

AUTHORS' VOICE

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THEME: Genesis and Exodus of the Capacity Building for the Schoolbook Project in Uganda

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Welcome Message from Chairman, UTANA, Prof. Elisam Magara

Uganda Textbook-Academic and Non-Fiction Authors Association, better known as UTANA, is a non-profit organization that gives voice to the concerns and interests of Uganda's academic and non-fiction authors. The story of UTANA begins with a 2012 study supported by the Norwegian Non-Fiction and Translators Association (NFF). That study uncovered several challenge limiting the sector including poor reading culture, limited funding, piracy, copyright infringement, unclear earning avenues, and the lack of a common forum for authors. That study also expressed a need for mentorship, promoting talents through writing, capacity building, and authorship professional recognition. Founded to promote the works and status of authors, UTANA has steadily grown into a vibrant association dedicated to empowering writers across the country.

Vision: A member-driven association that enhances the profile, status, and rights of academic and non-fiction authors in Uganda.

Mission: Advocating for recognition of authors' works, protecting their rights, and collaborating with stakeholders in the book industry to ensure authors thrive professionally.

Strategic Objectives: The strategic plan 2024/25 to 2029/30 addresses the following areas:

- Enhance UTANA's institutional capacity
- Build capacity through seminars, workshops, training
- Engage in research to support authorship & education
- Support authors in gainful publishing processes
- Strengthen cooperation, networking & partnerships

UTANA was officially registered in May 2013 as a company limited by guarantee. Since then, it has become a hub for authors to grow, network, and protect their interests.



UTANA Launch 3rd October 2013 at Statistics House

UTANA offers mentorship, training, and support in areas such as copyright, publishing, book design, and marketing. UTANA has continued to engage in a number of activities including: Academic Authorship Skills Enhancement Series, a mentorship program for academic writing, Publisher-Author Partnership a Guidelines, Author Exposition, Advocacy on business of being an author an investment through authorship, writers-authors investment enhancement, support to Book Writing Initiatives of authors of academic and general non-fiction works, focusing on manuscript completion, editing, public talks, and production and supporting young writers among others.



Hon Kahinda-Otafire Officiating at the UTANA Public Talk

UTANA continues to champion the rights of academic and non-fiction authors in Uganda by creating opportunities, fostering collaborations, and advocating for fair practices. Further, UTANA ensures that authors supported, and empowered to contribute to Uganda's rich intellectual and cultural heritage. Lastly, UTANA recognizes and supports writers in developing skills, creativity into confidence and writing ability. With support from the Norwegian Association of Non-Fiction and Translators (NFFO), UTANA launched the UTANA Grant Scheme for Authors (UGSA) meant to support authors already in the writing process, helping them complete their works and bring more Ugandan stories and academic content to the public. The events and activities have been reported in UTANA's publication--the Authors' voice Volume 1. In

the previous volume (which came out in 4 issues), we reported on the steadfast journey of UTANA, its leadership, activities and projects. Volume 2, featured two special issues one being on the the business of being an author the authors: recovery strategy and another one featuring the Memorandum submitted to the Education Policy review Commission entitled Making Education and Sports a Catalyst for social economic Change was published. I now welcome you to our Volume Three of the Authors' Voice, which focuses on the report on the Capacity Building for the Schoolbook project in Uganda. This particular issue considers the genesis and exodus of developing the capacity building for the schoolbook project in Uganda.

A need for Capacity Building in Quality School book Identified.

The overarching Sustainable Development Goals (SDGs) on education, 2030, are 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 its population, especially in the process of transforming the nation's organisational ability in the development of its human resources. These can be exhibited right from the Government White Paper on education, 1992, which acknowledged the importance of textbooks and the emergence of the local publishing industry, where private publishers engaged in publishing and supply of school-based books. The government has, over time, supported the 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; an unregulated book industry, uncontrolled reprographic services, inappropriate access to books and libraries by the population, poor learner-book ratio, the existence of questionable quality and counterfeits on the market and piracy issues, and reliance on the 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 a 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 resource is essential to facilitate development. Uganda's goal on the human capital development programme is improving labour productivity for increased competitiveness and a better quality of life for all. An intervention like this of building capacity for authors in the education sector,

shall contribute towards producing an appropriate knowledgeable, skilled and ethical labor force.



Mr. Trond Andreassen and other members of Right Holders Association in 2019

Over the years, the provision of good quality textbooks has been considered by the Government of Uganda 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 textbooks, including the National Textbook Policy (1993), Decentralized Instructional Materials Programme (DIMP) (2001), and Hybrid Procurement Modality (HYPO) (2009). In 2012, the Uganda Textbook-Academic and Non-Fiction Authors Association (UTANA) was formed with the support of the Norwegian Non-Fiction and Translators Association (NFF) under the project: Promotion of Academic and Non-Fiction Authorship: Required Intervention. This was done through mentorship programmes, author expositions, occasional public dialogues, and research in the areas of intervention, such as the copyright, e-books, and schoolbook production.

In 2015, Kopinor, through Hans-Petter Fuglerud, requested Prof. Elisam Magara to conduct a feasibility study on the prospects of schoolbook production in Uganda. This was in connection with their earlier interaction. The first occasion was on 24th October 2011 at Kopinor office at Stortingsgata 22, Oslo, while Prof. Elisam Magara was on a mission to learn how NFFO works with KOPINOR, on the recommendation of Mr. Trond Andreassen, the Executive Secretary, NFFO. The second interaction with Hans-Petter was in Zimbabwe in 2012 at the PAWS, when Prof. Elisam Magara presented the required intervention for authorship in Uganda. The

third interaction was later, during a seminar on the relationship between Reproduction Rights Organisations (RROs) and Right Holders Association, a regional seminar organized by Kopinor and Norcode in South and East Africa, held between 2nd and 3rd April 2014 at Imperial Hotel, Kampala. A related seminar on the theme "the need for an alliance and rights holders' associations in building RRO's" was held at Caral Beach Hotel in Dara-salaam from 5th -7th March 2019, which was attended by Trond Andreassen, Hans-Petter Fuglerud and representatives of RRO's and rights holders associations. Publishers, among others discussed issues of collaboration in promoting the book sector.

Apparently, whereas the government had shown interest in supporting the schoolbooks by supporting publishers, as demonstrated by various book-related programmes, such processes left authors' capacity underdeveloped; authors were only being exploited at the publishers' wishes. That particular study aimed at assessing the prospects of schoolbook production in Uganda. The study analyzed the capacity of schoolbook provision, assessed the challenges and provided the strategies for schoolbook provision in Uganda. The findings from the study indicated that the government programme to procure the development and production of schoolbooks supports the existing network of publishers but there is a lack of capacity among authors to develop competitive and self-initiated authorship. The system depended on the capacity of publishers to invest in the competitive process but lacked capital development and the required support. The same study recommended a capacity building and training programme to support performance improvement in the book sector in the country. There was a need for shifting from supporting evaluated manuscripts from publishers to supporting capital investment of publishers that demonstrate capacity to produce schoolbooks and other learning materials. In particular, it was recommended that UTANA should enter into an understanding with MOES to support capacity building in terms of professional development, competence building and research intervention in the book sector. A report was submitted to Kopinor and a handbook was published. It is available in the UTANA office and —online - <https://africanbooks.com/bookinfo?id=64>. In that report, it is recommended that there ought to be a capacity building mechanism among authors as a main catalyst for increasing publishing capacity in Uganda.

UTANA has endeavored to work towards capacity building through organizing training workshops and training series with the support from NFFO since its formation in 2012/13. UTANA is a member-driven association upholding and enhancing its profile status, rights and needs of academic and non-fiction authors in Uganda.

to exchange ideas and challenges among authors and to share lessons and experiences on industry trends.

Authors in one of the Writeshops on Technical Writing in 2016

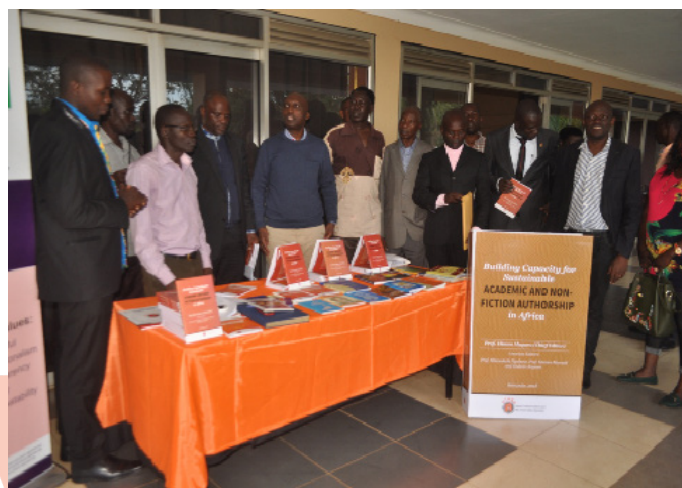


UTANA Members in a Writeshop for Book Publication in 2017

Her 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. Since 2013, UTANA has attempted to build capacity among the authors for an improved authorship industry in Uganda. This has been done through organising workshops, seminars, symposiums, author exposition, public talks, and support through awards through such programmes like: Academic Authorship Skills Enhancement Series, Personal Motivation for Authorship Career, Determinants of Quality of Textbooks, managing legal Issues, earning a Living through Academic and Non-fiction Authorship, Basic Skills and Competences for building gainful authorship, young mentorship, and UTANA Grants Scheme for authors.

Twilight of Collaboration Illuminated

One of the strategic objectives of UTANA is to support the authors' efforts to engage in a gainful publishing process. This is done through developing capacity building activities to support the academic and non-fiction authorship through seminars, workshops, training and other professional conferences, gatherings and expositions. As one of her internationalization programmes, UTANA hosted the Pan African Writers Symposium (PAWS) on 3rd to 5th October 2016. The 4th Pan African Writers Symposium (PAWS) aimed



Mr. Ignatius Kagongi (2nd Right) accompanied by his son on the right receiving award for best authored books. Director of Basic and Secondary Education—Robinson Nsumba-Lyazi who officiated at the function on the extreme left. Holding a Microphone speaker Prof. Elisam Magara, Chairman UTANA



At its colorful closure on 5th October 2016, the Minister of Education and Sports was represented by the former Director of Basic and Secondary Education, MoES, Mr. Robinson Nsumba-Lyazi. He commended 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 the education sector in Uganda. His address provided strategies of the sector in support of the SDGs on education, such as Skilling Uganda, a capacity that required concerted efforts including writing skills.

In 2017, Publisher-Author Partnership Guidelines were developed by a joint **Workshop on the development of Guidelines for Publishers-Authors Standard Contract/Agreement (PASCAL)**, held at Ministers Village Hotel, Ntinda, Kampala. The PASCAL Guidelines were developed by UTANA together with Uganda Publishers Association (UPA) in consultation with URSB. They were launched by Ms. Jane Okot, the Deputy Registrar General was held on 4th October 2019.



Members Attending a Workshop on the development of Guidelines for Publishers-Authors Standard Contract/Agreement (PASCAL) on 24th October 2018



The Deputy Registrar General, URSB, Ms. Jane Okot, Launching the Guidelines for Publishers-Authors Standard Contract/Agreement (PASCAL) at the National Library of Uganda on 4th October 2019

In supporting quality education and training, the Ministry of Education and Sports developed the Book and Instructional Materials Policy. In the process, UTANA has participated in a number of programmes organised by the MoES, including the development of the Instructional Materials Policy in 2018 and 2020. For instance, 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. Many of the stakeholders in the book industry including authors and publishers participated in the said consultative meeting. Of interest to the authors is the fact that the proposed policy focused 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.

As one of the stakeholders, UTANA acknowledged the Ministry's effort in 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 and Intellectual Property (IP). Appreciated also is

that the proposed policy framework aligns standardization, registration and certification of authors, producers, editors, printers of textbooks, all of which rhyme with UTANA's key strategic areas of interest. 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.

Coincidentally, in March 2020, an opportunity to fill that gap was opened up through the UTANA Scheme for Authors (UGSA) that supported authors to engage in the publishing process.

With support from the Norwegian Association of Non-Fiction and Translators Association (NFFO), the UGSA Award system is part of the longtime commitment supported by NFFO that has supported UTANA since



A Session of one of the UGSA Capacity Building Training Workshop

its establishment in 2012. Indeed, the aim of the UTANA Grant Scheme for Authors 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.

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. The support is limited to the publication process, e.g., completing the manuscript, and reviewing and editing to ensure production of relevant and quality books. This is in addition to training of authors and promotion of authors' works. The initiative was fronted by Mr. Trond Andreassen on behalf of NFFO, an interest and effort I acknowledge. The grant is meant to support authors towards the completion of their publications/academic works. The activities of the UTANA Grant Scheme for Authors (UGSA) included: building capacity among writers and authors,

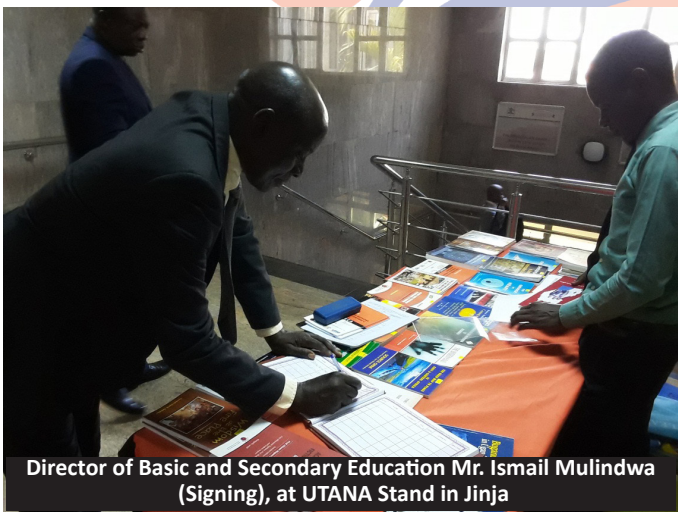
supporting authors with publication grants and promoting authorship products through exposition and increased advocacy and awareness of Ugandan-authored books. In total, 33 individual authors were supported at various levels of publication and one institutional edited book with 17 Chapters was supported. The first 10 beneficiaries received their awards last year on 28th August 2020 in which the Directorate of Basic and Secondary Education officiated at the function. In 2021, 8 more authors received the awards. I take this opportunity to thank the Norwegian Government through the Norwegian Association of Non-Fiction and Translators (NFFO) for giving a hand in supporting the UTANA Grant Scheme for Authors.

Incidentally, UTANA had been involved in the consultation process of the development of the book policy for Uganda in 2018. UTANA was also invited to the follow-up National Consultative workshop on the Instructional Materials and Book Policy, on 5th and 6th March 2020 held at the Civil Service College of Uganda, Jinja.

ing the grant scheme by the Ministry of Education and Sports to support the grant to specifically teacher authors and promotion of authorship in the sector.



At the Award Ceremony of the Second Beneficiaries of the UTANA Grant Scheme for Authors (UGSA), a speech by Ms. Ketty Lamalo, the then Permanent Secretary, MoES, was read on her behalf by Mr. George Mutekanga, Assistant Commissioner Private Schools, MoES, at Silver Springs Hotel, Kampala, on 28th September 2021.



The meeting endorsed the proposed instructional materials policy as a priority intervention in the teaching and learning process for quality education achievements.

As a follow-up, UTANA invited the Director of Basic and Secondary Education to officiate at the UGSA Award function. Further, a courtesy meeting with Mr. George Mutekanga was held in which areas of possible collaboration were identified. As a follow-up, a letter explaining the operations of UTANA and UGSA Scheme was sent to the Permanent Secretary, and a follow-up meeting on the way forward was held with Directorate of Basic and Secondary Education in early 2021. This discussion explored four areas, including: a need for a public talk on authorship in the education sector, capacity building for teacher authors, explor-





Beneficiaries of the UTANA Grant Scheme with the Rep PS and UTANA Executive

The PS commended UTANA for all the efforts thus far. As a ministry, they pledged to join hands in supporting those efforts. She stated that she had 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. She added that taking advantage of efforts like the ones exhibited by UGSA was required to undertake capacity building in the development of authorship competences among the authors in the sector. Mr. Mutekanga, on his part, was happy to learn that UGSA was seriously promoting the use of e-publishing and e-books and encouraged the 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 in the efforts to mitigate the effects of Covid 19 pandemic during that period. On behalf of the MoES, he pledged continued support to UTANA's programmes especially the annual awards to befitting authors.

Genesis of the Schoolbook Idea

In the year 2020, when Covid 19 hit the globe, Uganda was no exception. The authors, like all other people, were equally affected. In particular, authors of primary and secondary schools were severely hurt because many of them, who depended heavily on teaching, could not cope with life to enable them to do their authorship work. This could be attributed to the absence of appropriate skills among authors to help them manage life in diverse environments. In response to Covid 19, the government embraced strategies such as home-schooling, an area that was facilitated by 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. An intervention to develop the teachers with the ability to put their minds together into books

is one feasible strategy to facilitation training in the post Covid 19 response. So UTANA was interested in providing capacity and skills to authors for managing their long-life engagement in the authorship business. To recover from the limbo of unpreparedness among authors, UTANA in collaboration with Ministry of Education and Sports (MoES), International Authors Forum (IAF), and Norwegian Non-Fiction Writers and Translators Association (NFFO) organized a wakeup call seminar on "[The Business of Being an Author](#)".

After the follow-up letter to the Ps, MoES, explaining the operations of UTANA and UGSA Scheme and the subsequent meeting on the way forward with Directorate of Basic and Secondary Education, UTANA conceptualized a concept that was submitted to the PS together with the proposed action plan emphasizing the need for teachers to engage in authorship. As a result, our request was directed to the department of Teacher Education and Training Development (TETD).

As a start, UTANA wrote to the then Permanent Secretary (Alex Kakooza) in a letter dated 20th May 2021 regarding the strategic alliance for capacity building for teacher authors in Uganda. The new PS (Ketty Lamaro) welcomed the idea and accepted UTANA's call for collaboration on capacity building for authorship in the education sector, a request that was forwarded to the Directorate of Teacher Education, Training and Development (TETD) in 2021. Subsequently, the PS directed the Commissioner (Jonathan Kamwana), Teacher Education, Training and Development (TETD), to promote UTANA's proposed collaboration.

Consequently, the Commissioner TETD invited the UTANA team to present the collaboration concept to the department on 30th August 2021 at 9:30 am for possible integration of issues therein in the departmental strategic directions. The meeting was chaired by Dr. Mugisha Annet Kajura, then Assistant Commissioner.



Next was appointing Mr. Max Okiror, AC/TETD, as the focal point officer. The discussion explored the virgin areas, which have for so long been neglected. UTANA then continued to have a series of meetings with TETD under the leadership of Mr. J Kamwana, Commissioner, and a number of correspondences were exchanged between the two institutions. Discussions identified issues of competence in writing that need to be developed to be able to reach the ordinary child. There was a need to mainstream writing in the curriculum to ensure that a Ugandan child can write something as an author. There was also expressed need for competence-based assessment to integrate writing competences in all levels of the education sector. This however required building a system to protect the authors and their rights as noted by one of the participants, “A project that can support both the students and the teachers in developing writing skills and competences to gain from their writing is required.”

In the initial stages of proposed collaboration, UTANA and TETD held a joint hybrid seminar on 28th November 2021 on the topic: “*The Business of being an Author*” at Silver Springs Hotel, Bugolobi, on 26th November 2021, from 9:00 am to 3:00 pm. That seminar was part of the series of the Academic Authorship Skills Enhancement Training (AASET) that has been part of the capacity building programme. The goal of the seminar was to expose to Ugandan authors to the global trends and development in authorship and provide strategic direction for mitigating the challenges caused by Covid 19. The seminar was both online and physical.



Teacher Authors Attending a Workshop on *The Business of being an Author*” on 28th November 2021

Teacher Authors for both primary and Secondary schools at Silver Springs Hotel, Bugolobi. The seminar, hosted/moderated by **Prof. Elisam Magara**, Chairman of UTANA, had the following speakers:

1. Creating a Living: Authorship Global Trends and Lessons for Developing Countries: Maggie Gee,

International Authors Forum. Professor Bath Spa University.

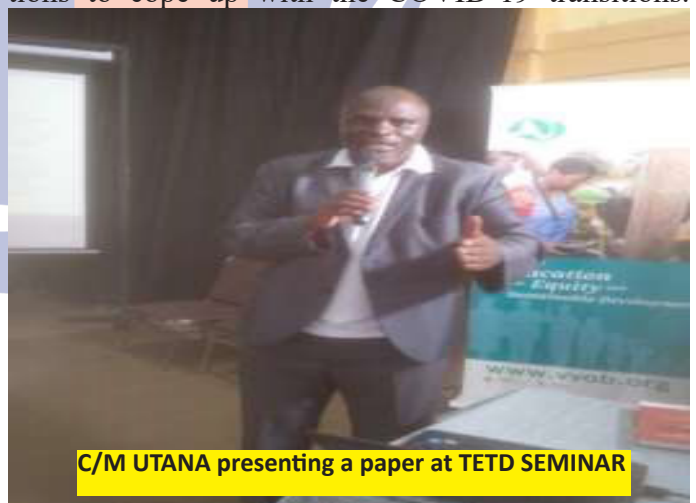
2. The Business of Being an Author: **Prof. Elly Nyambobo Sabiti, Author of Agriculture Principles and Practices for O-level, A-Level, and BTVET**, Professor, College of Agricultural and Environmental Sciences, Makerere University.
3. Balancing Teaching Career and Authorship: **Challenges and Reflections: Mr. Emmanuel Otim, Deputy Head Teacher, City High**



Mr. Jonathan Kamwaana, Commissioner, and Prof. Magara in the Meeting 4th November 2022

4. The Education Sector strategic directions in promoting writing and Authorship: **Mr. Jonathan Kamwaana, Commissioner**, Department of Teacher Education, Training and Development (TETD).

In total, there were 24 physical participants and more than 60 online participants. The Special Interest Group of primary and secondary teacher-authors was formed after the seminar. A discussion forum (WhatsApp) led by one of the executive members of UTANA, Mr. Otim Emmanuel, continued to deliberate on the idea. Some of the needs to address included development of home-schooling publications to cope up with the COVID-19 transitions.



C/M UTANA presenting a paper at TETD SEMINAR

The Chairman UTANA was further invited as part of the organizing committee to plan for the teachers’ symposium preparatory. UTANA’s fully participated in the symposium. The theme was: Coping with Covid 19 and its impact on Education Sector: The Teachers’ Role, 21st – 22nd April 2022 at Silver Springs Hotel,

Kampala Uganda. UTANA was represented by Prof. Elisam Magara, Chairman UTANA who presented a paper entitled: “Promoting Writing and Authorship in the Education Sector in Uganda: Capacity Building - Strategies for Teachers-authors”. Reflecting on the current challenges of the authorship industry in the education sector, the paper proposed capacity building for teacher-authors as a pillar strategic direction for promoting writing and authorship to support learning and teaching in the Ugandan education sector.



Rep of URSB (Right), Dr. SAH Abidi (Middle) and Prof. Magara (Left) in a Seminar

To build on this, a follow-up joint seminar held on 4th November 2022 proposed action areas including a need for supporting a schoolbook programme in the sector. Mr. Jørgen Lorentzen, member of the International Committee at NFFO and former president of the organization, echoed his observation of seeing individual writers being lonely, weak at negotiation with the publishers and having a weak position in protecting their rights. Being paid properly, having cooperate thinking for the business strategy, working with agencies are key to success as an author. **Mr. Jørgen Lorentzen talked about the types of writers who included the Fiction and Non-fiction Writers and the Translators. To Jorgen, authors' rights need to be identified, maintained and protected, and any distribution mutilation or other modification of the work that would be prejudicial to their honor or reputation should be objected to. Moral rights cannot be assigned or sold to a publisher although an author may have the right to enforce these rights. He mentioned that the literacy system and the state are both a cultural and commercial commodity, important carriers of the national language that need to be supported through an active book policy conducted by the state. This requires a scheme for protection and remuneration, a task UTANA should promote.**

Mr. Kalibala that represented the URSB emphasised that the system of copyright is about com-

mercialization. “Bringing the benefit of the works you have created needs to be understood and supported and if you intend to benefit from the books you are writing, you have to be very deliberate about it,” Kalibara asserted. There was a need to mainstream writing in the curriculum to ensure that a Ugandan child can write something as an author. There was also expressed need for competence-based assessment to integrate writing competences in all levels of education sector. This however requires building a system to protect the authors and their rights. The department anticipated a project that can support both the learners and teachers in developing writing skills and competences.

A School Book Idea developed from a Courteous Meeting



Mr. Jørgen Lorentzen and Prof. Magara in a Zoom meeting

On 21st November 2022, a courteous meeting through a zoom call between UTANA Chairman and NFFO was the birth of the concept of the schoolbook project in Uganda. The meeting was meant to orient Jorgen on the activities on UTANA and the way forward for the authorship business in Uganda. Jorgen had taken on a new responsibility as the International Secretary of NFFO and was following up on previous Programmes coordinated by Trond Andreassen. A number of issues were discussed in that meeting, including: Following up the progress of PAWS, hosting of the forthcoming Pan African Writers Symposium (PAWS), collaboration and strategic alliance with the Collecting Society and Publishing Network for the purpose of promoting the school book programme in Uganda. There was thus an expressed need of developing a right strategy for collaboration with existing networks of PAWS to lift the status of non-fiction authorship in Uganda. There was a need for better cooperation of supporting authorship in Africa, as noted that togetherness makes one stronger. The meeting exposed the activities undertaken by UTANA includ-

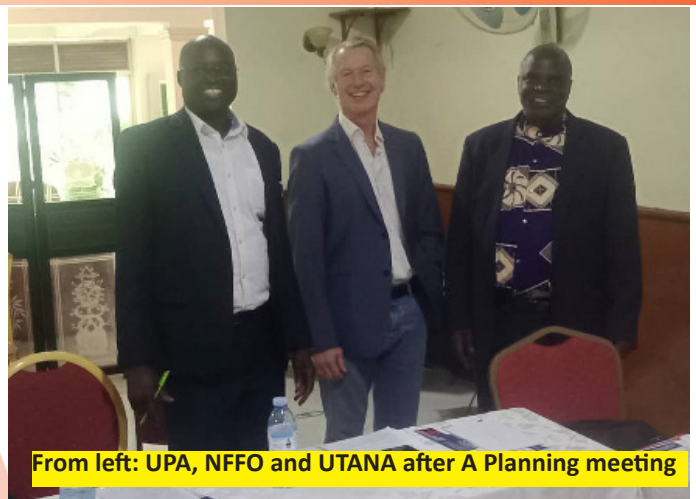
ing capacity building, UGASA and the publishing of a joint book. He appreciated the progress of the book publishing including the number submission of chapters, recruiting members numbering more than 20 authors. The support was extended to the book reviewing, editing, and production of the book. A catalogue lists the publication published by UTANA members and members are encouraged to do digital publishing. The meeting echoed the previous attempt by KOPINOR support to UTANA in a study done on the status of school book production in Uganda. Jorgen introduced a school books project in Malawi, a project implemented by Kopinor in Malawi and an evaluation report exists that we could have access to. It was important to learn from the experience of Malawi and interest on how we can take advantage. Partners were agreed on to include the Ministry of Education and Sports, the publishers' association and collecting society. Prof. Elisam was mandated to come up with a concept and share it with Jorgen as a starting point for the future of a school book programme in Uganda.

From an Idea to a Collaborative Concept

In partnership with the Norwegian Association of Non-fiction and Translators (NFFO), UTANA introduced a joint project with MOES on school book development to promote authorship in the education sector. NFFO has supported UTANA since her establishment to date. Following up on the Capacity Building for School Books concept developed by the Chairman UTANA and International Secretary NFFO, Jorgen Lorentzen, a stakeholders' meeting was held on 3rd March 2023, from 8:00 am–4:00 pm at Emerald Hotel.



Planning Team held at Emerald Hotel on 3rd March 2023



From left: UPA, NFFO and UTANA after A Planning meeting

The idea had been conceptualized earlier by the Chairman UTANA, Prof. Elisam Magara and the new international secretary, NFFO, Jorgen Lorentzen, which started with the initial planning meeting to have input in the concept held on 3rd March 2023, at Emerald Hotel Kampala to kick-start the proposed intervention. The schoolbook programme is meant to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary level education in Uganda. With this intervention, there shall be increased availability and accessibility of textbooks and reading books in Uganda schools. To ensure the ownership of the concept, different partners including the Ministry of Education and Sports, the Uganda Reproduction Organisation (URRO), the Uganda Publishers Association (UPA), the International Secretary NFFO and National Curriculum Development Center (NCDC) were invited. The meeting was attended by selected UTANA members, representatives of the Uganda Reproduction Organization (URRO), the Uganda Publishers Association (UPA), the Norwegian Embassy in Uganda, International Secretary NFFO and Ministry of Education and Sports (2 people).

A project is meant to build capacity to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of the local secondary level education in Uganda. With apology, NCDC did not attend but showed interest in the concept. The meeting reflected on the UTANA and NFFO working relationship, the work of NFFO for many years working with different African Writers' Associations and the need for the schoolbook support. The meeting addressed issues of the status of schoolbook provision in schools, challenges of book production and distribution and readiness of developing the concept into a proposal. The meeting was attended by UTANA members (Elisam Magara, Emmanuel Otim, Kisembo Grace Oliver, Robert Ka-

yiki, Byamugisha Bwebale and Irene T. Kasemiire), the Executive Director, URRO, Batambuze Charles, the Chairman Uganda Publishers Association (UPA), Martin Okia, the International Secretary NFFO, Jorgen Lorentzen and two representatives from the Ministry of Education and Sports — Ms. Elizabeth Kisakye Nsamba and Mr. Christopher Ojama who represented the Commissioner of Teacher Education Department.

Ministry of Education and Sports, Special Teacher Education Working Group Meeting

Following up on the two-day teachers' symposium on the theme: "Copying with Covid 19 and its impact on Education Sector: The Teachers' Role, in April 2022, Prof. Magara was invited to participate in a Special Teacher Education Working Group Meeting (TEWG) meeting held on Friday, 17th March 2023 at 8:00 am prompt at **Imperial Royale Hotel**. The workshop involved the presentation of the draft National Teacher Council Bill. It also featured the discussion/sharing of ideas on the Presentation of the Draft Professional Competence Profile for Coordinating Centre Tutors (CCTs) to improve in-service teacher support under the Teacher Development and Management System (STDMS). In addition, there was a briefing on the preparations for the fourth coming GPE II Uganda Learning Acceleration (U-LEARN) Programme, Result Area 1: Quality Teaching and Learning, which is linked to most of the TETD partner interventions supported by Save the Children.

The Exodus of the Capacity Building for the Schoolbook Project in Uganda

As a follow-up, a planning meeting for the Capacity Building for SchoolBooks in Uganda Project (CB-SP) was held on 2nd and 3rd August 2023 at RIDAR Hotel Mukono to receive and consider the concept and design the way forward. The meeting was attended by UTANA, MOES (TETD and IMU), NCDC, publishers and URRO, and the Norwegian Association of Nonfiction and Translators (NFFO). In that meeting, action was taken regarding Constituting a Working Team for the Capacity Building for School Books in Uganda (CB-SBU) Project. The Chief Guest, the Permanent Secretary, Ms. Ketty Lamaro was represented by Mr. Simon Peter Tukei, the AC/IMU, a role he played very well. The Ministry was also well represented by a team from TETD, IMU and NCDC, which demonstrated a commitment to

accept the concept of the Schoolbook Project with the overarching goal to enhance adding value to existing teachers' knowledge and competences to do effective writing. In that meeting, there was appreciation for the guidance given by the PS to broaden the category of intended beneficiaries for all levels of education. At the end of the two days' workshop, the action plan for the proposed intervention was made including a proposal of constituting the Project Steering/Working Committee/Team. A summary of the proceedings of that meeting was as follows:

The meeting was attended by Ms. Winnie Nekesa Akullo, Mr. Emmanuel Otim, Mr. Deogratious Habiana, Mr. Charles Batambuze, Mr. Martin Okia, Mr. Patrice Sembirige, Mr. Simon Peter Tukei, Mr. Max Okiror, Mr. Christopher Ojama, Mr. Moses Mutaisa, Ms. Sharon Kirabo, Ms. Florence Kyomuhendo, Mr. John Nkakwa, Mr. Michael Olukor, Mr. Azawi Mwinike, Mr. Jorgen Lorentzen, Mr. Ron Richard Muphuwa, Mr. Rogers Naturinda and Ms. Irene Twine. The workshop started with introductory remarks from the Chairman UTANA, a presentation from MoES, Malawi and one on the Proposed Schoolbook Project concept which formed the basis for the discussion input in the project by stakeholders.

Welcome Remarks by the Chairman UTANA

Prof. Elisam Magara gave a brief on UTANA as a member-driven association upholding and enhancing the profile, status, rights and needs of academic and non-fiction authors in Uganda. **The UTANA 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".

To develop capacity building activities to support the authors' efforts to engage in a gainful publishing process, in 2020 UTANA identified an area with an intention for collaboration with MOES. In partnership with the Norwegian Association of non-fiction and Translators (NFFO), UTANA proposed a joint project with MOES about schoolbook development to promote authorship in the education sector. NFFO has supported UTANA since her establishment to date. The schoolbook project is meant to build capacity to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of the local secondary level education in Uganda. With this intervention, there

would be increased availability and accessibility of textbooks and reading books in Uganda schools.

Introductory Remarks from NFFO representative, Mr. Jorgen Lorentzen



He started by telling a story on how writing came into existence. He mentioned that in the beginning was the word; word created the world. Then human beings were given the right and possibility to name the word and give names to existing things, such as birds, animals, and the things that surround us as humans. Through this, languages were created; we created words, sentences and meanings, sentences that followed each other and gave sense, logos. This has been a specific human practice since beginning of time. Out of words and sentences we created stories, stories about things around us and stories out of our imagination.

We didn't create the word, but we created the meaning of the word and made the word possible to understand for our imagination and curiosity.

These stories were told generation after generation, and then after some time humans started to write them down. They found ways to change the spoken words, the naming of the word into written languages and written text, and by that, the ability not only to keep it and store it, but also to spread it to others such as through the storytelling around the campfire. And today, the schoolbook project is a continuation of this story. He therefore, requested teachers and authors to continue naming the word in quality schoolbooks so the word will be accessible and understandable for our children. And we want this to be done by local authors from Uganda that know the stories, know the culture and history, know the reality of the country, and know how to communicate with the children of Uganda in schoolbooks for the future.

He also mentioned that books strengthen the democracy in the world, it contributes to knowledge of history and culture and us as human beings. He also mentioned that today we are starting a new chapter in the history of the schoolbooks with this schoolbook project initiated by UTANA. This project means improving the quality of the teachers through improving the quality of the schoolbooks. In the end this means improving the quality of teaching and the skills of the students. Schoolbooks are the glue in the school that learners and teachers work with together. Better teaching, better learners will also mean more students qualifying for secondary school and higher education, which is one of the main goals of the Ministry of Education's program **transforming the education system in Uganda**. He also mentioned that the Norwegian Non-Fiction Writers and Translators Association has been involved in a similar, very successful project in Malawi. He therefore invited Mr. Ron Muphuwa from the Malawi Union of Academic and Non-Fiction Authors (MUANA) to give present a success story about the project.

Presentation by Mr. Ron Muphuwa from the Malawi Union of Academic and Non-Fiction Authors (MUANA)

The Malawi School Book Development Project (SBD) was implemented and launched in 2017 with a purpose of creating a local textbook publishing industry that is skilled, sustainable and functional in serving the needs of secondary level education in Malawi. The Project in Malawi was designed as a capacity building intervention for the textbook publishing value chain focusing on improving skills among publishers, authors, editors, illustrators, book designers and local printing service providers. It was also intended to enhance and create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary education. The major objectives of the project were to create a skilled and sustainable local educational publishing industry that serves the needs of the local secondary education and produce supplementary textbooks for Agriculture, Chichewa, English, Geography and History. The project was managed by the Copyright Society of Malawi - COSOMA, a non-profit statutory body established in 1992 to promote and protect creative works in Malawi.

The project was evaluated through: examining the performance of the project, assessing the extent to which the project achieved its outcomes; providing information on the status of project implementation to ensure the delivery of the outputs, determining any broader, longer-term changes that occurred as a result of the project and documenting the project's relevance, sustainability, coherence, effectiveness, efficiency, strength, weaknesses and lessons learnt. He further mentioned that 36 authors, 18 editors, 7 book illustrators, 7 book designers were trained. Further, 70630 textbooks were printed and distributed, 82 beneficiary Community Day Secondary Schools benefited and 3 local printing service providers were given business. However, there were also challenges including unavailability of Industrial Data that limited planning and decision making in book development and publishing activities. There were delays in accomplishing some of the outputs. In particular, production of textbooks scheduled for the first 3 years was done in the 5th year. Delays were caused by the fact that evaluation of book manuscripts took longer than was planned. There were observed struggles by stakeholders in getting market for the newly developed books. Further, due to some limitations financially, the project produced titles that combined content for both junior and senior secondary school levels. In addition, authors and publishers were given set limits in terms of pages for each manuscript. Printing service providers were also asked to print the textbooks in black and white. Authors could not develop teachers' guides for learners' resource books. Finally, the advent of Covid 19 pandemic and its related containment measures also contributed to a slowdown of activities as important meetings were cancelled and some activities were shelved.

Official Opening Remarks from the Permanent Secretary read on her behalf by Mr. Simon Peter Tukei

In his personal remarks, Mr. Simon Peter Tukei noted that the concept came at such a time when the Ministry was preparing for the review of the primary school curriculum. This concept therefore was timely to enhance the Ministry intentions to add value to existing teachers' knowledge and competences to do effective writing. He noted that the ministry recognized the number of players in the publishing industry such as curriculum developers, authors, publishers, printers, book reviewers, teachers, and librarians, among others, many of whom require capacity to be able to work to expected standards. He expressed

hope that these people would benefit from this intervention. He appreciated the purpose of the project to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary level education in Uganda. He guided that, that objective be broadened to incorporate a broad category of intended beneficiaries for all levels of education. This is because authorship is not limited to the secondary school level. Rather it starts with the primary up to university and tertiary levels. He read the speech verbatim (as detailed below) and finally declared the meeting open.

The Commissioner, TETD
Chairman UTANA,
Representative from NFFO,
Representative from Malawi,
Invited Guests,
Ladies and Gentlemen,

Good morning to you all.

Thank you for this honor and invitation to officiate at this meeting. I take this opportunity to thank the organizers of this meeting for the good thought and actions that have enabled this meeting to take place. This concept of capacity building for teachers in publishing at large indeed sits in the core of quality assurance of the education and sports because, in addition to quality teachers, there must be quality leaning materials to support the teaching and learning process.

This concept comes at such a time when the Ministry is preparing for the review of the primary school curriculum. In order to sharpen the performance of the players in the book industry, the publishing houses require quality staff to write the books. It is my considered opinion that this initiative will go a long way in supporting the industry. Indeed, it presents a golden opportunity for Uganda since the initiative rhymes with the goals of education and sports "to ensure provision of quality education and sports services in the country". It therefore makes us proud to be associated with the proposed schoolbook project in Uganda.

For the last 3 decades, the government has attached great importance to the development of education in Uganda as a useful tool to transform society. The Whitepaper on education 1992 aim one on teacher education is "to broaden and deepen the trainees own academic knowledge of teaching subjects (White Paper 137) and the second aim is to produce competent, reliable and honest and responsible teachers.

The Vision of MoES is Quality Education and Sports for All with the Mission “To provide for technical support, guide, coordinate, regulate, and promote the delivery of quality education and sports to all persons in Uganda; for national integration, individual and national development”. The current Education Sector Strategic Plan hinges on three major strategic policy objectives to:

1. Achieve equitable access to relevant and quality education and training.
2. Ensure delivery of relevant and quality education and training.
3. Enhance efficiency and effectiveness of education and sports services at all levels.

Therefore, empowering local authors and publishers in order to realize quality and actual growth in the book industry is a welcome approach to capacity building especially in addressing the diverse book needs for reviewed curricula at different levels and also support local languages, competence-based learning, as we Build Uganda, Buy Uganda.

For over two decades, the Ministry has built capacity through the Instructional Material Unit (IMU) for procuring of books from publisher (MoES, Policy Analysis Division, 2020). Whereas we expect publishers to produce better quality books, there is a constrained effort to institutionalize capacity building on authorship among teachers who are in service. This concept therefore does well to enhance the Ministry intentions to add value to existing teachers’ knowledge and competences to do effective writing.

We take cognizance on the number of players in the publishing industry such as curriculum developers, authors, publishers, printers, book reviewers, teachers, librarians, among others, many of whom require capacity to be able to work to expected standards. It is our hope that these people will benefit from this intervention.

As you may be aware, the Ministry is in advanced stage in putting in place the National Instructional Materials Policy to create a framework to support and regulate the development, access and management of instructional materials to support learning processes at all levels of education and training. It is our hope that this policy will streamline processes related to development, distribution, usage and disposal and management of IMs for education and training purposes.

The proposed policy gives greenlight on the following provisions.

- a) Enhance cooperation, networking and strategic partnerships with all stakeholders in the IMs industry so as to promote the production, availability and access to quality IMs for all stakeholders
- b) Conduct capacity building activities to support players including academic and nonfiction authors, editors, book reviewers, publishers through seminars, workshops, training and other professional exposures so as to ensure the build the necessary competences and skills to promote quality IMs for use in the Uganda education system
- c) Design frameworks for standardization, registration and certification of authors, publishers, editors, printers to define the roles played by various stakeholders in the book chain
- d) Promote the use of local content in the production of instructional materials so as to depict content that is tandem with the realities in the natural environment

I want to acknowledge that one of my first tasks as a Permanent Secretary in the MoES, that I handled was a request from UTANA regarding Strategic Alliance for Capacity Building Programme for Teacher Authors in Uganda which I directed to the Commissioner Teacher Education Training and Development (TETD). I am happy that the Department took action and has caused a product that we are witnessing today.

Mr. Chairman, as MoES, we are glad to know that the schoolbook project is meant to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary level education in Uganda. I wish to guide that this objective be broadened to incorporate a broad category of intended beneficiaries for all levels of education. This is because authorship is not limited to the secondary school level. Rather it starts with the preprimary up to university and tertiary levels.

Lastly, we appreciate the partners, UTANA and Norwegian Nonfiction Authors and Translators Association (NFFO) for this initiative. We also welcome the National Curriculum Development Center (NCDC), Uganda Reproduction Rights Organization (URRO) and Uganda Publishers Association (UPA) among the stakeholders for embracing this initiative and pledge support to grow authorship in the education sector.

With these few remarks, I now declare this workshop open.

Thank you and may God Bless you.

Ms. Ketty Lamaro

FOR GOD AND MY COUNTRY]

Stakeholders' views on the Cconcept of the Proposed Schoolbook Project in Uganda

Introduction

In most of the Sub-Saharan Africa, the educational sector is characterized by increased number of educational institutions and student numbers right from pre-primary to higher education. Uganda has witnessed an increase in population in the country that has also necessitated increase in enrollment at all levels with a percentage increase of 6.2%, 0.3%, 1% and 1.7% at pre-primary, primary, secondary and higher education with the current student/pupil: teacher ratio at 56:1 and 45:1 for primary and secondary school respectively and the current pupil: textbook ratio at 4:1. As per her Vision 2040, Uganda aspires for “A transformed Ugandan society from a peasant to a modern and prosperous country within 30 years” with an expected increase of literacy rate from 73% in 2010 to 95%. There has evident interest in supporting school book production through supporting the local publishers demonstrated by various Programmes such as Decentralized Instructional Materials (DIMP) and Hybrid Procurement modality (HYPO). Most of these efforts depend much on the capacity of the publishers to invest in the procurement process who engages the prospective authors, and book sellers, and the production. 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. 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 government has continued to review the curriculum at different levels to address the socio-economic needs including development of local languages, competence-based learning, and student-based learning, Build Uganda, Buy Uganda and Homeschooling.

Like any other country, Uganda's education system was affected by Covid 19. In response, the government has embraced such strategies as homes-schooling, an area that would be facilitated by existence of locally authored books or reading materials as fundamental tools for transfer of knowledge and sharing of knowledge among the teachers and learners. This requires a need to adapt to easier ways of producing books that has a potential to eliminate disparities

between the rural and urban, disadvantaged, gender and address the inadequacies in infrastructure and accessibility of facilities in schools. Schoolbook production is a core activity in the publishing industry throughout the world. Production of adequate books is a prerequisite in all education, in all subjects, at all levels, in any country. Thus, schoolbooks should reflect international publishing standards but also address the indigenous or local needs, an attribute that can be achieved by building capacity among local stakeholders in the sector. Therefore, the initiative to empower authors, publishes and other stakeholders to engage in gainful publishing process and promote the book industry in Uganda is required.

Goals

1. Enhancing a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary level education in Uganda.
2. Ensuring increased availability, affordability, accessibility and sustainability of schoolbooks in Uganda schools.

Purpose

The schoolbook project is meant is to create a local educational publishing industry that is skilled, sustainable and functional in serving the needs of local secondary level education in Uganda. This shall ensure increased availability and accessibility of textbooks and reading books in Uganda schools. The project is designed as a capacity building intervention for the textbook publishing value chain. It is focuses on improving the skills among publishers, authors, editors, illustrators, book designers and local printers. The project is thus designed to help improve the capacity of the book publishing value chain by equipping them with relevant skills for book development.

Objectives

1. To build capacity for a skilled, sustainable and functional local publishing industry to serve the secondary education level.
2. To support the development of textbooks in selected and/lacking areas of secondary education curriculum.
3. To facilitate the production and distribution of secondary school books for increased accessibility/availability in the country.
4. To ensure effective program coordination, evaluation and support of school books in Uganda.

Project Partners

The project is implemented in partnership with:

1. Norwegian Non-Fiction Writers and Translators Association (NFFO)
2. Uganda Textbook Academic and Non-fiction Authors association (UTANA)
3. Ministry of Education and Sports (MOES)
4. Uganda Reproduction Rights Organization (URRO)
5. Uganda Publishers Association (UPA)

Project Description

A Schoolbook means all the textbooks and reading material, teachers' materials and other production inputs such as papers, manuscripts, publishing and manufacturing as well as other related services such as distribution, binding and packaging that the supplier is required to supply under the contract. The production of schoolbooks follows the publishing firm's business process. The procurement for schoolbooks is open to all the publishers through the international bidding by the MoES. The books selected for supply in schools are published by the respective publishers that have gone through the process of tendering. This is a collaborative project of the government and private sector, a project to change book policies and enhance schoolbook production in developing countries. The project is meant to build capacity of writers, publishers, editors and book sellers to facilitate their works through writing and the production process. The school books shall be those of secondary education curriculum. The process shall be based on four pillars: Capacity building; supporting the writing process, production and distribution, and program coordination; advocacy; and support.

Methodology

In this project, the author is taken as a focal point of book production. This project is limited to secondary school books. Whereas the project supports the book production process, the author's idea in form of a manuscript shall be the focus of evaluation. Participatory approach and strategic partnership shall be adopted as a strategy to learn from experience in book writing and production support and potential partners based on strengths in book provision. Evaluation of the manuscripts shall be anonymous. The open calls shall be made to prospective writers and publishers.

A Review Committee shall be constituted based on their relevancy in evaluation of textbooks and shall work as per set guidelines. The results-based financing (RBF) model shall be used to release and manage awards to the beneficiaries. The beneficiaries shall be members of respective right holders' bodies. The Publisher-Author Guidelines shall be used in establishing the relationship between the publisher and author. Members of the evaluation team shall be required to sign the Oath of Secrecy. It shall be a requirement to observe the highest standard of ethics during the review and awarding of the grant. Efforts shall be made to include a member of National Curriculum Development center (NCDC) on the review committee, for books based on school curriculum.

Justification

One of the aspirations of the sustainable development goals (SDGs) on education 2030 is to ensure inclusive equitable quality education to promote lifelong learning opportunities through building "essential life skills" among the Population. To harnesses opportunities, the Uganda Vision 2020 aspirations on human resources development strategy is anchored on the premise of maximizing the demographic benefits divided in terms of skilling and retooling of potential workers. One of the broader aims of Uganda education system is to eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development. The Ugandan Education Sector strategic objectives focus at achieving equitable access to relevant and quality education and training; ensure delivery of relevant and quality education and training; and enhance efficiency and effectiveness of education and sports service delivery at all levels. Thus, the capacity building programme of authors and publishers is one strategy to support various intervention Programmes including talent identification and nurturing.

A country that invests in its human capital secures its future. A well-educated, skilled human resource is essential to facilitate the development of Uganda's goal of the human capital development programme (NDPIII: PP 165-174). An intervention like this of building capacity for authors in the education sector shall contribute towards producing an appropriate knowledgeable, skilled and ethical labor force. Thus, supporting the building capacity in authorship is one way of increasing access and quality of social services and enhanced skills development in the sector.

A report by the National planning Authority on the Comprehensive Evaluation of the UPE Policy, Thematic 3: Primary Teachers Training or producing competent teachers to deliver UPE, indicates 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. An intervention to help acquire knowledge to support teaching can be achieved by the acquisition of authorship skills. Therefore, the capacity building for teacher-authors is one way to fill the gap that teachers might not have learnt. 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. Those who have produced, many of them are in form of printouts 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 develop skills to write books meeting appropriate standards.

One of the core objectives of education is to make education equitable in order to eliminate disparities and inequalities. Writing skills among the authors shall provide a critical support to supporting the critical areas of the school curriculum, and building capacity for indigenous writers in facilitating the works of authors and supporting local languages. This would eliminate disparities between the rural and urban, disadvantaged, gender and address the inadequacies in infrastructure and accessibility of facilities in schools. In order to enable society to cope with those changes, the newly reformed Lower Secondary School Curriculum emphasizes knowledge, application and behavioral change based on a clear set of values which must be developed in the learners during the learning process. At the center of the curriculum are generic skills and values, which cut across all the subjects in the curriculum. These include: critical thinking and problem-solving, cooperation and self-directed learning, creativity and innovation, ICT proficiency and communication. Conditioning the capacity building of the teacher-author should have the ability to reduce subject and content overload. Promoting the use of local content in the production of instructional materials so as to depict content that is tandem with the realities in the natural environment requires enforcement of standards on authorship and development of local publishing.

The Ministry of Education and Sports developed the National Instructional Materials Policy (NIMS), which was embraced by stakeholders in a stakeholders' National Consultative meeting on Instructional Materials and Book Policy held on 5th and 6th March 2020 at Public Service College Jinja, in which the regulatory Impact assessment (RIA) and draft policy were considered by the stakeholders. Whereas the Ministry has built capacity through the Instructional Material Unit (IMU) for procuring books from publishers (MoES, Policy Analysis Division, 2020), there are exhibited challenges that require a policy change. 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. There is a need to support authors to develop the capacity to produce materials to face the competitive nature among publishers. This is a reason for supporting book development in critical areas of the school curriculum, training in textbook writing, and mentorship of upcoming writers and facilitating book production and distribution.

Since her establishment, UTANA has worked on joint initiatives with the collaborating institutions, including the Ministry of Education and Sports (MOES), Uganda Reproduction Rights Organization (URRO), and Uganda Publishers Association (UPA). Together with MOES, UTANA hosted the Pan African Symposium (PAWS) in 2016 and has held seminars on "Business of Being an Author in 2021 and 2022. UTANA had engaged URRO in almost all its activities to promote copyright and collective management. Supported by URSB, UTANA collaborated together with UPA to develop and publish the PASCA — Publishers Authors Standard Contract/Agreement. All these efforts are needed in this collaboration.

Potential Risks and Mitigation Strategies

Risks	Mitigation Measures
Delayed submission of reports	Agreed Project activities and workplan with the author
Lack of cooperation from innovative writers	Sensitization seminars and contracts signed; involvement in planning to ensure mutual ownership.

Beneficiaries' lack of compliance	Organisations/guarantors to sign contracts with each beneficiary
Beneficiaries' failure to complete projects within the agreed period.	Early recruitment into the program and adherence to the agreed study plan and use of RBF

Project Ccoordination and Monitoring

UTANA shall take on the responsibility of coordination and monitoring of the project. This shall involve overseeing the setup of the facility, monitoring and supervision. Communication from UTANA to funders shall be done through the Project Coordinator, Prof. Elisam Magara.

Discussion Input to the project by Stakeholders

The ministry was requested to provide the gaps that require intervention. What are the priority areas the project should address? There is need for training basics on writing, steps on how to conduct research and how to prepare a manuscript.



Capacity Building for school Book project planning workshop held at Rider Hotel on 3rd August 2023

There is need to interface with service providers, authors and conduct training. Basics on house styles, content selection and bid documents, government procurement, capacity or who to manage contracts in the book value chain, copyright issues need to be developed. Schoolbooks: Approval of a new curriculum. Are they resource books, core textbooks, supplementary? We need to decide. Teachers have to come on board as one of the stakeholders. There is need for every teacher to attain a CP in textbook writing and other related competences. We should have a road map where students of teacher training colleges, tutors and teacher educators are trained in

the same. There is need for sensitizing policy makers in licensing the education system. Authors have to be given capacity for continuous writing. Licensing agreements are needed. There is need to redesign the method of identifying the beneficiaries. A team can take account of the National Curriculum needs. There is a need of identification of training training needs, a menu of capacity building of teacher-authors. There is need to develop a permanent course outline as a knowledge gap so that after the project, the ministry rolls out that course as a continuous programme. There is need to develop a core team that should acquire the competences which should offer the coordination of the project in the whole sector. There is also a need to come clearly about what kind of materials the project is dealing with: core textbooks, supplementary textbooks or supplementary readers at all levels, primary/secondary. Roles of the key partners, authors, publishers, teachers, curriculum developers and deliverables require delineation. There is also a need to point out the time frame and road map and the target group should stand out. Training should be conducted for curriculum programmes for editors, book sellers, authors. Broad areas of authorship need to be defined, for instance, writers of nursery books, books on curriculum special needs, etc.

The project addresses the provisions of the education White Paper mandated years ago, however, we had not had such a project in favour of teachers like this one. There is a huge gap in the skill of interpreting the new curriculum; therefore, to get the right pull of writers for the new curriculum is a gap for this project to fill. The project should be open to all education sectors. The proposal should be adjusted. There is a need of re-design the method of identifying individuals; we need to have a core team so as to have a point of records even after the project.

Regarding book production and distribution, there is a need for capacity building of teachers to be equipped with the sustainability plan. There is a need for taking advantage of the current Education White Paper, an intervention in revising the White Paper. Thus, a need to address training gaps of bridging the curriculum needs thorough training of publishers, editors. Copyright issues need to be developed. A goal to promote reading culture and literacy rate in the country is required.

Action Plan on the proposed intervention

To kick-start the project, the meeting set up the action plan which involved formation of a working committee, briefing of the intervention to the teacher education development department, baseline survey, and development of the capacity building outline (Course Outline for capacity building of authorship) for the intervention: Teacher Education Working Group, Presentation to ME, Presentation to SMM, Presentation of a Draft MOU and Project Evaluation, Monitoring and Review.

As a way forward, the Chairman was to modify the concept to fit the needs of the ministry. Members thanked Prof. Elisam Magara, Chairman of UTANA, for coming up with this concept, the Malawi representative, for sharing the success of MUANA and NFFO for the support. The department of TETD as a mother department of the Schoolbook project, was mandated to keep on overseeing and working together with other stakeholders so that the concept comes to reality. There was a need to engage the Teacher Education and Training Development Department, conduct a baseline survey and re-design the method of identifying individuals to be trained, and build a core team to ensure sustainability of the project. The meeting envisioned a need for developing a training guide that will be used for training after the project so that the ministry can still gain a string wheel.

It was noted that the notable participation by the Ministry represented by teams from TETD, IMU and NCDC demonstrated a commitment to accept the concept of the Schoolbook Project with an overarching goal to enhance adding value to existing teachers' knowledge and competences to do effective writing. In that meeting, there was appreciation of the guidance given by the PS to broaden the category of intended beneficiaries for all levels of education.

The Collaboration gets a Shape with the appointment of the Focal Point person

To engage the department, UTANA and NFFO had a meeting the Commissioner TETD (Joseph Kikomeko) in his office on 3rd November 2023. In that meeting, a number of issues were discussed and agreed upon.

1. Presentation of the Project Intention to the Monitoring and Evaluation Working Group.

The Department shall organise and advise the UTANA on how to prepare for the presentation.

2. Identification of areas of need (subject and levels) in both primary and secondary education.

There is a need to indicate the kind of books where there is a gap that requires a need for addressing in the schoolbook.

3. Appointment of a Focal Point Person:

It was noted that a Focal point Person in the names of Moses Mutaisa had been identified, but there was a need of delineating the terms of reference to clearly indicate his responsibility with regards to the project. The FP shall be a bridge between the project coordinators and the Ministry. In that respect, all questions and communications about the project to the Ministry pass through him. He shall be responsible for providing to the project team information requested for or regarding the project, and be a member of the steering committee for this project. He will also arrange for meetings required for the project execution in the ministry and keep all other stakeholders in the sector informed of the project activities.

There was a need for a letter of support from the ministry to show an indication of working with partners and expressing the need for a schoolbook project. The Commissioner of TETD wrote a commitment hinging on the need for achieving quality education that requires availability of competent, motivated and effective teachers. Investing in teachers will ensure that learners acquire relevant skills, knowledge and values to contribute to national development. The Commissioner confirmed that the Ministry of Education and Sports commits to be part of the Capacity Building for Schoolbooks in the Uganda Project initiated by Uganda Textbook Academic and Nonfiction Authors Association (UTANA) and the Norwegian Association of Nonfiction and Translators (NFFO), in cooperation with Uganda Reprographic Right Organization (URRO) and Uganda Publishers Association (UPA). The Ministry will provide necessary information/statistics required in the process of the execution of the project and at the same time will be part of the steering committee of the project dedicated to following up the project outputs. There was another meeting at Silver Springs Bugolobi on Thursday 2nd Nov 2023 in which UTANA and the International Secretary to NFFO agreed to concretise the actions agreed upon in the meeting with collaborators and MOES. A follow-up meeting was held on 3rd November 2023 from 6:00 am to 8:00 am with ministry officials, Chairman UTANA and NFFO International Secretary. In that

meeting, there was appreciation that for some time, UTANA had worked with the department, and there was need of mainstreaming our operations within the Ministry. There was need for identification of areas of need (subject and levels) in both primary and secondary education. Discussions dwelt on the action plan including a need for a support letter for the project, identification of the subjects and areas where there is a gap, appointment of a Focal Point person by delineating the terms of reference and responsibility with regards to the project. On the same day, a meeting was held with other partners, URRO and UPA from 2 to 4 pm at Geriza Hotel. In the meeting, terms of participation by URRO and UPA were spelt out and they were requested to provide a baseline survey of the different aspects in their areas of operation. The baseline surveys were conducted, initial project planning meetings were held between UTANA, UPA, URRO and MOES. The aim of the baseline surveys was to establish the common factors of the capacity status for the schoolbook in Uganda to inform the future of book provision in the country. Three areas to be covered:

1. Identify the basic data and statistics regarding the national, educational and publishing sector that have an influence on the schoolbook provision.
2. Assess the state of book production and distribution in selected and/lacking areas of the schoolbook programme.
3. Determine the capacity building gaps, skills and competences required for a schoolbook program in Uganda.

The output would help to to give an understanding of the current situation. The information provided shall be used to provide a matrix on the best approach for the future of schoolbook provision and for implementation of the schoolbook project.

The Commissioner of TETD wrote a commitment on the need for achieving quality education that requires availability of competent, motivated and effective teachers. He noted that investing in teachers will ensure that learners acquire relevant skills, knowledge and values to contribute to national development.

It was noted that a Focal Point Person in the names of Moses Mutaisa had been identified. The FPP is responsible for providing information requested or regarding the project to the project team, be a member of the steering committee for this project, keep all other stakeholders in the sector informed on the project activities. This was done and Moses was appointed as a focal point person for UTANA on 29th Nov. 2025

Getting Inputs from Stakeholders/Partners

After the MOES appointed Mr. Moses Mutaisa as the Focal Point Person, there was a follow-up meeting on Thursday 7th December 2023 to chart the way forward. The meeting was attended by Mr. Moses Mutaisa, the Senior Education Officer PTD/MoES), Mr. Christopher Ojama (the Senior Education Officer, TETD), Ms. Kirabo Sharon (the Senior Education Officer, TETD), Ms. Irene Kasemiire (the Programmes Administrator, UTANA) and Prof. Elisam Magara (Chairman UTANA). The discussion was guided by the issues discussed earlier in the meeting with TETD Commissioner regarding the same subject and to guide on the implementation.

To proceed with project, a working meeting to develop the project proposal among the stakeholders was held on Monday 22nd to 23rd January 2024 at Ministers' Village Hotel, Ntinda from 9:00 am – 5:00 pm. The meeting concentrated on the matrix for Capacity Building for the Schoolbook Project (CB-SP), the Work Plan and indicative budget proposals. In attendance was Prof. Elisam Magara, Charles Batambuze, Martin Okia, Moses Mutasa and Irene Kasemire. The meeting received presentations from UPA and URRO on basic baseline needs and statistics that were important for the input to the project proposal. Another meeting with the Instruction Material Unit officials was held on 25th January 2024. On appointment by Focal Point person a meeting was held with two staff in the IMU offices to brief them about the project and their participation. It was noted that the IMU capacity is in the evaluation and monitoring and book review process. It was noted that care should be taken for the project not to be bogged with the protocols and procedures of the Ministry but should endeavor to follow the standards expected by the Ministry in the book provision. Reflection on these issues was that some of the issues discussed included the kind of books in which fields and level is a priority for the Ministry. During the discussion, it was noted that the priority in primary education was in local languages and supplementary materials, Social Studies (priority on unpacking the Religious Education -Christian Religion- and Islamic Religion) and set two: Creative Arts, Physical Education (CAPE 1, 2, 3). In Lower Secondary Education, there was an expressed need for Kiswahili, Physical Education, Local languages and Literature, Science and Technology and Mathematics (STEM) and supplementary books. In Higher School Certificate (HSC), priority is seen in Science and Technology and Mathematics (STEM) and

Local Languages. There was also expressed need of cross cutting issues and some nonfiction guide books, Special Needs materials, teachers' guides and generic, career, life skills guides and handbooks.

Submission of a proposal for Funding

With the information available, Prof. Elisam Magara and the International Secretary NFFO presented a proposal for funding of the schoolbook project. The section below provides a summary of the proposed project as submitted, a summary of Justification for Kopinor support in Uganda, the commitment letter to the funder by the Ministry of Education and Sports and the proposed responsibilities of the partners.

Justification for of Capacity building for the Schoolbooks Project in Uganda

One of the aspirations of the sustainable development goals (SDGs) on education 2030 is to ensure inclusive equitable quality education to promote lifelong learning opportunities through building “essential life skills” among the Population. To harnesses opportunities, the Uganda Vision 2020 aspirations on human resources development strategy is anchored on the premise of maximizing the benefits of demographic dividend in terms of skilling and retooling of potential workers. A well-educated, skilled human resource is essential to facilitate development Uganda's goal for human capital development programme in 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 the education sector shall contribute towards producing an appropriate knowledgeable, skilled and ethical labor force. Indeed, one of the NDPIII interventions is to support for acceleration of the acquisition of urgently needed skills in key growth areas in the scarce skills areas. It is well elaborated by the Education Policy Review Commission (EPRC) of Uganda (1989) that ...no education system can be better than the quality of its teachers. Report of National planning Authority on the Comprehensive evaluation of the UPE Policy, 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. An intervention to help acquire knowledge to support on how to teach can be achieved by acquisition of authorship skills.

Therefore, the capacity building for teacher-authors is one way to fill the gap that teachers might not have learnt. 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.

Those who have produced, many of them are in form of printouts 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 develop skills to write books meeting appropriate standards. An intervention develops 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. Therefore, developing capacity among teachers to tailor their writing in addressing such government programs like homeschooling is an opportune investment.

Uganda, an East African nation with a population exceeding 45 million, is renowned for its cultural diversity, rich history, and a growing commitment to education and intellectual property rights. Recognized as a cornerstone for economic development, intellectual property has been instrumental in driving the creative industries, including the rapidly expanding writing and publishing sectors. With a GDP per capita estimated at \$850-\$950 annually (World Bank), Uganda is classified as a lower-middle-income country. Despite progress, poverty remains a significant challenge, limiting disposable incomes and making it difficult for many families to afford educational resources like textbooks.

Cooperation with Norwegian Organizations

Uganda's efforts to establish a robust collective management system for intellectual property have been significantly supported by Norwegian partners, laying the groundwork for sustainable growth in the creative sector.

Support from KOPINOR (2011)

The Norwegian Reproduction Rights Organisation played a pivotal role in the formative stages of the Uganda Reproduction Rights Organisation (URRO), offering expert guidance on collective management and copyright protection, capacity building through targeted training for URRO's Secretariat and regional collaboration via annual meetings to exchange best practices with other Reproduction Rights Organisations (RROs). **Strengthened Partnership**

through NORCODE

The Norwegian Copyright for Development Association enhanced URRO's development by facilitating engagements between authors and publishers, expanding local and international repertoires of works and supporting licensing, royalty collection, and copyright awareness campaigns.

Establishment and supporting UTANA: In 2012, the Norwegian Non-Fiction Writers and Translators Association (NFF) supported the creation of the Uganda Textbook, Academic, and Non-Fiction Authors Association (UTANA). In 2015/6, Kopinor requested me to conduct a study on the feasibility of supporting a project on schoolbook production in Uganda. A report was submitted and a handbook is available at the UTANA office and online: <https://africanbooks.com/bookinfo?id=64>. In that report, it is recommended that there is a need to build capacity among authors as a main catalyst for increasing publishing capacity in Uganda. UTANA has endeavored to work towards that capacity through organizing training workshops and training series with the support of NFFO. UTANA has made a significant impact on Uganda's writing and publishing industry by providing grants to writers for creative and academic projects, offering specialized training to improve writing and publishing skills, organizing networking opportunities to help writers promote their works, and advocating for copyright awareness and protection. Since 2020, attempts to fill that gap have been made in a UTANA Scheme for authors that supported authors to engage in the publishing process. I acknowledge efforts by Trond Andreassen for his interest in UTANA from the start in the promotion of UGSA on behalf of NFFO. This, however, could not specifically address the needs of schoolbooks as that area required special treatment and attention

The Book Publishing Industry in Uganda

Uganda's government offers free primary and secondary education, enrolling over 8 million learners at the primary level. While this policy has increased access to education, the publishing industry faces several challenges:

- **High Student-to-Book Ratios:** Despite the recent procurement of 6,013,100 textbooks for Senior Three and Four in FY 2022/23, the student-to-book ratio remains unfavorable at 5:1 in primary schools and 3:1 in secondary schools.

- **Limited Competitiveness of Local Publishers:** Local publishers struggle to compete with international providers due to resource and capacity constraints. The National Curriculum Development Centre oversees textbook approvals, publishing them in English, Kiswahili, and 22 local languages. However, the limited market size for local language books often discourages mass production.
- **Open Market Textbooks:** Textbooks are also available through a network of approximately 300 bookshops nationwide. However, piracy remains a critical challenge, costing Uganda's creative industry an estimated UGX 400 billion annually (Uganda Registration Services Bureau). To combat this, URRO employs measures such as: **Holograms for book authentication and routine inspections to ensure compliance with copyright laws.**

With strong support from organizations like KOPINOR, NORCODE, and NFFO, Uganda has laid a firm foundation for its writing and publishing sector. While challenges such as resource limitations, competition, and piracy persist, efforts by URRO and UTANA continue to empower writers and publishers. These initiatives not only foster respect for copyright but also enhance the competitiveness and sustainability of Uganda's creative industries, contributing significantly to national development.

Commitment to Collaboration arrangements for Capacity Building for School Books in Uganda (CB-SBU) Project dated 8th January, 2024 by Joseph Kikomeko, For: Permanent Secretary, MoES

Achieving quality education requires availability of competent, motivated and effective teachers. Investing in teachers will ensure that learners acquire relevant skills, knowledge and values to contribute to national development. This can partly be realized when a steady production of necessary adequate books at all levels of learning is in place.

The goal of the CB-SBU Project being ensuring increased availability, affordability, accessibility and sustainability of text books and reading books in Uganda by empowering teachers to write and publish schoolbooks of high quality for primary and secondary school in Uganda, it is envisaged that it will be part of transforming the education system in Uganda.

Owing to the above, this is to confirm that Ministry of Education and Sports commits to be part of

the Capacity Building for Schoolbooks in Uganda Project initiated by Uganda Textbook Academic and Nonfiction Authors Association (UTANA) and Norwegian Association of Nonfiction and Translators (NFFO), in cooperation with Uganda Reprographic Right Organization (URRO) and Uganda Publishers Association (UPA). The Ministry will provide necessary information/statistics that is required in the process of the execution of the project and at the same time be part of the steering committee of the project dedicated to following the project outputs.

Schoolbook Project Kicks off

UTANA led the other organisations to provide statistics input for the preparation of the proposed Capacity Building for Schoolbook in Uganda Project. The aim of this baseline survey was to establish the common factors of the capacity status of the schoolbook in Uganda to inform the future of book provision in Uganda. Four issues were considered: 1. Identify the basic data and statistics regarding the national, educational and publishing sector that have an influence on schoolbook provision. 2. Determine the capacity building gaps, skills and competences required for a schoolbook programme in Uganda. 3. Assess the state of book production and distribution in selected and/lacking areas of the schoolbook programme. 4. Provide a guide on the best approach for the future of schoolbook provision and for implementation of the schoolbook project. URRO provided the basic data and statistics regarding the national, educational and publishing sector that have an influence on schoolbook provision. These include statistics on the Uganda Population in 2022/23, GNP per Capita in 2022/23, Income Group, Production % of GDP in 2023 of Services (Particularly education), Educational Indicators like statistical abstract, Expenditures on book sectors in terms of usage, Ratio of book to student, Distribution per region, subject or any other statistics available regarding the school book, etc. Most of the abstract statistics needed to be verified. On the other hand, UPA was to provide details of the state of publishing in the sector, including the procurement process, range of categories of books, sourcing of manuscripts and engaging the authors, approval and evaluation process, marketing and distribution, challenges, etc. Based on the expressions from URRO and UPA, UTANA worked with the MOES and NFFO to identify capacity building gaps, skills and competences required in the planning and budgeting for the schoolbook project, which were incorporated in the Project proposal.

□ The Project Pronounced at the Hybrid Symposium on Capacity Building of Academic and Nonfiction Authorship for Africa's Transformation.



Members of UTANA at Hybrid Symposium on Capacity Building of Academic and Nonfiction Authorship for Africa's Transformation on 14th November 2024

UTANA has been hosting a conference/seminar as part of the series of "Business of Being an Author". This year's function coincided with the UTANA@10. The theme of this symposium was "SECURING THE FUTURE OF WRITERS AND AUTHORS IN AFRICA". Participation came from the Book sector fraternity in Uganda, the international community, and the Network of Academic and Non-Fiction Authors in Africa. UTANA, in collaboration with the Network of African Academic and Nonfiction Authors (NAANA), Norwegian Association of Nonfiction and Translators (NFFO) and International Authors Forum (IAF), and Ministry of Education and Sports (MoES) -TETD Department - and the International Authors Forum (IAF) organized a two-day hybrid symposium on Capacity Building of Academic and Nonfiction Authorship for Africa's Transformations. The symposium was part of UTANA@10 celebrations, among other activities such as young writers' competitions, satellite meetings and an author exposition. The Sub-themes were: Sustaining Literary output in a Knowledge Economy, Capacity Building for Authorship and School Books, Strengthening Right Holders Organisation in Africa, Networking, Collaboration and Strategic Alliance, Artificial Intelligence and academic authorship, Building BookPublishing.



Mr. Joseph Kikomeko Handing Over Outstanding Certificate of Recognition to the NFFO International Secretary Trond Andreassen on 15th November 2024; Certificate received by Jorgen

On that occasion, UTANA awarded outstanding contributors to the progress of UTANA and the authorship industry. The goals of the symposium were to: promote close ties among writers on academic and non-fiction through sharing lessons and experiences, trends and progress, networking and collaboration in academic and non-fiction authorship in Africa.

The Commissioner, Teacher Education and Training Development (TETD), (MOES), Mr. Joseph Kikomeko, acknowledged the efforts UTANA in building capacity. He stated that Africans are driven by decisions they make and writing is not our practice and majority like reading more than writing. To promote the reading and writing culture, publishers have to go a step higher by producing translated copies in different languages to cover all communities in Uganda. Both reading and writing in Uganda must be emphasized as a priority. He regretted that Ugandans depend on foreign materials and forget that our own is also important; a lot can be written and disseminated to our young ones for their future. In addition to the fiction, the textbooks are so critical because what we learn is basically our own here. It is the key to produce content suitable for local communities adding that readers assimilate more when they read literature works in their indigenous languages. He emphasized that we need to develop competences in this job as authors so that we get to know the duties and tasks performed by an author such that when we are training people to become writers, we use those very tasks to develop their competences with time.

Schoolbook Project Kicks off with a Planning Meeting in Kampala, April 10 - 11, 2025

The Uganda Textbook Academic and Non-Fiction Authors Association (UTANA) held an important Schoolbook Project Planning meeting at Onomo Hotel, Nakasero, focused on improving the quality and accessibility of educational materials in Uganda. Led by Prof. Elisam Magara, the session brought together key stakeholders, including Jorgen Lorentzen, International Secretary of NFFO; Mr. Okia Martin, Chairman of the Uganda Publishers Association; Mr. Charles Batambuze, Executive Director of URRO; Mr. Moses Mutaisa, MEOS Focal Point Person; and Ms. Tusingwire Pamella, UTANA Administrator. The meeting opened with a prayer led by Mr. Okia Martin.



Prof. Magara welcomed participants, emphasizing the importance of collaboration and recognizing the support of URRO, UPA, the Ministry of Education and Sports, and Mr. Lorentzen in mobilizing funding. Mr. Lorentzen explained the project's goal to improve teacher competency and learning outcomes for children across Uganda. He also confirmed annual funding and highlighted the need for stakeholder engagement, priority book selection, and author skill development.

The meeting finalized the recruitment of the Schoolbook Project Officer dedicated to manage the project at the professional level for the success of the project. An announcement for expression of interest that was to be run for a month on our website and social media for the purpose of recruiting that person was made. Partners had an input in the advert as required. The advert ran from 15th Feb up to 14th March 2025 and shortlisting was done from 15th to 20th March



2025. A planning meeting for the interview was held in April along with other project activities like discussion of proposed activities and the work plan. A two days' planning meeting was held as scheduled on 10th and 11th April 2025.

The meeting reviewed the project's goals: building capacity for creating high-quality, sustainable

schoolbooks; enhancing skills among writers, publishers, and teachers; and increasing local schoolbook production. Priority areas include primary, lower secondary, and higher secondary education, with a focus on science, mathematics, local languages, and cross-disciplinary topics. Main outputs include training authors, supporting twenty manuscripts, printing 100,000 copies of selected titles, developing a national book policy, and publishing an annual magazine. Anticipated outcomes include improved writing and publishing skills, stronger stakeholder collaboration, and a rising domestic market for locally produced schoolbooks. Discussions covered financial management, result-based financing, training for fifty participants, co-authorship opportunities, and author–publisher contracts. Training is scheduled to begin in July, with sustainable methods and competency-based manuals to ensure lasting impact.

The Schoolbook Project Planning meeting reaffirms UTANA’s dedication to producing high-quality, accessible, and sustainable schoolbooks, strengthening Uganda’s education system and fostering a culture of reading and learning across the country. Training was set to begin in July, with sustainable approaches and competency-aligned manuals to ensure long-term impact. The project kicked off with an indication that the project would be funded as per the documentation presented to Kopinor.

Project Summary of the Capacity Building for Schoolbooks Project in Uganda (CB-SP)

Implementing Organization	Uganda Textbook Academic and Non-Fiction Authors Association (UTANA)
Norwegian Collaborating Organization	Norwegian Non-Fiction Writers and Translators Association (NFFO)
Liaison Government Department	Ministry of Education and Sports (MOES), Department of Teacher Education and Development
Other Partners	Uganda Reproduction Rights Organization (URRO), Uganda Publishers Association (UPA)

Introduction

Uganda has witnessed an increase in population that has also increased enrollment at all levels of the education system with the current student/pupil–teacher ratio at 56:1 and 45:1 for primary and secondary school respectively and the current pupil: textbook ratio being 6:1. One of the challenges hindering the sector is the lack of access to appropriate schoolbooks due to limited supply and distribution capacity, as well as the high cost of available books. The development of teaching materials and schoolbooks in Uganda has not been supported by, for example, qualifying teacher-writers in the various subjects. Increased access to locally authored books would greatly benefit the citizens and the nation at large. In order to strengthen the capacity in the book industry and meet the national goal of the Ministry of Education and Sports “to ensure provision of quality education and sports services in the country” competences in developing teaching material and schoolbook publishing need to be enhanced.

The Vision of MoES is “Quality Education and Sports for All” with the Mission “To provide for technical support, guide, coordinate, regulate, and promote the delivery of quality education and sports to all persons in Uganda; for national integration, individual and national development”. To strengthen a coordinated approach in transforming Uganda’s education system into an effective, efficient and equitable system, the Education Partnership Compact sets out the priority areas, notably policy reforms through the Global Partnership for Education (GPE), whose priority areas are: 1. Quality Foundation for Learning 2. Equitable Access to Education and 3. Quality Teachers.

The Capacity Building for Schoolbooks Project in Uganda targets priority 2 and 3 by supporting the capacity of teachers to develop schoolbooks at a professional level. With the Government of Uganda goals to transform Uganda’s education system, production of adequate books is a prerequisite in all subjects, at all levels (MOES, 2022). In addition, the Ministry is preparing a review of the primary school curriculum, which requires an intervention of schoolbook support. Thus, an initiative to empower authors, publishers and other stakeholders to engage in gainful publishing processes is required. The proposed Capacity Building for Schoolbook Project in Uganda (CB-SP) aims to make a contribution to that effect.

This project is a continuation of, and based on the experience of, the Schoolbook development project in Malawi. This project was run by local organizations within the book industry in Malawi with support from Kopinor and NFFO. The evaluation of the project was outstanding (see attached final evaluation report), and this is an important reason for UTANA to take up the idea and implement it in Uganda. The international publishers selling books to several countries in South Saharan Africa (SSA) is currently a continuation of the historical, cultural imperialism, which underlines the importance for several countries in SSA to engage in locally written and produced schoolbooks. The success of the project in Malawi is a huge inspiration for Uganda and will possibly be so for other countries as well.

Purpose:

Building capacity for producing quality, available, accessible, reliable, affordable and sustainable schoolbooks in Uganda.

Objectives:

1. Improve skills and competences among teachers, writers, publishers and other book industry professionals for a sustainable and functional local publishing industry in Uganda.
2. Improve capacity in the development of manuscripts for quality schoolbooks for primary and secondary education in Uganda.
3. Increase production and availability of quality schoolbooks in Uganda.
4. Increase accessibility and utilization of quality schoolbooks in Uganda.
5. Promote, coordinate, advocate and support the use of schoolbooks in Uganda.

Justification

This project provides opportunity to access education through books in line with the ambition of Sustainable Development Goal 4, the NDP III on a well-educated skilled capital development, Vision 2040 on skilling and retooling potential workers, and the Government White Paper on Education (GWPE) (1992) as the macro policy that outlines the aims and objectives of pre-primary, primary and post-primary education in Uganda. The CB-SP project takes cognizance of the number of players in the publishing industry such as curriculum developers, teachers, authors, publishers, printers, book reviewers and librarians, many of whom require

capacity, competences and skills to be able to work to expected standards and to promote quality books.

The project contributes to the current efforts by the Government in the development of the National Instructional Materials and Book Policy, filling the gaps concerning the curriculum at different levels including supporting local languages, competence-based curriculum and student-oriented learning materials, Buy Uganda, Build Uganda (BUBU) and Homeschooling. In particular, BUBU aims to increase availability of nationally authored books. This project shall equip teachers with skills to respond to the needs of all learners by producing appropriate materials to support young learners toward increased self-efficacy and social responsibilities.

Proposed Areas of Intervention: The schoolbooks target primary and lower secondary education, HSC, and cross-cutting issues.

- **Primary Education:** Local languages and Supplementary materials, social studies (priority on unpacking the Religious Education (Christian and Islamic Religion) and set two: Creative Arts, Physical Education (CAPE 1, 2, 3).
- **Lower Secondary Education:** Kiswahili, Physical Education, Local languages and Literature, Science and Technology and Mathematics (STEM), Christian Religious Education (unpacking Christian and Islamic), Foreign languages (Latin and German), Latin, Arabic, Chinese. Agriculture and Geography (specific areas), Local Languages, Electives CRE, Kiswahili, Physical Education, Supplementary readers, and Supplementary books.
- **Higher School Certificate (HSC):** Priority should be in Science and Technology and Mathematics (STEM) and Local languages.
- **Cross-cutting issues:** Special Needs materials, Teachers' guides and Generic, Career, Life-skills guides and handbooks

Summary of Outputs:

- Teachers and authors trained in the skills needed to write updated, locally based schoolbooks of high quality.
- 20 authors supported in manuscript development

from inception to submission in selected areas of primary and secondary education curriculum.

- Publishers, editors, book reviewers, and illustrators trained.
- Publishers supported the production of a total of 100,000 copies of 20 selected titles.
- A standard contract between writers and publishers made and relationships between authors and publishers strengthened.
- Publishers and printers' capacity in book printing and packaging enhanced.
- Digital Submission / Report Management System software developed and implemented.
- Copyright enforcement, monitoring of the book market supported.
- Books delivered and distributed to schools, 10 schools per division for seven regions (Central, Southwestern, Western Uganda, West Nile, Northern Uganda, Eastern Uganda, Kampala and Surrounding)
- A Book Policy in Uganda supported.
- A yearly magazine for schoolbook development created and published.
- Head teachers, teachers and librarians trained in the use of books in beneficiary schools.
- Project coordination, evaluation and support done through review meetings, monitoring and evaluation, impact studies, stakeholder forum/meetings, awareness campaigns and support to promotion of a National Book Policy.

Expected Outcomes

- Improved level of schoolbook writing in the country.
- Writing and publishing skills developed among teachers/authors.
- Increased cooperation among the book sector stakeholders.
- Good quality schoolbooks that meet the demands of the Ugandan educational curriculum.
- Vibrant network of academic and non-fiction authors.
- A viable domestic market for locally developed schoolbooks.
- Enhanced education and reading culture.
- Available opportunity for local authors, publishers and book vendors.
- Improved book provision for socio-economic development in Uganda.
- Awareness of right-holders' organization.
- Increased national cooperation between stakeholder organizations like UTANA, UPA, URRO

and MoES

- Sustained collecting management system.
- Increased number of outreach and providers for book delivery services.
- Reduced student-to-book ratio.

Project Coordination and Evaluation

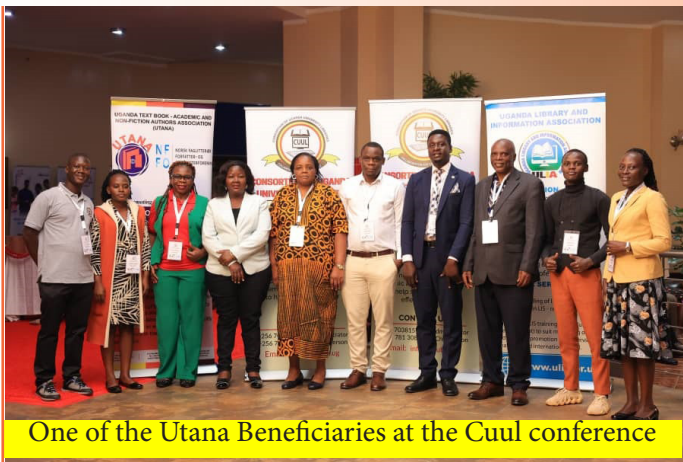
The project has put in place a self-monitoring methodology with a coordination and management mechanism, including the Project Coordinator, Project Steering Committee, the Ministry of Education and Sports, Teacher education working group, Monitoring and Evaluation Group and a coordination office of the Local Focal person at MOES. Publishers and authors who are beneficiaries shall be members of or willing to join the respective associations to build further capacity for right-holders.

The first-year targeted objective was improved skills and competencies among teachers, writers, publishers, and other book industry professionals for a sustainable and functional local publishing industry in Uganda. The following activities have been done in the 1st year:

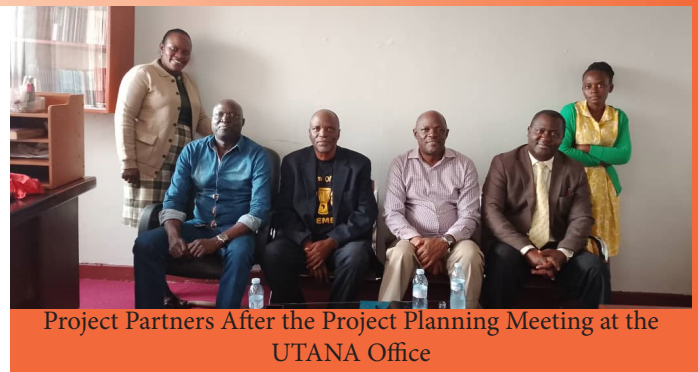
1. Project management and coordination.
2. TORs for the selection of teacher-authors, editors, and publishers were developed.
3. Standard Code of Conduct for authors and publishers.
4. Developing a Training guide.
5. Evaluation of Training Materials.
6. Selection of the Trainees, Training Work Plan.
7. Training of trainers and orientation of the trainers.
8. Teacher-authors trained.
9. Publishers, editors, and illustrators sensitized.

The next issue shall provide details and reports on the performance of these activities.





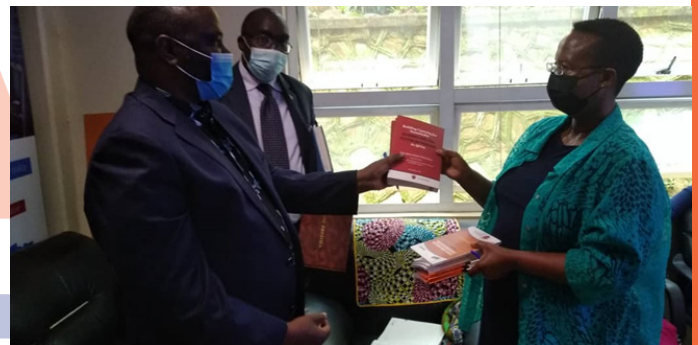
One of the Utana Beneficiaries at the Cuul conference



Project Partners After the Project Planning Meeting at the UTANA Office



Prof. Elisam Magara with other members at the 4th Pan-African Writers' Symposium (PAWS 2025)



Prof. Magara Handing Over Books to the Commissioner TETD, MOES



Coffee Break at the Academic and Nonfiction Authors Conference in Capetown, South African.

Left to Right; Elisam Magara (Uganda) Wale Okediran (PAWA) Aristarik Maro (Tanzania) and Moffet Moyo (Zambia).



Project Patterners after a project meeting



Members of UTANA at Hybrid Symposium on Capacity Building of Academic and Nonfiction Authorship for Africa's Transformation on 14th November 2024