

THE AUTHORS VOICE

SPECIAL ISSUE

June 2022
VOL 2 ISSUE 2

A QUARTERLY PUBLICATION OF UGANDA TEXTBOOK ACADEMIC AND NON FICTION
AUTHORS ASSOCIATION (UTANA)

VIEWS AND COMMENTS ON MAKING EDUCATION AND SPORTS SYSTEM A CATALYST OF SOCIAL ECONOMIC TRANSFORMATION:

A MEMORANDUM Submitted to THE EDUCATION POLICY REVIEW COMMISSION

BY

Prof. Elisam Magara, Chairman, Uganda Textbook Academic and Nonfiction Authors Association (UTANA). Professor, Department of Records and Archives Management, East African School of Library and Information Science (EASLIS), COCIS, Makerere University,

0772495592, 0706495592, elisam.magara@gmail.com, <https://mobile.twitter.com/elisamprof>

Submission Date: Monday, 28th February 2022 at 3:30pm.

Introduction

Uganda Textbook-Academic and Non-Fiction Authors Association (UTANA) is a Company registered in the Republic of Uganda under the Company Act Cap 110: as Company limited by guarantee and not having share capital. It is governed by the Memorandum and Articles of Association registered by the Registrar of Companies in May 2013. UTANA is a member-driven association upholding and enhancing the profile, status, rights and needs of academic and non-fiction authors in Uganda. Its mission is 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 in the book value chain”. As one of its strategic objectives, UTANA engages and participates in research and development to support authorship, educational institutions and the general public. Through interaction with our stakeholders for the last 9 years, we hereby proceed to provide our observations and com-

ments on what could be done better in the education sector. Where necessary, we shall also provide justification.

National Objectives on Authorship/Writing in teaching and learning

The National Objectives and directive principles of state policy XVII(ii) on educational Objectives provides that: The State shall take appropriate measures to afford every citizens equal opportunity to attain the highest educational standard possible. To achieve that, it requires appropriate access to adequate materials to enable them learn effectively and writing books is a critical business enabler to all aspects of education. In addition, Uganda Vision 2040 aspires for maximizing skilling and retooling of potential workers. The World Development Report 2018 (WDR 2018) notes that “the best way to equip children and youth for the future is to place their learning at the centre”. In a Report of National Planning Authority on the Comprehensive evaluation of the UPE Policy, on thematic 3: Primary Teachers Training or producing competent teachers to deliver UPE, reports that the current pre-service training will not provide all the skills required for one to be a competent teacher. It further recommends that this necessitates a focused robust teacher/tutor professional support system to continuously support teachers.

Currently, the education sector exhibited by the poor reading culture and inability to identify talents at early age, has left a huge gap on our writing and authorship capacity. To ensure delivery of quality education in the country and enhance efficiency and effectiveness of sports services at all levels, learners need to access reading materials e.g. books. Therefore, writing and authorship are indispensable in teaching and learning process. The products of writing, namely books, provide opportunity for interactive learning which covers the cognitive, affective and psychomotor domains. The following are the recommended policy directions:

- a) Developing Writing skills among the teachers shall provide critical support to critical areas of school curriculum, and build capacity for indigenous writers in facilitating the works of teachers and supporting local languages. This would reduce disparities between the rural and urban, the privileged and disadvantaged, gender inequalities and address the inadequacies in infrastructure and accessibility of facilities in schools.
- b) To build capacity among teachers during and after training to ensure that by the time a teacher comes out of college/university, he or she has a product he has published that is called by his name as the author. Such intervention shall have a multiplier effect if it inculcated to the pupils, students and the community.
- c) Teachers need to develop competence in writing and be able to instil the same to the ordinary child. This requires a need to mainstream writing in the curriculum to ensure that a Ugandan child can write something as an author, a strategy that can be integrated through writing competences in all levels of education sector. This however requires building a system to protect the authors and their rights. The system should encourage projects that can support both with the students and the teachers in developing writing skills and competences. But let's be very clear. Good writing skills come from voracious reading. And there is no short cut to this.
- d) The Government should encourage collaboration on author expositions and supporting young writers' mentorship programs in schools to develop writing skills through writing competitions and special interest groups like teacher-authors coming together to support writing and authorship in the country. We want to see, by the time a teacher comes out of college/university, he has a product he has published that is called by his name as the author. Such intervention shall have a multiplier effect on the pupils, students and the community.
- e) Creating interactive mentorship programmes of academia/university with community or lower education levels to demystify writing, develop writing culture and creating love for writing for increased creativity relevant for community development. Enhanced relationships and connections for the upcoming writers are very important for networking. Partnerships are crucial in developing relationships and writers are advised to avoid the island situation.
- f) Teaching of literature is core to developing capacity

for reading and writing skills. However, the current way of teaching Literature in English Language at A and O' levels is deemed difficult because several concepts in the Set-Books are foreign and strange to 'our' (UGANDAN) students! Therefore, teaching and learning of Literature in English Language in our Schools should encourage/ project our home concepts, conceptual universality notwithstanding.

- g) Incorporate reading as part of the timetable, involvement of teachers in the development of learning materials and self-study materials and a need to address/ build capacity for authors of pamphlets.

Promotion of Local Content in Teaching and Learning:

Uganda is currently promoting the consumption and use of locally manufactured goods and services through the Buy Uganda Build Uganda (BUBU) Policy approved by cabinet in 2014 and its Implementation Strategy developed in 2016. For a long time, books by foreign authors have dominated the Ugandan market. So building capacity among teachers may increase chances of promoting BUBU not only in availability of national authored books but adequately promoting conformity to standards among other salient issues. At the centre of the curriculum are generic skills and values, which cut across all the subjects on the curriculum. These include: critical thinking and problem-solving, cooperation and self-directed Learning, creativity and innovation, ICT proficiency and Communication which require abundance of quality assurance, a task that requires concerted efforts. The following are proposed interventions:

- a) Establish a content review board to review and ascertain that information contained in various instructional materials (imported or locally developed) is acceptable and in line with the societal values, norms and practices in Uganda.
- b) NCDC should utilize the existence of District Language Boards and cultural institutions to develop capacity in writing in Local Languages. There is need for reduction on the amount charged by NCDC towards sitting allowances for reviewing of the submitted copies especially when the author is a technical person and expert on the subject matter. In addition, there is a need for the author to become part of the review team if the author has expertise on the subject matter related to the book published
- c) Promote the use of local content in the production

of instructional materials so as to depict content that is in tandem with the realities in the natural environment.

- d) Design frameworks for standardization, registration and certification of authors, publishers, editors, printers to define the roles played by various stakeholders in the book chain
- e) Promoting Open learning and source technology for free continuing education, for teachers to develop materials online for teaching to support continuous professional development. Many teachers now have developed digital content, a technology that aims at putting books at the centre of teaching and learning.

Supporting the Home-schooling Strategy:

In response to COVID-19, the government has embraced such strategies as home-schooling, as a fundamental tool for transfer of knowledge to facilitate easy sharing of knowledge and information among the teachers and learners/students/ children. Whereas online books are being promoted globally, the challenge is on ability for access by people in remote areas and inability for some people to purchase the gadgets needed. The target is in writing of books to be put in the hands of the learners/students as a way forward. The Ministry concerned is in the process of coming out with a policy to support the writing of books, a strategy that is expected to improve a reading culture in the country. Teachers shall develop the ability to put their minds together into books.

1. Developing capacity among teachers to tailor their writing in addressing such government programs like home schooling as an opportune investment. This requires a need to adapt to easier ways of producing books.
2. The Government to encourage the development of teachers to engage in authorship and be ready to partner with Private Sector in writing books.
3. A need for collaboration with authors and to support this initiative of promoting the business of being an author. A need to create reading and writing by preparing students to write at an early an early stage.
4. Schools to create time within the timetable to make the learners read at least some work every day of the week. Teachers should endeavour to give work to learners which involves them to look for information outside and write.

5. The public should be encouraged to buy materials authored by Ugandans as a way of supporting authors.
6. The Country should recognize writing as an essential area. It's only through writing that we can preserve knowledge that we need.
7. Stakeholders and partners to encourage partnership and mentorship programmes in writing to utilize diversity of skills and knowledge among authors
8. When books are written, government especially MoES should take them up as important reference materials.
9. The Ministry should revise curriculum and/or integrate authorship in its operations and make it a mandatory competence developed at different ladders in education system

Right to remuneration of authors.

1. Article 17 of the universal declaration of human rights: "Everyone has the right to own property alone as well as in Association with others. In Uganda, the National goals and objectives on education guarantee fundamental human rights, the right to property. Article 26(1) guarantee that "Every person has a right to own a property either individually or in association with others". Like any other property, copyright property needs to be protected.
2. Writers must be remunerated because there is a universal right to payment for work done and payment for the use of our work is as essential as copyright. The current remuneration of authors through purchase is not sufficient enough to support the sector. In most of the developed countries, remuneration of authors is spread through Loan-based, Stock-based systems, Book purchases and Registered library user. To improve the sector, the following policy recommendations, suffice:
 - a) Provide avenues for remuneration of authors through collective management organisation and the public lending rights.
 - b) The governments shall take a central role in implementing the public lending rights (PLR) and promoting cultural policy as a justified public spending and value for use of public money.
 - c) The the Government shall provide a policy framework for accountability of literature output in the country. This is possible by policy change to enable linkage of the copyright, ISBN and libraries as a base for support to the sec-

tor. The works Covered by PLR include Printed books, E-books, Audio books, CDs, DVDs, etc. Writers need to balance their time between teaching and writing, we need help from our governments as authors would do well in engaging in writing projects that bring in an enormous amount of money to contribute to the thriving creative economy of the State.

Rationalisation of Public libraries and National Library in Education Sector:

On 16th August 2021, Hon. Wilson Muruli Mukasa, Minister of Public Service in his statement to Parliament on rationalization of government agencies based on a Cabinet position on 22nd February 2021, Under Minute No. a3 (CI2021), cabinet made a decision to merge, mainstream and rationalize one hundred and fifty-Seven (157) Government agencies, Commissions, authorities and public expenditure to facilitate efficient and effective service delivery. In particular, the rationalisation recommends the Transfer of National Library of Uganda from Ministry of Gender Labour and Social Development (MoGLSD) and mainstream function and services to Ministry of Education and Sports Mainstreamed as a Department under Ministry of Education and Sports, this position change is one of the efforts to address the unfinished challenge of libraries in Uganda.

The Government White Paper on the Education Policy Review Commission (1992) recognised the role of public libraries in the process of universalisation, vocationalization, expansion and democratisation of education. Here, the Government envisages to provide adequate and effective library services not only to students in those institutions but also to the wider communities around these institutions in order to provide avenues for the proliferation of knowledge throughout the country through lifelong education and integration of education with the community. Further, in a policy reform of decentralisation as per the Local Government Act, 1997, mandated local government with the responsibility of establishing, equipping, managing and maintaining decentralised services including public libraries. The Government then enacted the National Library Act 2003 that established the National Library of Uganda with the powers of management of the legal deposit, guidelines of public libraries and international standards book numbers and promotion of reading culture. These two policy regimes left both the public librar-

ies and school libraries with no coordination and. They both tended to ignore the earlier models as recommended by Hockey, Castle and Haidar reports of developing a coordinated network system of school libraries in the country, a scenario that has remained a challenge. The decision to mainstream the National Library of Uganda (NLU) in the education sector provides an opportunity for increased knowledge among the researchers, authors and academia. The following policy interventions are recommended:

- a) There be established a model library at each regional centre in the country to give guidance and demonstrate the expectations of school libraries in terms of technical services and facilities.
- b) A policy direction to utilise existing public libraries available in the country as support institutions to schools is needed. This is one way to support the proposed rationalisation of National Library into the mainstream of the education sector libraries. School libraries link to public libraries and the wider information network, in accordance with the IFLA Public Library Manifesto. The International Federation of Library and Information Institutions and Associations (IFLA)/UNESCO Public Library Manifesto 1994 guides nations to make libraries as gateways to knowledge and culture which are important for the development of humankind
- c) The national library service has an important role of promoting a nation's cultural diversity, literature and promotion of reading culture. In particular, the National Library of Uganda is mandated to manage the legal deposit through its networks and quasi legal deposit. It is the right of the National Library to require every publisher of a book or document in Uganda at his or her cost to deposit 3 copies of a book, or document or 1 copy of the video gram or film and 10 copies in the case of any government department with the National Library. Whereas the responsibility for operating public library services falls mainly on the municipalities and districts (with financial assistance from the state), the schools and MoES shall have the power to use them for educational purposes.
- d) Whereas it is the responsibility of universities in running the University Libraries, the Ministry of Education is responsible for sponsoring national library policies and coordination of libraries to support the education sector. For example, echoing on the idea of Africana function as modelled by the

Makerere University College (Deposit Library) Act 1964 Some Universities and other research institutions would be mandated by policy to act as legal deposit centres as auxiliary support services to the national library. A streamlined policy framework is required.

- e) By its nature, the National Library is “the organizational centre of the nation’s library system often the centre of public library services...” (UNESCO 1997). In such cases the leadership and services of the National Library extend beyond preservation of documentary heritage The current legal framework mandates the National Library of Uganda with the functions of compilation of bibliographic control, act as a bibliographical agency, national availability of publications, issuing ISBN and ISSN, support inter library loans, national planning and coordination for library services among others (Magara and Batambuze, 2018). Whereas the services offered by National Library would be rationalised in the education sector, the role and mandate of National Library of Uganda as an Agency requires a serious consideration.
- f) A National library is a memory of the Country. The Government should make a commitment to build and facilitate the national Library that work as a one stop centre for Ugandan literature, a pride of writers and authors in Uganda.

Support for School Book Provision in education sector:

UTANA applauds the efforts by the Ministry of Education and Sports in developing National Instructional Materials Policy (NIMS) that was embraced by stakeholders in a Stakeholders’ Consultative meeting on Instructional Materials and Book Policy held on 5th and 6th March 2020 at Public Service College Jinja. Whereas the Ministry has built capacity through the Instructional Material Unit (IMU) for procuring of books from publishers (MoES, Policy Analysis Division, 2020), there are exhibited challenges that requires a policy change. In addition, we recommend the following policy provisions:

- a) The current Ministry of Education and Sports practice of procuring instructional materials for the above institutions favours only textbooks for the core subjects. The argument for this practice has

always been pegged to budgetary constraints. It is important to note that learners at an early age need to be exposed to other materials, especially story books to widen their imagination, to relax their minds (through fun) and also help them to improve their reading speed. Besides, we need to instil in the learners the spirit of loving and reading a variety of books, to promote reading culture which is not only poor in our society but in all our educational institutions. Our prayer is that the Ministry of Education should devote at least 10% of its annual budget for instructional materials to procure other reading materials like story books and others that can supplement core textbooks. This is important for supporting local authorship, publishing, documentary and cultural heritage.

- b) The current trend dictates the use of ICTs and consequently, a need for instructional materials/books in digital form. MoES should consider supporting the book development of e-books and promote their use in schools. Eventually, a shift of a student - book comparison should be a laptop per learner. A feasibility study on the accessibility and affordability is definitely mandatory. The School Book Policy Framework should take care of the developments of existing legislations, information and communication technologies and the global development agenda and social dynamics of the society.
- c) To Develop code of ethics to guide professional training and practice of publishers, editors, book-sellers, writers and consumers (head teachers, librarians, and teachers) and curriculum support, quality assurance, and monitoring and evaluation. For instance, authors to participate in book provision should be certified by National Authors Body.
- d) MOES and schools should utilise opportunities and avenues available to them to use books like use of reading camps, alternative library facilities accessible to teachers and students and instituting loan guidelines for use of books outside library, class and school. For instance, MoES, schools and districts should consider utilisation of community libraries as alternative storage places for utilisation of books in a clustered school environment. Districts with resource centres should be utilised by the book provision programme to keep and manage resources to guide schools as reference points. The MoES resource centre should be developed as model library to give demonstration on the resource ref-

erence for the sector in Uganda. The Book procurement guidelines should integrate the role of districts (DEO and DIS), teachers, PTA and School Management Committees/Board of Governors with regard to improved usage, monitoring and evaluation.

- e) Enforce professional standards by requiring registration of librarians and authors which shall inculcate them to members of a professional body for quality assurance. In addition, government should establish a staff structure and qualification framework of librarians within the public service framework to run libraries

3. Financing for book provision in the sector for sustainable education and lifelong learning

The current book development and provision programme concerns mainly procuring books for supply to schools but not capital investment among publishers for the future development of the book industry in Uganda. Therefore, empowering local publishers in order to realise actual book industry growth requires urgent attention. Thus, instead of government engaging in provision and supply of books, opting for a long term investment strategy could give security for publishers' investment

- a) The government and development partners should consider shifting from supporting evaluated manuscripts from publishers to supporting capital investment of publishers that demonstrate the capacity to produce school books and other learning materials.
- b) Considerations could be like provision of concessions, tax relief and other business strategies that have impact on the industry. This might seem expensive in the 1st years but it would turn out to be a long term investment and more sustainable.
- a) The current mode of book provision makes an author rely on the good will of publishers in terms of willingness, publisher' availability and remuneration. The desired book development model is that an author who is knowledgeable in the curriculum and has competence in the subject, develops capacity to generate book ideas and engages with a publisher for the production of a book. The government should further invest in authorship in order to have indigenous authors who can compete favourably on the international scene to improve the education standard in Uganda.

- c) The MoES would ensure supporting authors to develop capacity to produce materials to face the competitive nature among publishers. Such support would be in form of grants or awards for writers in critical areas of the school curriculum, training in textbook writing, and mentorship of upcoming writers; capacity building for indigenous writers and facilitating the works of authors. IMU could institute a national literary awards/prize for authors who have excelled or performed better to inspire the young authors.

4. Ensuring proper coordination, monitoring and evaluation of the school book support in education sector for sustainable education and lifelong learning

- a) It is recognised that there are a number of legislations that support the book sector in Uganda. There is a need for a comprehensive policy which should address a book from the conception of idea to its utilisation and integrate issues of curriculum, quantities and quality, evaluation and approval, financing, teacher training, library and reading, library development, ICTs, research, legal issues and industrial policies. The ministry should utilise some of the scattered policy provisions to develop a School Book Development Programme.
- b) The government should strengthen the intellectual property policy against piracy and other infringements, especially for publication deposited with both National Library of Uganda and registered at Uganda Registration Services Bureau (URSB).

References

- IFLA School Library Manifesto. (2021). https://www.ifla.org/wp-content/uploads/2019/05/assets/school-libraries-resource-centers/publications/ifla_school_manifesto_2021.pdf
- Magara, Elisam & Nyumba, Joyce Bukirwa. 2004. Towards a School Library Development Policy for Uganda, *Library Review*, 53(6): 313-322.
- Magara, Elisam. the .2009. A framework for an integrated student information management system for higher education in Uganda, University of South Africa, Pretoria, <http://hdl.handle.net/10500/1248>
- Magara, Elisam and Batambuze, Charles. 2018. The

- Regulatory Impact Assessment (RIA) on the Uganda National Policy for Libraries: a Study Report, Kampala: National Library of Uganda
- Magara, Elisam. 2005. The “Library, archives and Museum” Trinity: A professional Challenge with Particular reference to the Knowledge Society and Uganda, Innovation, Revitalising Library Association in Africa, 31(2005),77-97.
- Magara, Elisam. *School Book Provision Programme in Uganda: Challenges and Prospects*, Kampala: Uganda Textbook Academic and Non-Fiction Authors Association, 2016.
- Ministry of Public Service Vote 005 Statement on Rationalization of Government Agencies By/ Hon. Wilson Muruli Mukasa Minister of Public Service. On 16 August 2021. <https://parliamentwatch.ug/wp-content/uploads/2021/09/Statement-on-Rationalization-of-Government-Agencies-by-Hon.-Wilson-Muruli-Mukasa.pdf?x25532>
- MoES. Policy Analysis Division. Draft Regulatory Impact Assessment (RIA) Report for the Instructional Materials in Education Policy, March 2020
- MoES. Ten Year Strategic Plan 2020-2030 for Teacher/Tutor Instructors Education and Training Department, March 2020.
- National library of Uganda. 2017. Strategic Plan of the national Library of Uganda, 2017-2022.
- National Planning Authority. National development Plan, *Third National Development Plan (NDP III) 2020/21-2024/25*, July 2020.
- National planning Authority. Uganda Vision 2040, April 2013.
- Rationalization of Government Agencies, Commissions Authorities and Public Expenditure., <https://trumpetnews.co.ug/wp-content/uploads/2021/05/RATIONALISATION-OF-AGENCIES-FINAL-1.pdf>
- Rationalization of Government Agencies, Commissions Authorities and Public Expenditure., <https://trumpetnews.co.ug/wp-content/uploads/2021/05/rationalisation-of-agencies-final-1.pdf>
- Republic of South Africa, Department of Arts and Culture. 2013. Project Report on Costing the South African Public library and Information Science Bill, RSA.
- Republic of Uganda. 2003. National Library Act, 2003, Act 2, Acts Supplement No. 1
- Republic of Uganda. Government White paper on Education on Implementation of the recommendations of the Report of the Education Policy Review Commission Entitled Education for National Integration and Development, Kampala April 1992.
- Revisiting the Role of Education in Global Society: Relevance of the Concept of “Value Generalization” in an Educational Context, 2019,
- Siv Bente Grongstand. 2005. The Norwegian Archives, Library and Museum Authority, in Knowledge and culture: Norwegian libraries in Perspective, Norway: National library of Norway.
- Sustainable Development Goals - Resources for educators. <https://en.unesco.org/themes/education/sdgs/material>
- The Report of the Sub-Committee set up to Consider the relationship between the Board and Libraries for Schools and Colleges, The Standing Committee of the Public Libraries Board, 1977.
- The World Development Report 2018 (WDR 2018).* <https://www.worldbank.org/en/publication/wdr2018>,
- Uganda. 1964. Public Libraries Act 1964, Cap. 121.
- Uganda. 1992. Government White Paper on the Education Policy Review Commission 1992
- Uganda. 1992. The National Information Policy and Coordinating agency Bill 1992 Bill No. 24, Supplement no. 17.
- Uganda. 1997. Local Government Act, 1997, Cap 243
- Uganda. 1999. Vision 2015: A Strategic Framework for National Development, MFPED.
- UNESCO Public Library Manifesto, Nov. 1994.
- UNESCO.. 1997. Guidelines for Legislation for National Library Services/Prepared by Peter J. Lor with Assistance of Elizabeth A. S. Sonnekus. UNESCO.

**UGANDA TEXT BOOK - ACADEMIC AND
NON-FICTION AUTHORS ASSOCIATION
(UTANA)**



**NF
FO**

NORSK FAGLITTERÆR
FORFATTER- OG
OVERSETTERFORENING

“Promoting the Rights of Authors”

Our Vision:

A member-driven association upholding and enhancing the profile, status and rights of academic and non-fiction authors in Uganda

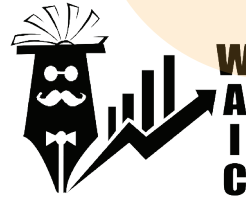
Our Mission:

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 in the book value chain.

Core Values:

- Respectful
- Professionalism
- Transparency
- Integrity
- Accountability

WRITERS - AUTHORS INVESTMENT COMPANY (WAIC) LTD



Vision:

Flourishing Ugandan Authors through Investment

Mission

To support writers and authors to enhance their livelihood through savings and innovative investments, for meeting the competitive world book market

Products and Services offered

- Mobilizing and uniting of Writers and Authors in Uganda
- Supporting mobilization of saving among authors and writers
- Investment in assets
- Enhancing social support & welfare
- Authorship and literary Agent

