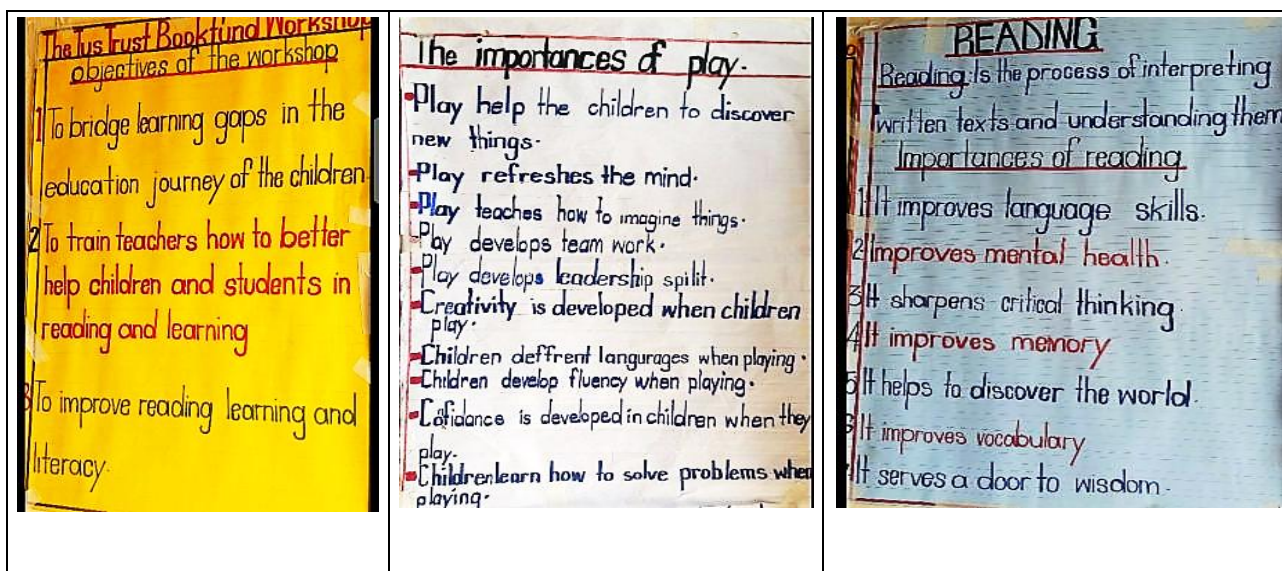


The Journey Book Fund Workshop Report 2026-1
17 February 2026



Participants Round 1 2026

The Tusaidiane Trust (in short “TusTrust”) aims to realize twice a year a number of Book Fund projects to strengthen literacy, play-based learning, and the effective use of educational materials in schools. In February 2026, TusTrust successfully conducted the 1st Round Book Fund Workshop for 2026, continuing its commitment to equipping beneficiary schools with the knowledge and skills required to maximize the impact of donated books and learning materials.



The two-day workshop was held on 16th–17th February 2026 at the Uganda Catholic Management Training Institute (UCMTI) in Kampala and brought together eight selected schools as a mandatory requirement for benefiting from the Book Fund 2026: Round 1. The workshop featured experienced trainers who provided practical guidance on effective child learning through play, fostering a strong reading culture, and developing writing skills to enhance literacy outcomes.



Teacher Elias



Teacher Alison

The workshop was facilitated by Miss Alison Nalweyiso and Mr. Elias Masereka who are former beneficiaries and trainers from previous TusTrust workshops.

Day 1, Monday 16th February 2026, began with registration and introductions, followed by a welcome from Phiona Nalweyiso, Project Manager of the TusTrust Book Fund, who emphasized that the training was a key requirement for receiving support. She introduced the TusTrust team and invited the Executive Chairlady and Administrator of the TusTrust, Miss Rachel Tushabe. The Executive Chairlady, officially opened the workshop, outlining its purpose of helping schools understand how children learn best and how to effectively use donated books and play materials to bridge learning gaps. She encouraged active participation and collaboration throughout the workshop. The trainers and participants then introduced themselves and their respective schools.



Some of the materials used during the workshop



Readers



Fruits jig saw puzzel



Animal farm jig saw puzzel arranged by participant

Mr. Elias Masereka then introduced the concept of “The Learning Journey from Childhood to Adulthood” and outlined the objectives of the training. He emphasized that the Book Fund is not simply about receiving books but about transforming learning environments so that children can read, write, think critically, and grow holistically.



Participant explaining his play game



Building blocks arranged by participant

The first major session focused on play. Miss Alison began by asking participants to define play, and teachers shared their understanding of it as a social activity, a way to experiment with ideas, a form of physical exercise, a method of discovering talents, and a joyful approach to learning.

Play was described as a natural, enjoyable, and essential activity for people of all ages that should be included in the school curriculum. Participants agreed that play helps children’s express emotions, strengthen memory, boost creativity and discovery, improve communication and problem-solving skills, support physical fitness, build confidence, and enhance academic success. Miss Alison emphasized that play is a foundation for learning from early childhood through higher levels of education.



Play time



Play time

Miss Alison guided teachers on observing children during play to recognize and support their skills. Teachers practiced using the materials available and shared ideas for lesson integration. She emphasized balancing children’s safety with freedom to explore. The session also featured singing and movement activities, highlighting how songs boost rhythm, memory, and engagement, and demonstrating that structured learning can be both meaningful and enjoyable. After the play session, participants went for lunch and had time to interact and share experiences.





In the afternoon, Mr. Elias Masereka led a session on reading, defining it as the interpretation and understanding of written text and describing it as the foundation of all learning. He explained that reading expands vocabulary, strengthens comprehension and writing skills, enhances critical thinking and self-expression, builds confidence, reduces stress, and promotes independent learning. He also emphasized using age-appropriate materials, such as picture books for young children and more advanced texts and novels for secondary students.

Mr. Elias demonstrated effective reading instruction using *“The Ugly Duckling,”* guiding participants through pre-reading preparation, vocabulary review, expressive reading, and discussion of themes. He encouraged teachers to prepare thoroughly before lessons and promote a strong reading culture by establishing libraries, classroom reading corners, regular reading time, and modelling reading habits. Participants also engaged in personal reading to strengthen a culture of lifelong learning.



Teacher Elias Masereka led an interactive session on writing, highlighting its importance from early childhood and its progression from basic letter recognition and formation to structured composition. He discussed various types of writing suited to different learning stages, including creative,

descriptive, and formal writing. Teachers shared effective classroom strategies, fostering collaboration and the exchange of ideas to improve writing instruction. The day concluded with reflections and they shared lessons learned.

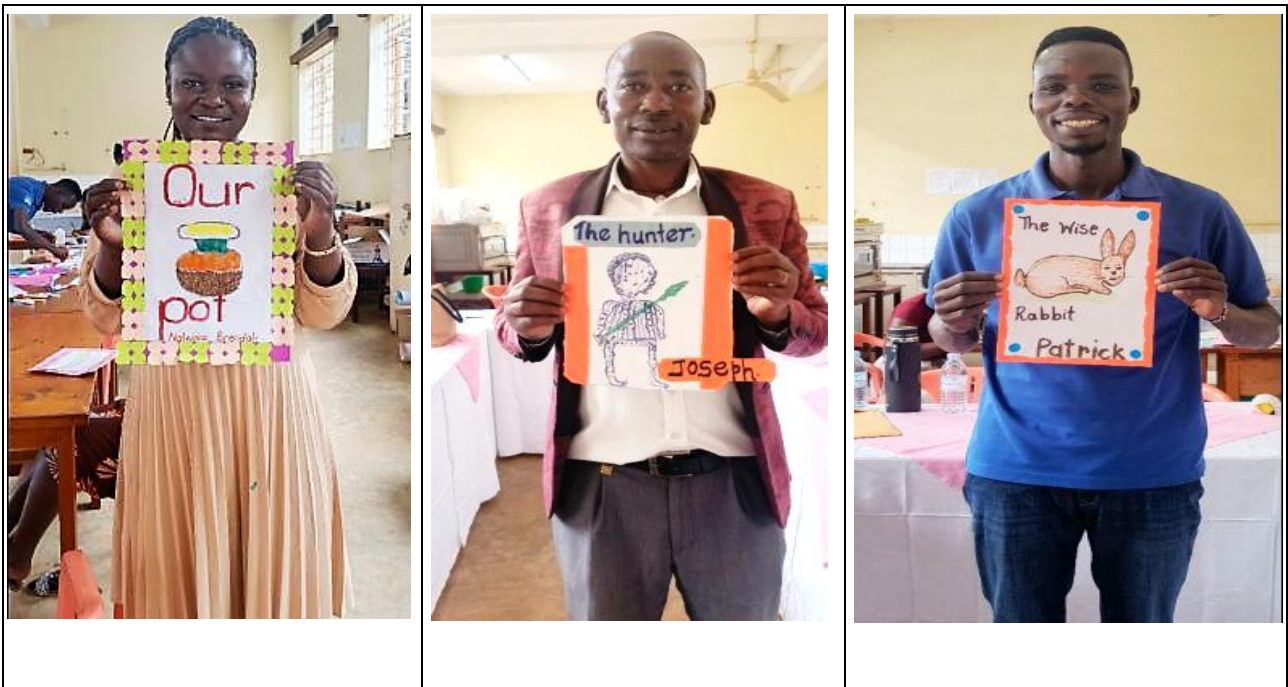


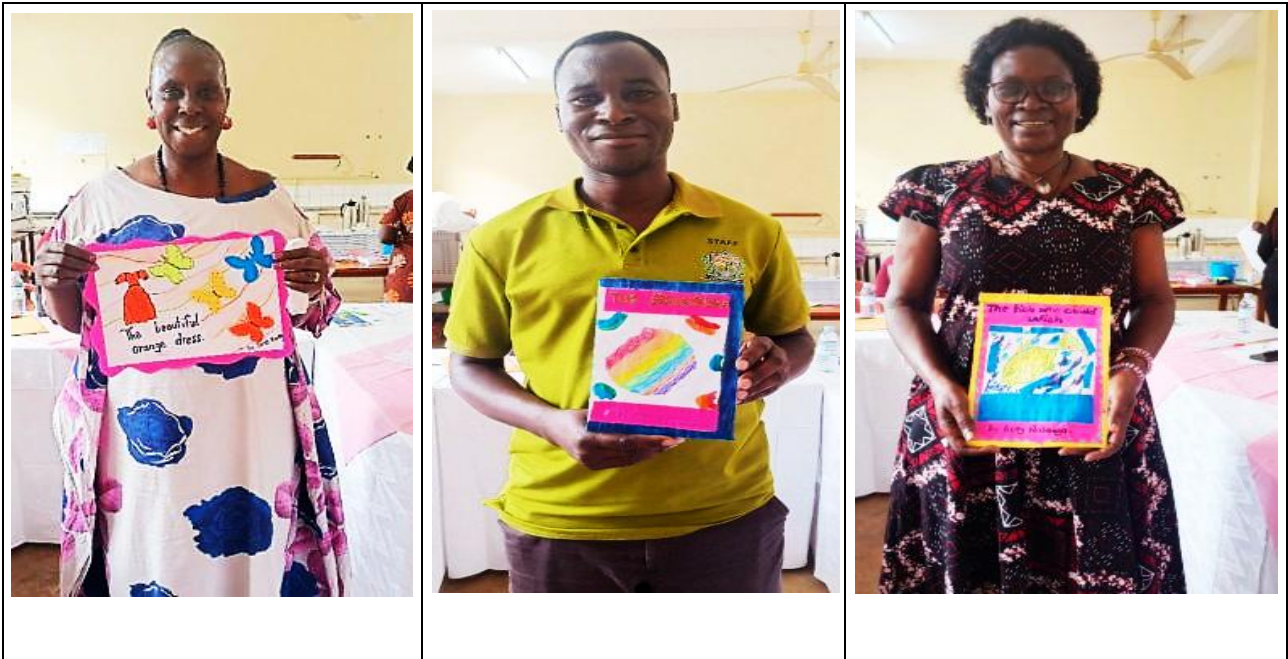
Day 2, Tuesday 17th February 2026, began with a recap of the previous day's key lessons on the importance of play, reading, and writing in learning. The trainers introduced strategies for creating effective reading spaces in schools, including setting up libraries and reading corners to make books more accessible and engaging.



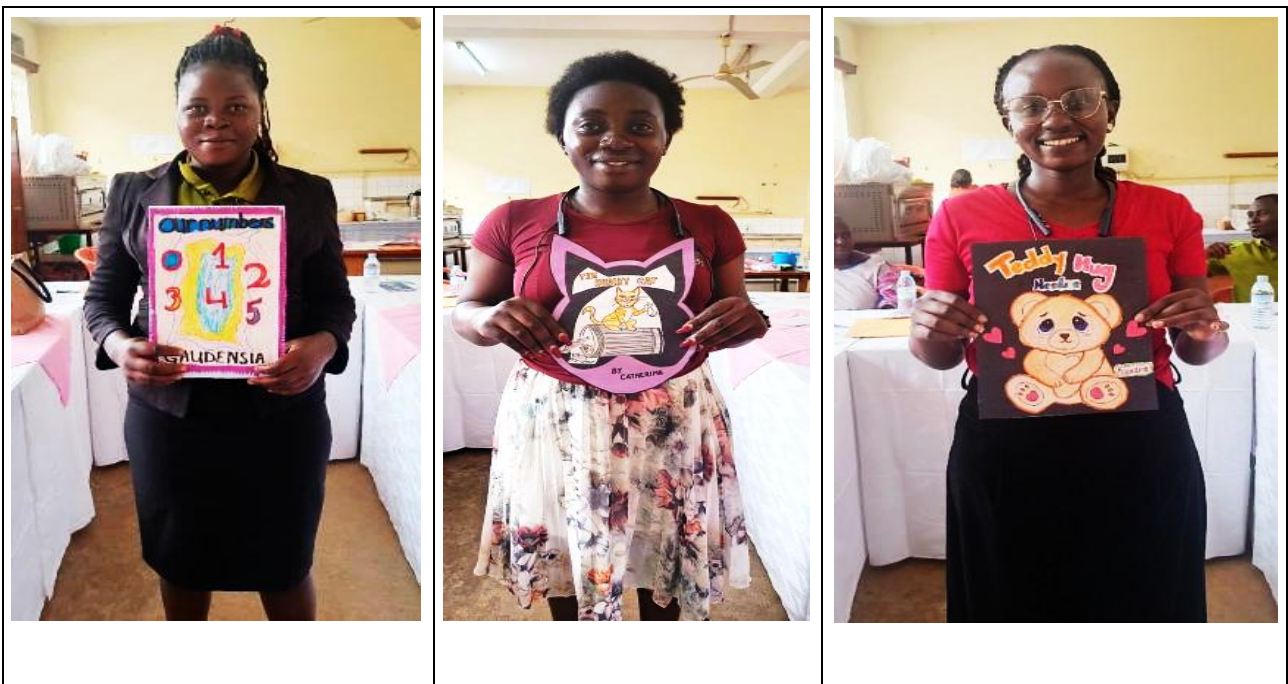


They also emphasized proper book handling practices, such as avoiding folded pages, opening books carefully, and storing them well to ensure their longevity.





Miss Alison led a creative activity where participants designed book covers for stories they had read or imagined, highlighting how creative expression enhances understanding, confidence, and presentation skills. She guided them on including key elements such as titles, author names, illustrations, and color choices. Participants eagerly created colorful and imaginative designs.



The completed book covers were then carefully displayed on the notice board. The colorful and imaginative designs made the class environment beautiful, lively, and welcoming. Displaying learners' work not only enhances the physical appearance of the classroom but also motivates and inspires students, as they feel proud and valued when their creativity is recognized

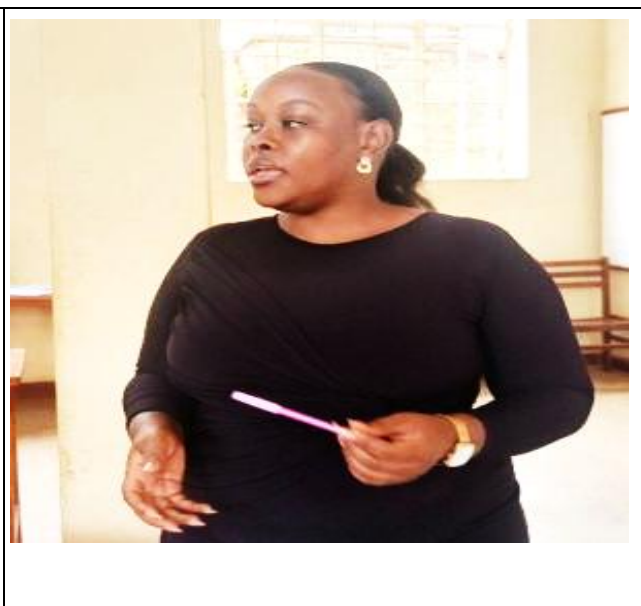


Book covers designed by teachers



Book covers designed by teachers

Miss Alison highlighted that such enjoyable and engaging activities should be carried out under the supervision of teachers to ensure guidance, constructive feedback, and meaningful learning outcomes. She encouraged teachers to replicate this activity in their schools, noting that it promotes creativity, builds confidence, and creates a vibrant learning atmosphere where students feel encouraged to express themselves.



The chairlady of the TusTrust, Ms. Rachel Tushabe training participants how to draft a project plan

The final session was led by Rachel Tushabe, Executive Chairlady and Administrator of the Tusaidiane Trust. She highlighted other TusTrust initiatives in Uganda, including water access and safe drinking water projects, microcredit support for women, and programs supporting special needs children and education emphasizing responsible application and personal contribution where required. Rachel then trained participants on preparing a Book Fund project plan in line with TusTrust guidelines, covering the fund's background and objectives, proposal requirements, budgeting, timelines, and reporting expectations. A Q&A session followed, where she and Phiona Nalweyiso

addressed questions about deadlines, communication, signing the commitment letter, accountability, and reporting.



Alison, Phiona and Rachel



Round 1 2026 participating team

In the closing remarks, participants expressed appreciation for the practical and engaging workshop and committed to promoting play-based learning, strengthening reading culture, and improving writing practices in their schools. Miss Alison encouraged teachers to share the knowledge gained with colleagues and remain proactive in enhancing their professional practice. Mr. Elias urged participants to use and maintain donated books responsibly to ensure lasting impact. Phiona Nalweyiso thanked the Chairlady, trainers, and participants for their dedication and active engagement, emphasizing the importance of timely submission of well-prepared project plans and prompt responses to official communication.

In her closing speech, Rachel Tushabe expressed appreciation for the strong commitment shown by participants and encouraged them to apply the knowledge gained to positively impact learners from childhood through adulthood. The workshop was officially closed, and TusTrust confirmed that the objectives of the Book Fund Workshop 2026 Round 1 had been successfully achieved.

Reported by:

Mary Phiona Nalweyiso
Project Manager – Book Fund
Trustee, The Tusaidiane Trust

Rachel Tushabe
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Note: Background documents and additional materials are available upon request.