
The Journey

Book Fund Workshop Report

19 February 2025

The Tusaidiane Trust (in short “TusTrust”) is aiming at realizing twice a year 10 Book Fund projects.

In July 2024, TusTrust had success with the 1st Book Fund Workshop. Following the first training of the participants, Tusaidiane Trust has seen remarkable improvements in the use of the donated educational materials for the support of the learning process. Schools are reporting to have had better grades at their final national examinations in 2024.

In February 2025, TusTrust continued with their Book Fund training initiative for candidate beneficiaries of the Book Fund 2025-1st round with the same objective which was:

To Support Beneficiaries to understand and practice what is required for a pupil to read and learn during a range of years, from childhood to adulthood.

TusTrust created a platform for 10 candidate beneficiaries for schools in the community of Rwoya in Rukungiri to learn about “The Journey”.

TusTrust organized and funded a mandatory 2-day workshop where knowledgeable trainers shared their knowledge about how a child is learning to effectively read, write and play.



Participants of the second TusTrust Book Fund Workshop

The Workshop was conducted on **February 18th and February 19th, 2025**, at Rwoya Primary School in Rukungiri by trainers; Miss. Alison Nalweyiso (a beneficiary and trainee from the first TusTrust Book Fund training in July 2024) and Mr. Elias Masereka, a knowledgeable teacher in reading,

writing and playing. The workshop was attended by 20 participants (headteachers and teachers) of the 10 primary schools from Rwoya parish.

Day 1: Tuesday 18th February

The first day of the training started with the registration of participants and self-introductions. At exactly 9.30 am, Phiona Nalweyiso, the TusTrust project manager, welcomed everyone and introduced the Chairperson and Administrator of the Tusaidiane Trust, Rachel Tushabe. Phiona then introduced the purpose of the workshop and invited the trainers to officially start the training.

Learning Journey from childhood to adulthood

Miss. Alison Nalweyiso introduced “**The Journey**” and the training objectives. “**The Journey**” was organized to help the beneficiaries of the book fund to get more out of the donated books, playing tools and equipment like printers or laptops and as well as bridge the learning gaps through effective reading, writing and playing.



Trainers; Mr. Elias Masereka and Ms. Alison Nalweyiso

Play

The session was very interactive. Miss Alison Nalweyiso began by asking fellow teachers what **Play** means. Participants shared their different views on play namely; exercise done by children for enjoyment, an activity to help children stay physically fit among others.

The trainer then shared with the participants that play is an activity enjoyable by people of all ages from childhood to adulthood. She said that **play** had to be integrated in the learning journey and curriculum of the learners from early years to university or higher vocational education. She then shared with the participants the importances of playing across all levels of learning.

Some participants were saying that they never gave any priority to play at their school because they had a lot to cover.

Miss Alison told participants that play was a “right” of the children and that it was an abuse to hinder the learners from playing and that through play, dull learners could become brighter and confident, explore and discover new things leading to academic excellence.

She also emphasized the importance of safe play and said that learners had to play under the guidance of their teachers.

The trainer asked the participants what play equipment was known to them.

Participants got to see then the different types of play equipment displayed by the trainers that could enhance learning, readability and writing.

Most equipments weren’t known to them before the workshop.

Miss Alison urged them to distribute equipment according to learners level of learning.



Participants of the second Book Fund workshop Learning and excited about play, reading and writing

The trainer requested fellow teachers to be more practical and create time ample for learners to play. She said that the potential of many learners could be discovered through play. She urged teachers to discover the talents of the learners and nurture them. Miss Alison informed participants that the foundational skills for learning were through **Play**.



Trainer Alison guides the participants



Trainees exploring and using the play equipment

Participants were then grouped into groups of 5 where they practiced play based activities under the guidance of the trainers. The trainers were also showing them play equipment for different age groups. After the activity, they shared their experiences with the different play equipment. They were then singing, dancing and learning. The trainers then emphasized the importance of play for the new learning curriculum at secondary level since it enhances critical thinking, energizes one's mind, helps children imagine and create solutions for their problems and communicate better which will be very crucial on their learning journey into adulthood.

Reading

Trainer, Mr. Elias Masereka was then handling the next session on reading.

He defined reading as the interpretation of written text and understanding it.

He told participants that reading is very crucial for understanding the journey from childhood into adulthood.

He shared with the trainees that reading encourages language development, promotes self-expression, helps learners to comprehend, enhances critical thinking, reduces stress and improves vocabulary

He said that reading is the foundation of knowledge, helps shy learners develop confidence, facilitates the learning of all subjects, improves mental health and above all helps learners improve their writing skills.

Mr. Elias was then showing the participants different reading books for all ages for example pictorial and hard book covers for nursery learners and novels for the secondary children. Participants were also sharing knowledge on the textbooks that can be used in the primary curriculum.

The trainer then demonstrated how reading of story books is taught to learners starting from the cover page by reading a pictorial story titled "The Ugly Duckling".

The trainer read the complete story of the Ugly Duckling, recognising new words / new vocabulary, spellings, pronunciations and writing down their meanings.

He was engaging the trainees in the reading by firstly asking them for meanings of new words and urged them to do the same for their learners.

He requested them to read the stories before the lessons and check for meanings of new vocabulary then and not during class time.

He encouraged the participants to always look out for the moral of the story to help the children comprehend better, learn how to read, enjoy the reading and facilitate the learning process from early childhood into adulthood.

Participants were trained on how to maintain a conducive reading environment, encourage learners to read and give them books appropriate for their age. The teachers too were personally encouraged to develop a reading culture because most of them acknowledged that they didn't read at all.



At 3pm, participants were then asked to look around the room and choose a book of interest to read for the next one hour. Participants would on the next day share lessons from the books they read. That was the end of day one.

Day 2: Wednesday the 19th of February

Day 2 began with registration, welcome and recap from the previous day.

Participants started with discussing the lessons learned from the story of the ugly duckling.

Trainees gave feedback of their learning experiences from day one.

Each trainee was then sharing the story he/she had read the previous day; the title, summary and moral of the story.

The trainers encouraged the trainees to create school libraries for the donated books and reading corners in the class rooms to engage the children in reading. They then taught and emphasized the importance of book handling for the learners as a way of maintaining and keeping the books donated by the Tusaidiane Trust safely.

Writing

The trainer defined writing as a process of interpretation of symbols or letters of the alphabet and spaces to communicate thoughts and ideas.

The trainer said that writing goes hand in hand with reading.

Participants were then learning phonics, syllables and how to sound and pronounce different letters and words.

The trainers taught the trainees that for the learners who are stigmatized, playing, reading and writing could help them share their feelings and eventually lead better lives.

Teachers were also encouraged to research, read and write for leisure in order to develop the relevant skills for guiding the learners, help them develop confidence, express their ideas, foster enjoyment and become long life learners.

Participants were also taught proper writing skills, like the right way to hold chalk and a pen. They were also taught how to teach the English language.

Teachers were then each asked to be creative and design a book cover of the book they had read or any other book of interest.

Teachers made wonderful book cover paintings that were displayed in the classroom.

They were urged to do the same at their schools to have vibrant learning environments. They were also encouraged to teach these creativity skills to the children and display their work in class to make them happy and also motivate them.

Drafting my Book Fund Project Plan

The next one hour was a wonderful presentation and training on drafting a Book Fund project plan according to the TusTrust guidelines by the TusTrust Chairperson and Administrator, Miss Rachel Tushabe.



TusTrust Chairperson, Rachel Tushabe, is presenting how to draft a Book Fund project plan



TusTrust members Rachel and Phiona respond to questions during the Question-and-Answer session

Next was a **Question-and-Answer session on “Drafting my project plan”** by the TusTrust Chairperson, Rachel Tushabe and Book Fund Project Manager, Phiona Nalweyiso.

Rachel responded to questions regarding project background, development thereafter, project implementation support, facilitation, scheduling and duration of workshop and budgeting.

Phiona urged participants to come up with good project plans according to what had been taught by Rachel, hand them in time and also respond to emails promptly.



Book Covers

Participants designed their own book covers which were also displayed.



How to be creative and make class good-looking?



Teachers being creative by decorating the class



Teacher decorating under supervision of the trainer



Teacher learning how to display class work



Teachers happy with their creativity with the clay moulds



Chairperson, Rachel Tushabe, was then making a short presentation on the Tusaidiane Trust and its other services in Uganda (safe drinking water, solar, education and others).

How can a candidate apply for one of the services?

She emphasized the importance of the own contribution especially for water projects.

She advised the participants to visit the TusTrust website at www.tusaidiane.org for more information on TusTrust projects.



Some of the work done by participants to demonstrate learning and playing



Participants exploring the different play equipment

The trainers then gave feedback verbally and in writing appreciating the work of the Tusaidiane Trust. **(written feedback is attached)**



Trainees designing their book covers-left and exploring different play equipment-right

Members of Tusaidiane Trust were then inviting teachers to give final remarks for the training.

Miss Alison Nalweyiso who had been a previous trainee from the first round of the TusTrust Book Fund workshop urged fellow teachers to put what they had been taught in practice and also share with fellow teachers at their respective schools. She testified to having taught fellow teachers at school and also engaged management to improve learning through play, reading and writing. She noted that she had gone ahead and made more research after the training and asked the teachers to be vigilant and do the same.

“Play has not only improved the health of our students but also led to academic excellence”- Alison

Mr. Elias Masereka was asking teachers to apply what they had learned during the workshop. He asked fellow teachers to use adequately the books donated by the Tusaidiane Trust and maintain them to be used for many years to come.

The teachers thanked the TusTrust for giving them a platform to share their knowledge with other teachers for better educational outcomes.

The Headteacher of Rwoya Primary School, that hosted the workshop, was then thanking members of the Tusaidiane Trust and the trainers for the wonderful and adequate training. He thanked fellow trainees for being vigilant and wished everyone a safe journey home. He urged fellow teachers to become ambassadors everywhere they went, because they now have the skills and will get Book Fund donations from the TusTrust which they should use adequately.

The TusTrust project manager, Phiona, thanked the trainers for the work done, the participants for being great trainees and invited the Chairperson Rachel to give the final remarks and officially close the workshop.

Chairperson Rachel thanked the trainers and trainees for reserving time to attend the second TusTrust Book Fund Workshop for the community of Rwoya in Rukungiri.

She urged them to put all the information they had learned to good use, thanked Phiona for the work done and also thanked Mr. Kees Ebskamp, the previous TusTrust Board chairperson, for his wonderful efforts towards the TusTrust Book fund since its inception, his contribution to learning and education in Uganda.

Finally, she officially closed the workshop.

In conclusion, the training on play, reading and writing was successful with the trainees thanking everyone who contributed to the training. TusTrust can confidently write that our training objectives for the second Book Fund training on “**The learning Journey from childhood into adulthood**” were achieved.

Reported by:

❖ **Mary Phiona Nalweyiso** **Project Manager-Book Fund -and Trustee of the Tusaidiane Trust**

❖ **Rachel Tushabe** **Executive Chairperson and Administrator of the Tusaidiane Trust**

Note

There are several background documents given to the participants.

The following are on request available

1. Importance of reading in the new curriculum (Regina Laboke- from the first TusTrust Book fund workshop in Kampala- July 2024).
2. Feedback from the participants.
3. A sample of the Library Card, the Mount of Olives College is using.

Please, apply for it by writing an email to trusstusaidiane@gmail.com or send a WhatsApp to 0706917246/ 0758522489.