October 2016, Hon. Mrs. Janet Kataaha Museveni, the Minister was represented by the former Director of Basic and Secondary Education, MoES, Mr. Robinson Nsumba-Lyazi, who witnessed the colorful closure of the Symposium. Nsumba-Lyazi committed the sector support to the partnership initiatives especially in promoting literacy, local content and quality of authors' works. The Symposium was also attended by Mr. George Muteekanga, the Assistant Commissioner for Private

Schools who gave a key note address on *the Prospects of book provision in education sector in Uganda* on behalf of the said Director. His address provided strategies of the sector in support of the SDGs on education, like skilling Uganda, a capacity that required concerted efforts including writing skills.

Accordingly, UTANA has participated in a number of programmes organised by the MoES including development of instructional materials policy in 2018 and 2020. The National Consultative process on Instructional Materials and Book Policy held on 5th and 6th March 2020 addressed issues of enforcement of standards on authorship, promotion of reading culture, and development of local language publishing. UTANA also appreciates that the Ministry is promoting the use of local content through the Buy Uganda Build Uganda (BUBU) policy, supporting curriculum review, and appreciating the need for compliance with copyright/Intellectual Property (IP). The fact that the policy framework aligns standardization, registration and certification of authors, producers, editors, printers of textbooks, rhymes with the key strategic area of interest to UTANA. UTANA is currently implementing a UTANA Grants Scheme for Authors (UGSA) a project meant to support authors in their writing process.

To support one of the core needs of authors in the country, UTANA with the support from Norwegian Association of Non Fiction and Translators (NFFO) has launched a 3-year programme entitled “UTANA Grant Scheme for Authors (UGSA)” that aims at “strengthening Authorship capacity for increased availability and accessibility of Ugandan-based authored books on the world market”. The UGSA project is meant to support authors in their writing process. The award-giving ceremony for the first beneficiaries was presided over by Mr. George Mutteekanga, the Assistant Commissioner for Primary Schools, who represented Ismail Mulindwa, the Director, Basic and Secondary Education Ministry of Education and Sports on 28th August 2020. The project has three products:

1. Capacity building among writers and authors for increased authorship,
2. Support authors with publication grant and
3. Promotion, advocacy and awareness of Ugandan authored books in Uganda

In the year 2020, we awarded 10 beneficiaries ranging from 2 million Uganda shillings to 3.6 M in the

following subjects: Local languages, Law and Governance, Physics, Law and Human Rights, Indigenous Knowledge, Literature, Gender and Culture. The award catered for Completion of manuscript writing, book reviews, editing/proof reading and book production. In this year 2021, support has been extended to 8 beneficiaries in the areas of Governance, Human Rights, Mathematics, Community Based Organizations, Gender, Literature.

The project facilitates authors towards the completion of their publications/academic works and shall have a far-reaching effect on quality of books and authorship in the country. The process is quite rigorous. UTANA advertises, receives applications, evaluates the applications (independent selection committee), approves the beneficiaries, conducts writes-hops and other promotional activities to support this programme and provides follow up support to the beneficiaries. Some of the areas of support include book reviews, book editing, and support on production for publishing. UTANA is interested in providing capacity and skills to authors for managing their lifelong engagement in the authorship business. The Association has organised a series of ASET workshops since 2016 that targeted authors from universities and community-based categories.

In the education sector, whereas majority of the teachers are well branded in their area of competence in terms of content and are well grounded on what to teach, few of such teachers have developed competence in producing/authoring books in their areas of specialization. For those who have produced, many of them are in form of print-outs normally referred to as pamphlets, most of which don't meet publishing standards. Providing capacity for teachers in this area will develop competences to enable them gain skills to write books meeting appropriate standards.

Incidentally, many authors take authorship as a secondary source of income and thus depend much on their main job. When COVID-19 hit the globe, it affected teachers. Providing capacity and skills to authors for managing their lifelong engagement in authorship business in this particular programme is targeting Writers and Authors of books in primary and secondary schools. To recover from the limbo of unpreparedness among authors, a situation that was worsened by Covid-19 attack, an Authorship Skills Enhancement Training (ASET) among teachers is required. Enhancing authorship skills and competence among authors requires government intervention to

provide avenues for supporting teacher-authors publishing efforts. UTANA has of recent made close contact with the Ministry of Education and Sports for a feasible UTANA-MoES strategic alliance to jointly address the authorship challenge in schools. A proposed stakeholders Public Dialogue on the Business of Being an Author, especially in addressing authorship challenges and readiness to cope with post Covid-19 is under consideration. This is one way of creating synergies among the stakeholders in the book industry, a strategy of promoting writing and author mentorship, mobilization of authors in the sector and recognition of their contribution to authorship industry in Uganda.

We are hopeful that in the long run, there shall be improved level of academic writing in the country, writing/publishing skills developed among teachers, increased cooperation in the book sector stakeholders, good quality books that meet the demand of Ugandan education/education curriculum and vibrant network of academic and non-fiction authors.

In the last three volumes, Authors Voice has exposed UTANA's journey, its leadership, strategic alliances and its efforts in awarding authors. Issue 4 of the Authors Voice covers capacity building, knowledge gaps and challenges in managing their lifelong engagement in authorship business.

For God and My Country. God bless you.

Challenges of Authorship during the Covid-19 Pandemic

**Mr. Emmanuel Otim, Publicity Secretary UTANA
Author – Chemistry**



Following the lockdown on 20th March 2020, there has been a lot of challenges in all aspects of life and in all sectors, authorship inclusive. Authors have experienced quite a number of challenges among them are:

- (i) **Confinement to environments not favorable for authorship:** Authors, who are basically teachers by profession, utilize the school as a favorable environment to

do their work. During the lockdown quite a number of them were forced to change environment and relocate to the villages or rented places of abode or otherwise. Besides, authors tend to keep their resources/reference materials at school. Accessing such materials was not easy due to the restrictions imposed at the time.

- (ii) **Lack of equipment to use:** Most authors write handwritten manuscripts that have to be typed by a typesetter. As much as it is a good idea for authors to do the typesetting themselves, many of them cannot afford to buy good, reliable equipment i.e. desktop computers or laptops for this particular yet expensive thing. They usually opt to use typesetters or where possible use the school equipment as they perform their duties yet all these could not be accessed during the lockdown.

- (iii) **Change of focus:** Most authors are under the impression that since the learners were no longer in school, there was no need to keep writing. The market had been closed. While some authors kept to their tasks others changed focus to areas like business. The print and electronic media, social media inclusive was awash with information to support this assertion. Some authors have found themselves making bricks or doing roadside business to make ends meet. With the proceeds from these businesses, some of them may not be inclined to get back into writing or authorship.

- (iv) **Low morale:** With the closure of schools, the main clients who are the learners were sent away and therefore income was lost. The publishers or individual authors could no longer sell any books. As a ripple effect, the authors did not receive any income during that period. This affected their morale to continue writing other works for possible publication. It should however be noted that some authors did engage themselves in writing works that could be published in the near future.

- (v) **No income received:** As schools continue to remain closed, authors are not receiving any income for their works. The question most of them are asking is it worthy to continue writing?

- (vi) **Limited scope:** Many authors think that

their work is confined to academic subjects and yet there are other areas one can venture in and write. For example, the experiences/effects of the Covid-19 pandemic could be compiled to form a book. Our various cultures are not known to those both inside and outside the culture. One would write about that. The teacher of Agriculture and the one of Biology can collaborate to write on plant species with medicinal values and so on. Writing does not have to be limited to only what we are teaching in class. I know of an author who writes works other than the Physics and Math he qualified to teach.

- (vii) **Lack of goodwill from the supervisors:** Sometimes, the supervisors are not happy with the progress of the teacher/author and so they tend to squeeze, harass, intimidate or inconvenience the teacher/author. The teacher is expected to fulfill his/her duties as stipulated in the Statutory Instruments 2003. Key among these duties is that the teacher must not engage in any other business other than teach the learners. Some supervisors capitalize on that and make the teacher's life a living hell.
- (viii) **Competition from online books:** As one outlet is affected another opens up. E-Learning platforms are disadvantaging the old house publishers who depend on selling hard copies of their books. Coupled with the limited ICT skills that most of the authors have, it becomes challenging to transition from the old ways to the new way of doing things.

Moving forward, there is need to re-tool the authors: From the above, there is a need to re-tool authors to convert their works into electronic format so that learners can access them on line.

I wish every prospective and existing authors good luck as they journey in the career of authorship. All is not lost. Embracing survival life skills will address the challenges outlined above. Where necessary please approach UTANA for assistance and guidance.

Meeting the Audience's Expectations: Learning Objectives and Outcomes

A Paper Presented (on Zoom Meeting) at the UTANA Grants Scheme for Authors (UGSA) on Writeshop on 7th July 2021.

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It is a common saying in writing scholarship that audience matters. Audience are persons for whom a writer writes. An audience may be readers of a writing, children, youths, adults or people of all ages. For authors, audience refers to readers of the book. Knowing your audience as an author helps you to determine what level of detail and choices of words should be used in your book. The choice of words and level of details should match your audience's expectations. In this article, my audience comprise of the UTANA Grant Scheme for Authors (UGSA) 2021 beneficiaries who are in the process of writing their manuscripts for publishing as books.

Meeting the Audience expectations

What are my audience expectations? The UGSA 2021 beneficiaries specifically expect to learn about writing a good book to meet their audience expectations. Most of the beneficiaries intend to write for learners as their major readers. Largely, textbooks play an important role in the students' learning across the globe.

In Uganda, the National Curriculum Development Center (NCDC) requires Authors to rise to the occasion to write books with lots of life skills and competence-based activities to facilitate learning to meet the trends of the 21st century education (NCDC, 2020). The NCDC implemented a new curriculum for primary and lower secondary education in January 2020 with emphasis on textbooks as the main reference of instruction. These textbooks must be compliant to the learner - centred pedagogy, competence-based ap-

proach and criterion-referenced assessment (NCDC, 2020) to which most contemporary authors in Uganda have fallen short.

In order to meet the learners' expectations, learning objectives and outcomes are of necessity to achieve instructional goals. Learning objectives and outcomes articulate academic expectations for students/learners so that they precisely know what is expected of them. While learning objectives convey the author's intent to the learners, learning outcomes spell out the gains from reading your book. When learning objectives and outcomes are absent or unclear, learners may not know what is expected of them impeding the learning process and breeding quandary. Otherwise, nobody is interested in reading your book! According to the Glossary of Education Reform, learning objectives are statements that describe what students will be expected to learn by the end of the chapter or class period. Learning objectives are clear statements of the expectations that authors have for learners' outcomes. The purpose of learning objectives is to clarify the scope, extent, and effects of teaching and learning (Laurillard, 2002). UGSA beneficiaries are encouraged to elaborate on the learning objectives throughout their books when describing the activities and assessment to students. Objectives can become tools to motivate and orient students because they specify attainable performance.

Applying Bloom's Revised Taxonomy to Learning objectives and outcomes

Benjamin Bloom's Revised Taxonomy of Education objectives (Anderson and Krathwohl, 2001), is a tool commonly used by authors to craft and evaluate learning objectives that they desire their learners to demonstrate. The taxonomy contains six categories of cognitive (thinking) skills ranging from lower order skills that require less thinking processing to higher-order skills that require higher degree of cognitive processing. The categories are presented in Table 1 below.

Table 1: Categories of thinking skills and some actionable verbs.

| Lower order thinking skills | | | Higher order thinking skills | | |
|-----------------------------|---------------|-------------|------------------------------|------------|-------------|
| Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
| Write | Explain | Apply | Analyze | Appraise | Arrange |
| Name | Categorize | Calculate | Compare | Argue | Plan |
| List | Summarize | Compute | Arrange | Assess | Assemble |
| Label | Paraphrase | Solve | Break down | Conclude | Collect |
| Name | Describe | Demonstrate | Classify | Compare | Build |
| State | Illustrate | Construct | Distinguish | Consider | Combine |
| Retrieve | Exemplify | Carry out | Discriminate | Critique | Hypothesize |
| Define | Interpret | Execute | Explain | Measure | Compile |
| Recognize | Classify | Implement | Integrate | Test | Compose |
| Characterize | Express | Choose | Categorize | Judge | Constitute |
| Correct | Indicate | Explain | Infer | Defend | Construct |
| Establish | Represent | Organize | Select | Grade | Design |
| Identify | Rewrite | Prepare | Survey | Rank | Develop |
| Infer | Show | Produce | Point out | Rate | Formulate |
| Match | Predict | Use | Separate | Support | Generate |

Source: Adapted from Anderson and Krathwohl, (2001)

Regarding learning objectives, a statement of learning objective contains a verb (an action) and an object (usually a noun). The verb generally refers to (actions associated with) the intended thinking process. On the other hand the object describes the knowledge students are expected to acquire (Anderson and Krathwohl, 2001). Learning objectives are concerned with what the author aims to do and are author-centred. Learning

objectives must be specific and measurable, not broad and intangible. The set of learning objectives typically start with a phrase such as “*Learners will be able to...*” An ideal number of learning objectives under each topic/chapter is three to six. In view of the new curriculum, there is a shift from learning outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. Learning outcomes refer to statements specifying what the learner should be like or is expected to know, understand or be able to do as a result of learning (NCDC, 2020). Learning outcomes explicitly convey students expectations and are learner-centred; and should get the learners at the higher order thinking skills (See Table 1). The key to writing good learning outcomes is the selection of active measurable verbs. The set of learning outcomes typically start with a phrase such as “*By the end of this chapter/topic, learners should be able to/can...*” An ideal number of learning outcomes is four to six.

Conclusion

To our distinguished UGSA 2021 beneficiaries, this article aimed at awakening you on a number of issues. First, you must identify who your audience is; second, determine what they need; third, determine what you want to convey in order to meet audience expectations. This is done by placing prominent learning objectives in your book. Fourth, determine the deliverables expected to be gained in reading your book. This is achieved through placing prominent learning outcomes in your book. Finally, make use of Bloom’s taxonomy to construct effective learning objectives and learning outcomes. I look forward to reading your published books.

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How to Avoid Plagiarism in Academic Writing?

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The easiest and best way to avoid academic plagiarism is to first of all know what it is. This then makes it easy for one to avoid it since they can recognize it or know when it is happening.

According to the Merriam-Webster dictionary, *plagiarism* comes from a Latin word *plagiarism* which means kidnapper. In academics, it basically refers to the act of stealing and passing off of the ideas or words of another as one’s own without crediting the source. Plagiarism may be intentional or reckless, or unintentional. Under the examinations regulations, intentional or reckless plagiarism is a disciplinary offence.

Why plagiarism should be avoided: Plagiarism should be avoided at all costs because it denies the originator of any work the credit they deserve from it. It is an ethical issue and carries heavy penalties for the offenders ranging from discontinuation from an academic programme to loss of a job, research funding, reputation and legal suits (Grammarly 2021).

How Plagiarism can be avoided: Plagiarism can be avoided through good scholarly practice. This involves doing the following basic things whenever one is writing:

Citing works of others: It is always important to cite the works of others whenever you make reference to an idea or piece of work that is not yours. This includes statistics, charts, graphs and drawings taken directly from the original source. The purpose of the citation is to refer to the source of the idea or words that you are using. When taking notes, make sure you write down the full reference of the source including the page numbers and keep track of them.

There are several citation styles one could use. Important to capture in all the styles is the author and the year or date of the publication from which the information was obtained.

Using quotations: One of the ways of acknowledg-

ing the works of others is by using direct quotation marks. This can be done when referring to a verbatim quotation from a particular source. This should be accompanied by the appropriate citation for the work in question. However, care should be taken to avoid excessive use of direct quotations in one's work.

Paraphrasing: Paraphrasing refers to the process of rewriting information from a particular source in your own words. It involves reading a particular portion of text and then writing it as you have understood it without losing the original meaning. While paraphrasing, one would avoid using as many of the authors original words as possible to reduce chances of plagiarism. The best way to paraphrase is to read a portion of text and then write down your paraphrase and summary without looking at the original text. Then the paraphrased version should be compared against the original portion of text for similarity, content, and accuracy. Paraphrasing is a great way to reduce direct quotations. However, since the paraphrased text is still not your original idea, you still have to give credit to the original author by appropriately citing their work.

Present your own idea: Plagiarism can be reduced by presenting one's own original idea. However, it is not easy to have a completely new idea without reference to an idea that has been used before.

Use a plagiarism checker: With the help of technology, it is now possible to detect plagiarism while writing in attempt to reduce it. Several plagiarism detection software programmes exist. Different programmes have different functionalities including detecting the original document source and showing the level of plagiarism in the document. Such tools can be of help in detecting plagiarism in one's work so that it can be remedied before final submission. Some of these tools are freely available online and include Small SEO Tools, Copyleaks Plagiarism Checker, PaperRater, Dupli Checker, PlagScan, Quetext, Plagiarism Detector, Grammarly, ProWritingAid, and WhiteSmoke.

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Speech by Ms. Ketty Lamalo, the Permanent Secretary, MoES at the Award Ceremony of the First Beneficiaries of UTANA Grant Scheme for Authors (UGSA) read for her by Mr. George Muteekanga, Assistant Commissioner Private Schools, MoES, at Silver Springs Hotel, Kampala, 28th September 2021.

The Chairman and members of the Executive Board of UTANA

Members of UGSA Evaluation Committee

Invited Guests

Media

Ladies and Gentlemen



On 5th

October 2016, the Minister of Education and Sports (MoES), Hon. Mrs. Janet Kataaha Museveni, was invited to officiate at the closing of the Pan African Writers Symposium under the theme "Building Capacity for Academic and Non-Fiction Authorship in Africa". She was represented by the former Director of Basic and Secondary Education, MoES, who witnessed the colourful closure of the meeting. He committed sector support to the partnership initiatives especially in promoting literacy, local content and quality of authors' works. As a person that took over office, I was happy to receive the proceedings of the book published from the proceedings of the symposium. I have also taken note that UTANA has engaged in other programmes like development of Guidelines for Publishers-Authors Standard Contract/Agreement (PASCA) (together with Uganda Publishers Association) in consultation with Uganda Registration Service Bureau (URSB), in addition to various capacity building workshops on authorship. We congratulate you upon all these efforts.

I am happy to note that you (UTANA) took note of Ministry's niche need of promoting authors quality work, an effort we are witnessing today in the awarding of the first beneficiaries of the UTANA Grants Award Scheme (UGSA) with support from the Norwegian Association of Non-Fiction and Translators

Association (NFFO). I am also happy to note that this UGSA Award is part of the long time commitment that the Norwegian Association of Non-Fiction and Translators Association (NFFO) has had with UTANA since its establishment in 2012. This commitment to support authors in their writing process to facilitate them towards the completion of their publications/academic works shall have a far-reaching effect on quality of books and authorship in the country. What is more significant is that whereas this scheme aims at seeing end products of a writing/a publication (electronic or in hard copy), its emphasis minds much on the process (completing Manuscript, reviewing and editing) to ensure production of relevant and quality books. This is in addition to training of authors and promotion of authors' works. I congratulate you, UTANA upon this great initiative.

The overarching Sustainable Development Goals (SDGs) on education, 2030 is to ensure inclusive equitable quality education to promote lifelong learning opportunities for all. Since 1986, the Government of Uganda has taken renewed interest in building capacity among her population especially in the process of transforming the nation's organisational ability in the development of human resources. These can be exhibited right from the Government White paper on education, 1992 that acknowledged the importance of textbooks and the emergency of local publishing industry where private publishers engaged in publishing and supply of school based books. The government has over time supported procurement of books and instructional materials from local publishers.

Authorship is one of the greatest facets of development that requires capacity building given the many challenges the sector has suffered including; unregulated book industry, uncontrolled reprographic services, inappropriate access to books and libraries by the population, and poor learner book ratio, the existence of questionable quality and counterfeits on the market, and piracy issues, reliance on use of pamphlets and plagiarised works. In addition, as Uganda embarks on a major transformation with a vision of moving from a peasant society to modern and prosperous country by 2040, the Government commits herself to support any development effort tailored to skilling human resources at all levels.

A well-educated, skilled human resources is essential to facilitate development. Uganda's goal on human capital development programme is improving productivity of labor for increased competitiveness and better quality of life for all (NDPIII: PP 165-174).

An intervention like this of building capacity for authors in education sector shall contribute towards producing appropriate knowledgeable, skilled and ethical labor force.

Indeed, the UTANA Grant Scheme for Authors aim of "strengthening Authorship Capacity for increased availability and accessibility of Ugandan-based authored books on the world market" is one of such commitments. This intervention is timely as it is geared towards increased and improved levels of academic writing in the country and thus a developed and flourishing publishing sector.

In response to COVID-19, the government has embraced such strategies as homeschooling, an area that will be facilitated by existence of locally-authored books or reading materials as fundamental tools for transfer of knowledge to facilitate easy sharing of knowledge and information among the teachers and learners/students/ children. An intervention to develop the teachers with the ability to put their minds together into books is one feasible strategy to facilitate training in the post Covid-19 response.

In supporting quality education and training, the Ministry is in its final stages of discussing the Instructional Materials Policy. The last National Consultative process on Instructional Materials and Book Policy was held on 5th and 6th March 2020. I am happy to note that many of the stakeholders including authors and publishers in the book industry participated in the said consultative meeting. Of interest to the authors is the fact that the proposed policy focuses on enforcement of standards, adoption of new reforms in the procurement system that protect and give advantage to local publishers, expansion of library networks, promotion of reading and book trade issues, local language publishing, education and culture, etc. The Ministry is set to promote the use of local content through Buy Uganda Build Uganda (BUBU) programme and compliance with copyright/IP and protect the rights of various players. In particular, the policy framework aligns standardization, registration and certification of authors, producers, editors, printers of textbooks and other players in the book industry as a key strategic area.

Taking advantage of efforts like the ones exhibited by UGSA is required to undertake capacity building in development of authorship competences among the authors in the sector. I am happy to learn that UGSA is seriously promoting the use of e-publishing and e-books. The Ministry encourages this and urg-

es authors and publishers to embrace the use of e-books, the situation that shall ease strategic partnership with the Ministry of Education and Sports especially as we are mitigating the effects of Covid-19 pandemic.



Guests at the Awarding ceremony 28th September 2021



UTANA Chair handing over Complimentary Books to TETD R

I am happy to note that 10 beneficiaries received their awards last year on 28th August 2020 in which the Directorate of Basic and Secondary Education officiated at the function. I am also happy to note that the leadership of UTANA has continually given reports on the progress of the programme. I am equally happy to note that this year 8 more authors have received the awards. I take this opportunity to thank the Norwegian Government through the Norwegian Association of Non-Fiction and Translators (NFFO) for providing a hand in supporting UTANA Grant Scheme for Authors. As a ministry we pledge to join hands in supporting this effort. My office has already directed the Directorate of Teacher Education, Training and Development (TETD) to advise on a bigger picture on promoting authorship in the whole Education Sector.

Lastly, on behalf of the MoES, I pledge continued support to UTANA's programmes especially the annual grants awards to befitting authors.

FOR GOD AND MY COUNTRY,

MS. KETTY LAMALO, PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

UTANA GRANT SCHEME FOR AUTHORS (UGSA): BENEFICIARIES FOR 2021/2022

| S/N | Name | Title |
|-----|--------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 | Malinga George Wenceslaus | A-Level Mathematics-Mechanics Made Simple |
| 2 | Kakeeto Gerald | The Vision for Administration and Management of Community Based Organizations |
| 3 | Asiimwe Solomon. | The Security Sector, Stability and Development in Transitional Democracies: the case of Uganda |
| 4 | Masereka Michael Isekihoru | Expanding Minds with A' Level Prose and Poetry P310/1 |
| 5 | Asiimire Donath and Gertrude Fester. | Pan African Feminism Perspectives Promoting Matriarchy: Pre-colonial Linguistic Confirmation Women in Ankole Uganda |
| 6 | Magemeso Namungalu, | Uganda Essential Knowledge |
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| 8 | Alice Jossy Kyobutungi Tumwesigye, | Young Adult Vulnerabilities in the Fiction of Ugandan Women Writers |

SPEECH BY MAGEMESO NAMUNGALU AT UTANA AWARDS Representing the UGSA BENEFICIARIES, 21 SEPTEMBER, 2021

The Guest of Honour,

Professor Magara and the Team from UTANA

Colleagues in the Use of the Pen

Ladies and Gentlemen

I greet you all.

Thanks to UTANA for the Award



Mr. Guest of Honour Sir, allow me to bring to you greetings from writers, especially those who still remain unpublished. Also, allow me to express my thanks to UTANA and its team, especially Professor Magara for giving me opportunity to improve on my book titled *Uganda Essential Knowledge*. In a nutshell, Mr. Guest of Honour allow me to say: “Thank very much UTANA; thank you very much Team UTANA; thank you very much Professor Magara for this opportunity I will live to remember.”

Sir, allow me to say something about the *Uganda Essential Knowledge*, which the award from UTANA has helped me to improve. Chapter One discusses “Things of Significance to Uganda” such as River Nile; Uganda’s Constitution; the National Dress, the National Language; Kilometer/Mile Zero of Uganda; Heritage and so on. Chapter Two talks about “Influential Historical Events” such as the coming to Uganda of the White Colonialists; the attainment of Uganda’s independence; the 1966 Buganda Crisis; the dictatorial regime of Idi Amin Dada; the war from Tanzania and such things. Chapter Three and Four discusses the government of Uganda: its composition and workforce; and son. I remember this was the first chapter I wrote after the experience of the problems new ministers had with policy implementers. The new ministers did not know where their powers started or ended.

“Titles” is what Chapter Five discusses, aware that referring to someone by a wrong title is embarrassing. For purposes of pride for the past as a mirror for the present, Chapter Six discusses “the Uganda of the 1960s and 1970s.” National Symbols reflect the respect of country by the citizenry, which Chapter Seven discusses. And Chapter Eight spells out the country’s constitutional rights, aspirations and expectations as laid down by the constitution. If you had the opportunity to read *Uganda Essential Knowledge*, at the end you would tell your friends, “*Uganda Essential Knowledge* is the book which you cannot afford to miss.”

My Life as a Writer

Sir, my name is Magemeso Namungalu. I have lived through the last days of British Colonialists; the Independence Government of the 1960s; the dictatorial times of Idi Amin Dada; the chaotic governments that came after the fall of Idi Amin and now in governments born of a rebellion. This gives me confidence to say, “I know my Mother Country Uganda,” and this helps me greatly when I was writing.

I began writing when I was in Secondary School. My English teacher, a Britain, noticed this and introduced me to the professor of Literature at Makerere University, Professor David John Cook. With this, at the beginning of the 1970s, I contributed two poems to “Poems from East Africa,” a book that remained on the syllabuses of “O” Levels, “A” Levels and Universities in East Africa. If you google “Magemeso Namungalu” you can see how much the poems I contributed to this book have been discussed throughout the world.

What I have Written

After Makerere University, I worked in the Civil Service for nearly 30 years and as a Civil Servant I thought publishing any of my works would endanger my situation. Therefore, to satisfy my hobby, I wrote whatever I wrote and filed them, hoping I would get opportunity to work on the works later. And indeed the opportunity came. October 2005, I retired from the Civil Service at the Rank of Chief News Editor for Radio Uganda and Uganda Television. Since then I have worked on more than 10 titles, but for today I want to mention only 6 titles, namely:

1. A Heap of Broken Images, superficially a long poem of longing for a lost lover, but realistically the longing for the return of democracy during Idi Amin’s time;
2. Apocalypse: Splashed, a collection of poems about Idi Amin;
3. The Process of Demystifying Poetry, a book trying to erase the notion left by Colonialist teachers that poetry was hard;
4. Uganda Essential Knowledge, which I have already discussed;
5. The Lockdown of Covid-19, a collection

of poems I wrote during the Lockdown of Covid-19;

6. Children's Poems about AIDS, a book of poems written by Children about the horrors of AIDS, which I edited. A word about this little book: I was asked by Mr. Francis Odida (died last year) to edit this book for UWESO. Your Minister and First Lady knows about the little book because at that time she was the Patron of UWEESO. The Book could make good reading in schools.

Time is not my ally, so I will not discuss those six books.

The Relevancy of Writers to the Ministry of Education

Finally Mr. Guest of Honour Sir, after being that much selfish by talking about myself and my aspirations, allow me to make an appeal to you. Sir, I know as a Permanent Secretary, you are the ENGINE, of the Ministry of Education. I know that you can influence

important decisions about writers.

There are people who have written brilliant books, but because of difficulties in getting publishers, their books have remained unpublished. There are also people who have wonderful ideas, but because of lack of encouragement, they have not written. For that reason, sir, I would want to appeal to you to come out with schemes that would help the would-be writers.

Some years ago, within your Ministry there was a Publishing House known as the "Uganda Literature Bureau." The *Uganda Literature Bureau* was known as the *East African Literature Bureau*, but when the East African Community collapsed in 1977, Uganda took it and made it the *Uganda Literature Bureau*. The officer who was in charge of it was called Mr. Christopher Sabiiti. I met him two years ago.

In short sir, I am appealing to you, as a Ministry, to take more interest in the plight of writers.

I thank everyone here present for listening to me.

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INTERNATIONAL
AUTHORS FORUM



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

TOPIC: BUSINESS OF BEING AN AUTHOR

FRIDAY 26 NOVEMBER 2021 11:00-13:30 (EAT), 09:00-11:30 (GMT)



Maggie Gee
Novelist-Professor Bath
Spa University



Jonathan Kamwaana
Commissioner Ministry
of Education and
Sports, Uganda



Prof. Elisam Magara
Chair of UTANA-Host



Emmanuel Otim
Deputy Head Teacher
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Elly Nyambobo Sabiti
Professor Busitema
University

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For more information, please contact Ms. Racheal Nakamya: admin@utanauganda.org