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Accelerating African Languages Development through Strategic Improvement of Publishing Landscape: Lessons from Luganda Language Realities

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Despite concerted efforts by the African Union and the Independent African States to develop African Languages to the extent of becoming Instructional Languages in schools, there are still gaps which need to be addressed to reach that level. One of the gaps which require strategic intervention is in publishing more literature in the respective African Languages. From this perspective, African countries need to learn from each other and, most importantly to share experiences. In Uganda, the Luganda Language has taken a step in using Luganda in schools and also in publishing. This status quo should be learned by other African languages to support their development. In this paper, we try to discuss factors which have been central in elevating the Luganda Language through publishing. The study used a descriptive research design, thereby analyzing the status, challenges and opportunities of publishing in African languages, using Luganda as a case. We observed that in order to increase public awareness of the use of African languages which leads to increased demand for publishing in them, policymakers should support the use of African languages in the education sector. We conclude that the Luganda language could be used to benchmark how African people could be supported to write and publish in their languages.

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INTRODUCTION

African languages are crawling their way towards recognition through a maze of challenges. Locally, in the education systems of some of their respective countries, they are visible as mediums of instruction and as independent subjects at primary, secondary and post-secondary levels, including universities (Akello, Timmerman, & Namusisi, 2015; Makalela & McCabe, 2013). However, outside the countries of their native speakers, a lot more work is still required if they are to reach a modest stage of recognition as developed and internationally acclaimed languages.

A few examples can be cited to illustrate the poor international profile of African languages: It is unknown if not very rare for international conferences to provide interpretation services for African languages, even where African language speakers need and would have benefited from such services (Altinyelken, Moorcroft, & van der Draai, 2014; Silverstein, 2015). This privilege is reserved for English, Chinese, Spanish, Arabic and other non-African languages. As highlighted by Ngaka and Masaazi (2015) and many other researchers, there are only a handful of institutions offering African language studies outside Africa. Unfortunately, even within Africa, the number of countries that have African languages as national or official mediums of communication is less than necessary.

Various factors explain the low profile of African languages. Zell (2017) and Ssentanda (2014) note that part of the problem originates from African languages having limited published works to support teaching and learning, as well as providing repositories of sought-after critical social,

economic, scientific/technical, and other information. It is a fact that in this millennium of scientific and technological advancement, a language with limited published material loses the opportunity to join the digital platform, let alone the appeal for non-native speakers to learn and use it. Therefore, to achieve meaningful development, African languages need to attract and have increased levels and pace of research and innovations published in these languages.

Many factors have played a significant role in impeding publishing in African languages. Generally, the colonization of African countries is the leading culprit blamed for the lagging behind socioeconomic development in Africa (Kabugo, Masaazi, & Mugagga, 2015; Namyalo & Nakayiza, 2015). African languages were part of this decay. Therefore, a detailed account of the derailed development of publishing in African languages starts from the general historical distortions Africans experienced because of colonization.

In most African colonies, Western education was first introduced and managed by missionaries (Ssekamwa, 1997; Ssentanda & Wenske, 2023). Teaching Christianity required introducing the potential converts to literacy. Inevitably, the earliest published works in African languages were mainly by missionaries. These included grammar books, translations of the bible, Christian literature and basic educational books to teach reading in the lower classes where instruction was generally in the mother tongue (Pawliková-Vilhanová, 2007). However, instruction at higher levels was in colonial languages, and the literature used was in those languages. A lot of that literature originated from and was published outside Africa.

During the colonial period, the erosion of African culture did not spare African languages. Other than being used for convenience to facilitate the preaching of Christianity and communication between colonial administrators and the African colonial subjects (through interpretation), African languages were hardly promoted in the form of published work outside what served the evangelization and colonial administration agenda (Ssekamwa, 1997; Wildsmith-Cromarty, Reilly, & Kamdem, 2023). They were not used as media to disseminate specialized high-demand technical information.

In the post-colonial period, this trend was unfortunately inherited and continues up to now, and very little or no deliberate effort has been directed towards reversing it (Makoni, 2012). There is very little or no high-demand literature published in African languages. Combined with the poor reading culture in Africa, even the limited work in African languages struggles to attract publishers, as publishers' decision to publish or not is usually influenced by potential readership numbers. This is why, through narrative synthesis, documentary analysis and secondary sources, we carried out this study to establish how African languages could improve their capacity to publish, using Luganda languages as a case.

CHALLENGES TO PUBLISHING IN AFRICAN LANGUAGES

There are several challenges to publishing in African languages. They include:

Language Policies

Policy is a key instrument in the transformation and development of societies. Lack of policy or having unclear or poor policies undermines the transformation of our communities. Conducive, positive pro-people policies are the backbone of progressive education. Languages in the curriculum are not an exception. It is on record that in many African countries, language policy was fore-stalled by the choice of foreign languages (Bamgbose,

2011; Makoni, 2012; Namyalo & Nakayiza, 2015), and African languages are of secondary importance.

As Ssekamwa (1997) asserts, the demonization of African culture, including languages, is still negatively impacting efforts towards using African languages in schools. Official instruction is in Western languages, and very few African languages are offered as part of the curriculum. The marginalized position in the curriculum denies African languages the ready and lucrative book market (Wildsmith-Cromarty et al., 2023). Consequently, there is limited writing and publishing in these languages. The over-dependence on European languages in schools and general usage as official or national languages continues to suppress the development of African languages.

The absence of affirmative action for African languages in the education systems has worsened the situation. Policies on African languages hardly support their development. In many African states, African languages are used in the lower primary school classes, after which the medium of instruction changes to a foreign language up to university (Jones, 2015; Namyalo & Nakayiza, 2015; Ssentanda & Wenske, 2023). More still, the study of African languages as academic subjects is limited. In Kenya, for example, the initiative to offer African languages at the university level was tabled as recently as 2019 for a country that gained independence in 1963, and only 18 out of 68 native languages were considered (Altinyelken et al., 2014). In Uganda, only about 10 out of over 50 indigenous languages are taught at lower secondary and only a handful at university (Mukasa & Masembe, 2018; Ssentanda, 2014). A limping language policy provides no or low incentive for people to publish.

Using African languages as a medium of instruction and subject of study in schools is fundamental towards encouraging authors to write and publish books in African languages. Countries where native languages are used in education have a higher

volume of published books compared to communities where such languages are not prioritized or promoted in the school curriculum (Kyeyune et al., 2011; Muzoora, Terry, & Asimwe, 2014). As noted by Altinyelken et al. (2014), African languages with medium of instruction status require teaching and learning resources at different levels of learning. This, therefore, becomes an impetus for publishing in those languages and hence the subsequent development of such languages.

As noted by researchers like Arnold and Rixon (2008); Lumala and Trabelsi (2008); Tursunovich (2022), many African countries are encouraging the use of locally published material across the curriculum, a welcome change from what used to be almost exclusive use of foreign-sourced material. However, these materials are in those languages that act as the medium of instruction, which are unfortunately non-African (Masembe, Masaazi, & Mukasa, 2024). It is important to note that the proponents of African language development should work towards mobilizing political support that will eventually push for favourable African language policies that facilitate publishing in the African languages. The political support will encourage African language scholars to conduct research in the African languages to serve as a platform for more scientific conversations that will eventually promote publishing (Masembe, Athiemoolam, & Mdzanga, 2024).

Attitudes Towards the Use of African Languages.

The policy issues discussed above have negatively influenced attitudes to African languages and, ultimately, African language development. There is a strong conviction, especially among the elite and politicians, that using African languages in official matters, including education, is a waste of time and a backward venture. Others have concluded that the use of and promoting African languages as official or national languages in African multilingual communities will stir tribal rivalry and undermine

national integration (Nair-Venugopal, 2013). Such attitudes stifle endeavours to prioritize planning and budgeting for the development of these languages. The other negative argument is that African languages have little or no economic value since they are not international. Preference is, therefore, given to promoting foreign languages that have international appeal.

Reversing this trend will require a deliberate and consistent pan-African strategy enforced by African leaders. These unprogressive attitudes explain why African languages a priority are not when it comes to allocating funding for educational material. Research and innovation data are presented in foreign languages, and the cycle of suffocating African languages continues and feeds into the low level of publishing in African languages.

Committed Publishing Industry

Investing in the publishing of books in African languages has received little attention. The publishing industry is attracted to invest in businesses with projected maximum profits. The lack of favourable policies for the use of African languages in schools is a serious drawback to publishing books and other materials in African languages. In the rare cases where publishing houses take on African language books, the quality of books has remained poor. Lack of general readership also contributes to poor commitment to publishing in African languages. The science of publishing is driven by and based on numbers. The volume of expected sales dictates the economic value expected from publishing books. A comparison between the volume of material needed in the foreign languages (which are official in some countries), and the African languages with little or no recognition compels the publishers to prefer the former where there is anticipated high demand and hence big returns.

Other Considerations

Other considerations affecting publishing in African languages are insufficient technical support. They

include a lack of standard orthographies, expert people to offer editorial services, as well as committed persons to spearhead the cause of African language development. The number of people adequately schooled and willing to write in these languages is also small. Writing in African languages is more or less looked at as charity work. The mass dumping of foreign literature through aid and other ways has also affected the development of competing literature from African languages.

On the whole, these factors present a vicious cycle of regression for publishing in African languages.

THE CONTRAST OF LUGANDA LANGUAGE

Luganda is a Bantu language widely spoken in Uganda, East Africa. The native speakers of Luganda are the Baganda, who at 15.3% of the population of Uganda constitute the majority community (U.B.O.S, 2024). The Baganda are geographically concentrated in Central Uganda around Lake Victoria. The capital city of Uganda-Kampala is also located in the Buganda region.

The history of Uganda from the 19th century to a certain extent explains the exceptional status of Luganda in terms of development and its expansion to various parts of Uganda. The first missionaries in Uganda worked in Buganda, where Luganda was the medium of communication. Indeed, some of them became prominent writers in the language. Later, after the formal British colonial conquest, Buganda was the nucleus of the colonial administration. Luganda was adapted as a medium of communication. Elsewhere, Baganda were used as agents for colonial administration in different parts of Uganda, where they played a prominent role in the extension of the language beyond Buganda, especially in Eastern Uganda. In Western Uganda, particularly in Bunyoro, Baganda, chiefs were deployed for local administration. In these areas, Luganda was widely used as the medium for administrative roles, church literature and in schools. Hence, from an early period, Luganda had

an edge over other local languages in terms of wide usage even beyond its native speakers (Altinyelken et al., 2014; Mukama, 2024).

Various examples illustrate how Luganda benefitted from its wide appeal to develop. Arabic and Kiswahili were the first non-native languages to be introduced in Buganda through Arab traders and European travellers. The two languages enjoyed some initial popularity, especially as Muteesa I king of Buganda, appeared to embrace Islam. Indeed, when missionaries arrived, starting with the Anglican Church Missionary Society (CMS) in 1877 and the Catholic White Fathers in 1879, they first learnt and used Kiswahili for communication. They also used Kiswahili bibles since they were the ones available. However, the two languages were eventually overtaken by Luganda, partly because the Arabs were not very keen promoters, but also probably because the Missionaries were also not so eager to promote languages associated with rival Islam (Pawliková-Vilhanová, 2007; Ssekamwa, 1997; Ssentanda & Wenske, 2023). Most important was what came to be official policy, especially by the Catholic missionaries, but was also a function of convenience, to teach the new converts in a language they best understood.

By and large, Luganda reaped from her utility to the missionaries. Alexander Mackay a CMS missionary credited with bringing in the first printing press printed "*Amateeka*" believed to be the first local language literature in Uganda (Brierley & Spear, 1988). It presented the alphabet, the creed, prayers and the Ten Commandments. Beginning in 1887, books of the Bible were translated into Luganda. The final works were concluded in 1896 when the Luganda Bible was published by the British and Foreign Bible Society, making Luganda the first native language to register this feat.

Besides the above, Luganda found its way into the education system. It enjoyed the primary education space in the 19th century as a language of instruction and later as a subject in schools in Buganda as well as in Eastern Uganda. It was the

pioneer indigenous language in Uganda to be examined in Uganda's education system (Akello et al., 2015; Mukama, 2024).

The official colonial policy provided a leeway for Luganda to prevail. In the period 1900 to 1912, it was adopted as the official language of the Protectorate government (Ssentanda, 2014). In 1928 it was replaced by Swahili because of complaints from other ethnic groups who thought Luganda and its speakers were favored above others. But Buganda contested this decision and Luganda was reinstated as the official language of the colonial administration.

Baganda chiefs who became administrators outside Buganda during the colonial time promoted the use of Luganda in areas that did not primarily speak Luganda. It developed into a language for literacy and education and the language of the church. Until recently, most parts of Western and Eastern Uganda used Luganda in church and education (Akello et al., 2015; Altinyelken et al., 2014).

In 1925, the Phelps Stokes Education Commission proposed Kiswahili as the language of instruction for the middle grades. Sir W. F. Gowers, the colonial Governor, supported this. However, Missionaries who were key custodians of education opposed the proposal and advocated for Luganda and this is what was subsequently adopted (Muzoora et al., 2014). This privilege has continued to the present, where Luganda is taught at both undergraduate and postgraduate levels in both public and private Universities. Recent studies also indicate a preference by locals to use Luganda over their local languages in education because parents believe that it opens doors to urban life and business communication (Galbert, 2020; Reddick, 2024).

Outside the education realm, Luganda is widely used in business, worship, media, entertainment and as the medium of inter-ethnic communication (Namyalo, 2017). Baganda, who belong to Uganda's subnational kingdom of Buganda, are both numerically and geographically the primary

ethnic group of the capital city of Uganda, Kampala and this makes Luganda the unofficial lingua franca of the capital.

These historical and current trends have helped to give Luganda an edge over other indigenous languages when it comes to published work. Luganda was the first indigenous language to document the country's ethnography. As early as 1901, Sir Apollo Kagawa who also served as Prime minister published *Bassekabaka ba Buganda* (The Kings of Buganda), followed by *Empisa z'Abaganda* (Traditions and customs of the Baganda), (1905), *Ebika by'Abaganda* (Clans of the Baganda) (1908), *Engero z'Abaganda* (Folk tales of the Baganda) (1920). The development of a standard orthography which was adapted in 1947 and has persisted unchanged up to the present, supported the publishing of literary work including stories/fiction (novels), poetry, drama, plays and music. The pre-independence and post-independence periods have also witnessed many newspapers and periodicals using Luganda. Other than the pioneer translation of the Bible, Luganda has also benefitted from the translation of classic literature, including *Things Fall Apart* (Chinua Achebe), *Animal Farm* (George Orwell) and *Antigone* (Sophocles),

THE FORCES BEHIND LUGANDA LANGUAGE LEAD IN PUBLISHING IN UGANDA

Luganda is not an exception when it comes to the low international profile of African languages and the dearth of literature with an international appeal or demand. However, the language enjoys a published works volume/numerical advantage over other local languages. This advantage is attributed to the following factors:

Education Policy.

Luganda has exploited past and current education policy in Uganda providing for teaching of local languages at primary and secondary levels. From the colonial period, Luganda has been part of the

curriculum at different levels and one of the examinable subjects at Uganda Certificate of Education (UCE) as well as at Uganda Advanced Certificate of Education (UACE) (Altinyelken et al., 2014). To a certain extent, this position has worked in favour of Luganda which has been examined since the colonial period under the Cambridge Examinations and later, under the East African Examinations Council and the current Uganda National Examinations Board (Ssekamwa, 1997). This long period of Luganda as part of the curriculum and national examinations has facilitated the publishing of grammar culture and literature books to support the curriculum. It is rendered economically viable since publishers have a ready market for the books. It is pertinent to note, and in support of the earlier observation, that books recommended for the Luganda curriculum enjoy an edge in volumes published as well as readership compared to the rest of published Luganda works and other languages outside religious literature.

Buganda Cultural Institution.

The Buganda Kingdom is a constitutionally recognized cultural institution with the Kabaka as the cultural head. The Kingdom is run by a Kingdom government which among other functions supports the development of the Luganda language. Needless to say, Luganda is the official language of the kingdom (Ssekamwa, 1997). Official communication of Kingdom business is conducted in Luganda. This alone has boosted the usage of the Luganda language in public spaces around the Kingdom (Namyalo & Nakayiza, 2015). People are from time to time encouraged by the King to preserve the language through writing books and teaching it in schools (Mukasa & Masembe, 2018). At the same time, the people have been called upon to conduct research in areas of the cultural practices of the Baganda. Creative writing competitions have been organized by the Kingdom to support creativity and the language in general. The bulk of written works from research and creative writing have been published under the auspices of the

kingdom since the colonial period (Masembe, Masaazi, et al., 2024). Not many languages enjoy such support from their cultural institutions.

Language Associations.

Several Luganda language Associations have played an important role in promoting the language and contributing to the volume of published works in the Luganda language. Associations like: Ekibiina ky'Olulimi Oluganda (Luganda Language Society), founded in 1950, and Luganda Teachers Association, founded in 1989, are some of the associations supporting the language (Mukasa, 2014). Strategic moves have been put in place by the associations to mobilize people to write and publish in the Luganda language. In the 1960s, The Luganda Language Society published an annual journal (*Waggumbulizi*). In 1991 it published a cultural setting play, *Kabbo ka muwala*, a Luganda dictionary in 2009 and a host of other Luganda books on culture and language. Since the 1960s, it has run a language and culture program on local radio and provides editorial support to authors (Mulumba, 2011). This has in the long run inspired and guided authorship in the language and contributed to the rising number of published books (Zell, 2017). It is also on record that Michael B. Nsimbi (PhD Honoris Causa), the Luganda Language Society founding chairperson who steered the society between 1950 and 1980, is with his 16 published works in Luganda, one of the leading writers in native languages in Uganda (Masagazi, 2004).

The Media.

The media plays a critical role in preserving and promoting cultural narratives, traditional stories, drama, music, and history.

The media has played a crucial role in promoting and solidifying Luganda as a leading language in publishing in Uganda, contributing significantly to its cultural and linguistic prominence. Here are a few key ways in which the media has supported this:

(i) *Electronic Media.*

Luganda has been widely used in radio and television programming in Uganda, particularly on major stations like *Radio Simba*, *CBS Radio*, *Spark TV*, and *NBS TV*. These media platforms cater to a large audience, especially in central Uganda, where Luganda is most commonly spoken (Kazibwe, 2018). Through radio talk shows, news broadcasts, and TV programs in Luganda, the language has gained prominence, and its use has been normalized in everyday communication. The media's reach has made Luganda a household language, fostering its use in more formal and public contexts, and providing a rock-solid foundation for publishing.

(ii) *Print Media and Newspapers.*

Luganda has also gained a significant place in Uganda's print media. *Munno* newspaper first published in 1911 and *Sekanyolya* first published in 1920, both written in Luganda, were the very first local language newspapers in Uganda. Currently, *Bukedde* newspaper published in Luganda by the government-owned Vision Group has the widest circulation in Uganda (Masembe, Athiemoolam, et al., 2024). By offering news, entertainment, and cultural content in Luganda, the newspaper makes the language accessible to a wider audience, especially people who are not proficient in English. The success of these media publications over the years is an indicator of how the media has enhanced the role of Luganda in Uganda's print industry.

(iii) *Promotion of Ugandan Culture.*

Through TV programs, radio shows, and online platforms, cultural discussions are often held in Luganda, which further entrenches its significance in the media and publishing landscape (Kazibwe, 2018). This cultural tie makes Luganda the preferred language for conveying Uganda's rich heritage.

(iv) *Digitization and Social Media.*

With the rise of digital media and social media platforms like Facebook, Twitter, and WhatsApp, Luganda has found a new niche for its use. The younger generation, especially those in urban areas, actively engage with social media content in Luganda. Many online platforms, blogs, and YouTube channels now provide content in Luganda, from news reports to entertainment and comedy (Kibona, 2024). This digital expansion has given the language a new lease of life, making it even more dominant and relevant in both informal and formal publishing sectors.

(v) *Literature.*

Media-driven campaigns and cultural movements have also led to the publication of more books and literary works in Luganda. Writers and publishers have increasingly recognized the importance of producing content in Luganda to cater to a broader readership (Kibona, 2024). These include novels, short stories, poems, and educational materials. The success of Luganda literature has been propelled by its presence in the media, which fosters public interest in consuming content in the language.

(vi) *Educational Content*

The media has also been instrumental in the production of educational content in Luganda. Programs aimed at teaching literacy, numeracy, and life skills have been developed in Luganda, making learning more accessible to people in different regions of Uganda (Kabugo et al., 2015). By publishing educational materials in Luganda, the media ensures that the language is not only used for entertainment but also for educational purposes, thereby enhancing its credibility as a language of intellectual and academic discourse.

Overall, the media has served as a catalyst for the prominence of Luganda in Uganda's publishing industry. Through the widespread use of Luganda in radio, television, print, digital platforms, and educational materials, the language has become a central force in Uganda's cultural and literary

landscape (Masagazi, 1994). The media's role in promoting and publishing in Luganda reflects the country's ongoing efforts to preserve and promote its linguistic heritage in a modern, globalized world.

RECOMMENDATIONS

Drawing from the foregoing discussion, African languages have the potential to compete with other "developed" languages if there is strategic planning, goodwill and commitment from the academicians as well as the policymakers. Cognizant of the fact that the government plays a vital role in the acceleration of African language development, recommendations for this should be based on identifying the role of government and other stakeholders to fill the gaps that hinder African language development. We therefore recommend the following:

i) The education sector is one of the most potential areas for African language development. Affirmative action for African languages in schools involving enforcing policies where they are used as a medium of instruction as well as a subject of study will be a game changer. We recommend that policymakers should take a keen interest in supporting the use of African languages in schools which will eventually provide a multiplier effect leading to increased demand of publishing in these languages. A strategic commitment by the policymakers will also increase public awareness of the use of African languages and this will lead to massive writing of both education and non-education materials in African languages.

ii) African governments should deliberately put in place practical plans to support local publishers with financial incentives and concessions. This commitment will require a planned commitment with the private sector to publish works written in African languages. It will also be important for governments to invest in public-private partnership relationships in the area of publishing in African languages. This commitment will require the allocation of specific budgets for the African

language's publication cause. Since publishers are looking at areas of profit maximization, governments should budget for the purchase and free distribution of books. This will also serve as a market push for these books, which have been an impediment for publishing houses to invest in African-language books.

iii) Benchmarking of best practices is another avenue for developing African languages. Isolated development of African languages doesn't promote the languages. It is therefore important to put in place deliberate plans for benchmarking from other languages on how publication and the general management of African languages is done across different countries.

iv) Debunking the mindset over backwardness of African languages and the stereotype that they don't have the capacity to host Science and technology is another important area for promoting African language development. It will motivate publishing in these languages. This should be done with support from the governments whose voice is more impactful.

v) Communication and use of African languages should not be restricted to lower levels of education, like primary and secondary education. It should also be extended to higher levels and tertiary institutions.

vi) Teaching African languages using non-African languages affects the motivation to publish in these languages. The few universities teaching African languages, unfortunately, do not use the respective African languages. This detaches African languages from the intended goal of developing them. Any institution with an interest in the development of African languages should use the very language as a medium during classes and in conducting research. In case of need, translation services should be provided.

vii) Schools and other institutions supporting African language development should put in place deliberate promotion activities. These include but

are not limited to, writing competitions in the languages. This applies to the creative writing of novels, plays and poetry. The best works should be promoted and published by the institutions. This will be an incentive for more creative writing in these languages and also indirectly increase the volume of published works.

viii) All African language practitioners should work towards digitalizing African language works. Therefore, institutions of higher education in Africa should encourage authors and researchers to digitalize their work. This will eventually trigger mass reading and hence African language development.

ix) Translating non-African languages work, is another area that supports the visibility of African languages. Readers would be happy to read books that have been translated and published in African languages.

x) Writing in African languages primarily requires using official orthography. Many African languages have not developed working orthography. In such instances, the campaign for promoting publishing in African languages is stillborn. Language boards should be set up to oversee the development of orthography where none exist. Scholars and native speakers of these languages should be supported to come up with an acceptable orthography to support writing and, ultimately, publishing.

xi) Governments should consider national, regional and continental action spearheaded by Pan-African institutions like the African Union to put in place declarations on African languages development as an important commitment that deserves tangible support and implementation by African countries towards African languages development. The good thing is that most African countries are signatories to such declarations. A lot of research should be conducted in African languages-related fields and other areas, whose results will become publishable works.

CONCLUSION

Accelerating the development of African languages through publishing in African languages is a multi-stakeholder assignment. Whereas individual authors can publish their works on a private level, at times such works lack the requisite quality. The involvement of key stakeholders like policy makers in the publishing business, will ensure that quality, backing funding as well as marketing will be achieved. Again, the African governments should provide practical proactive policies that favour and support publishing in African languages. Without strategic planning by the key players, the leading one being the government, very little will be achieved in the development of African languages through publishing. Therefore, strategic mobilization and supporting African people (students, teachers, researchers, scholars, writers), to write and publish in African languages is a plausible remedy for the development of African languages. The Luganda language has over the years been practical and visible in this area. This can be a bench-marking language for African language development based on well-programmed publishing.

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