

Uganda Community Libraries Association

Workshop 11-13 July 2010

Working with children

The Uganda Community Libraries Association workshop of July 2010 was funded by Pockets of Change with a substantial contribution from Hawk Children's Fund. Pictures for the "book-making" sessions on the Monday were printed out for UgCLA at no cost by Fountain Publishers. The workshop was held at the Kabubbu Resort and Conference Centre so that participants could use the facilities of the Kabubbu Community Library. Kabubbu is about 8 km beyond the town of GAYaza, which is itself some 15 km from Kampala.

Members gathered at Kabubbu on Sunday 11th July 2010. By the end of the evening there were 43 library representatives present. A further 12 people arrived the following day, and two people the next, making the total number of participants 57. A list of all the libraries represented and the names of their representatives is given in Appendix A.

The first event on the programme was an informal story-telling session after dinner on the first evening. This session was an innovation for UgCLA, so people were slow in coming forward with stories. But participants heard two of how libraries were founded, one Grimm's fairy tale ("The Horse and the Fox"), and an African story, "How Friends Became Enemies", which was one of those included in the packets distributed under the Children's Book Project. The whole session took about 45 minutes before everyone dispersed for the night.

The first two sessions on Monday morning (12th July) were devoted to reports from the libraries that had received books through the Children's Book Project. Presenters were given ten minutes and were asked to describe how they had used the books, what challenges they had faced, and what difference the books had made to their libraries and communities. Eight minutes were then allowed for questions and comments from the audience. All the ten libraries that received books under the Project were represented except for the Mpolyabigere Community Library at Nsinze at Namutumba District (the manager of that library was leaving that day for an international AIDS conference in Austria, and Cornelius Gulere, Mpolyabigere's Director, was only able to come on the Tuesday). The reports of the remaining nine are summarised here:

1. Bugiri Community Library (Michael Oguttu)

The packet of 84 books that Bugiri received had an immediate impact: children who happened to be in the library saw them even before they were stamped and then helped to advertise them. Michael, as Director of the library, also went from house to house, visited schools, put up posters, and talked in churches so as to inform the community that the books were available.

Children used the books only in the library. They read them on their own, choosing which they wanted; they read them aloud in organised sessions to the whole group; they translated them as they were being read aloud; and they discussed the pictures, naming the objects shown in English.

The main challenges that the library faced in administering the project was that it did not have enough space nor enough seats. The space problem was resolved by using the verandah in front of the library room and the seats problem by buying mats for the children to sit on.

The effects of the Project were, first, to double the library's stock of books and, second, to greatly increase attendance in the library: whereas before only 7-12 users would come each day, once the books were there 32-40 children came daily. In addition, parents began coming to the library; as adults, they were allowed to borrow books and were taking them to read to their children at home.

In response to the questions raised afterwards, Michael explained that he had initiated the library, with books donated by himself and his friends, as a result of what he learned in the UgCLA workshop of July 2008. Books were not getting lost, he said, because the children themselves were policing them and because only adults were allowed to borrow them. The most popular books were ones with pictures.

2. Bushikori Christian Centre, Mbale District (Jane Ojok and Kiera Hope Foster)

Most of users of the Bushikori library came from the school attached to the Centre, Joshua Primary School, which had scheduled a library period for the children to come and listen to stories read aloud. As a result of the Children's Book Project the library had a much greater variety of books than before and the books were more appropriate for African children than the donated books that it had had hitherto. The children were now coming to the library at break and at lunchtime as well as at their scheduled times, to the extent that Jane, as librarian, had to restrain them. Adults were also now beginning to come to the library on their own so that the membership was growing.

The library had organized activities around the books: the Mango Tree Challenge, by which children were given a "mango" on a picture of a tree whenever they finished reading a book, and a Spelling Bee, which produced "marvelous" results. The library was now forming partnerships with other neighbouring schools, asking them to pay a 10,000 shilling partnership fee before they could borrow any books.

The main challenges the library faced were shortage of space and staff and the distance from the partnership schools.

When asked what the library proposed to do about the shortage of space, Jane said that they hoped to build an extension and were planning to approach the Ministry of Gender, Culture, and Social Development for funds. They might also get a tent and some chairs to extend the library space. In response to another question, she said that the greatest challenge with regard to children's reading was that they did not have enough picture books, so they had to get the children to form groups to read such as they had. She said that they had not yet done any work with children who were not in school but would think about it. Some in the audience thought that a 10,000 shilling annual fee might scare people away from the library, but Jane explained that this fee was for institutional membership; for individuals the fee was only 5,000 shillings per year.

3. Busolwe Community Library, Butaleja District (Ivan Kaibu)

When Busolwe received the books, the first people to look at them were those on the library Board. The books were then put in the library, catalogued, and displayed on a table. Since the library had Canadian volunteers working there, the librarian, Ivan, and the volunteers met to develop activities to carry out with the books, for which they wrote concept papers. The activities included story time, drawing, a quiz, and a reading club for secondary school students.

The objective of story time was to promote and develop early reading skills, and both teachers and parents were involved. Three neighbouring primary schools were selected as "trial schools" and within those P3 and P4 classes (which are the years when the transition is made from the local language to English as the medium of instruction) were chosen. The schools

scheduled one library period of 15 to 30 minutes per week for each class. The story time teacher would read a story in English, discuss it with the children in Lunyole, and then translate it. The children were then able to retell the story.

The variety of the books was appreciated, as was the fact that they were African. The children enjoyed reading them and rates of borrowing were high. The most popular titles were *How Friends Became Enemies*, *Go Away Boys*, *Obama*, *Nelson Mandela*, and *Recipe for Disaster* [the audience murmured its agreement with this list]. The challenges that the library faced in administering the project were shortage of space and shortage of staff, for although the volunteers were helpful they were only short-term visitors so that there was only one man, Ivan, responsible for organizing everything.

The first response to this presentation was an expression of appreciation. Participants enquired, though, whether the library could not bring its services nearer to people and whether it could not mobilize other people to help. Another suggestion was that the library could solve the space problem by gathering children together under a tree, but Ivan explained that there are no suitable trees nearby. One participant asked what the charge for borrowing books was; Ivan replied that the library's policy was to encourage people to come and read there, but paid up members were allowed to borrow. The membership fee for individuals to date was 2,000 shillings per year or 20,000 shillings for life, but the Board had decided to raise it to 5,000 or 50,000 shillings respectively. The membership fee for institutions was 20,000 shillings per year. Regarding how the CBP books affected the library, Ivan said that the 84 books were not mixed with others but were placed on a special shelf; and whereas the library had previously had only about ten children come in each day, it now had 25-30, the majority of whom were girls.

4. Busongora Rural Information Centre, Kasese (Patrick Isingoma)

Before becoming involved in the Children's Book Project, the Centre had been entertaining children every evening with videos. On receiving the books, Patrick began using them to teach the children; he would go to where the video was being shown and invite those who wanted to come and learn. Most children chose to come. The teaching involved reading stories aloud, asking questions about them, and having children read them aloud and then translate them into their own languages. Patrick was also teaching them poems, telling stories himself, and having children tell their own stories. When children performed well, he rewarded them with sweets, and he consistently encouraged them for trying and did not punish them if they failed to produce correct answers. Children were not allowed to borrow books but those who were old enough could read them in the library. Some of the children coming to these sessions were very young, so Patrick had formed a partnership with a neighbouring nursery school whose teachers came to help in the sessions.

In response to questions, Patrick explained that the library had had no children's books before and that the CBP books were the sole basis for the teaching that he was now able to offer. Adults and older children, however, were reading the books by themselves and had plenty of time to do so since the librarian was there from 8 a.m. to 10 p.m. A register was kept of the people who came in to read. Patrick believed that the entertainment offered to the children by the teaching and reading aloud would encourage in them the practice of individual reading. Some participants expressed concern about the use of sweets and one suggested that stickers or stars might be used instead to motivate the children.

5. Family Learning Centre, Gayaza, Wakiso District (Augustine Napagi)

Augustine began by explaining the structure of the Family Learning Centre: it had six sub-centres, all of which were very small, in four villages, a church, and a school. It had 19

facilitators, who met with children every weekend and who also met with one another regularly to provide mutual support. The objective of the Centre was to enable children to read independently.

Initially the facilitators relied entirely on material that they could make themselves, but once they had the CBP books, they circulated them among the sub-centres and set them out for the children to select what they wanted. Children would converge on one book, read it together, then go out and report to others on what they had read. The children kept returning to particular books, especially *Gum on the Gate*. The facilitators made supporting material for the books, such as word cards, and translated some of the stories from English to Luganda. They also visited the children in their homes. Parents were borrowing books as well, and 18 parents were working with the facilitators.

One challenge that the project faced was that a few facilitators did not participate in meetings, so the meetings were now documented and the reports circulated to all facilitators. Another problem was shortage of resources, so the facilitators were still making their own and having the children draw as well as read.

In response to questions, Augustine explained that the facilitators had been trained in workshops offered by the UK National Institute for Adult Education. Training had been given initially to the Vice-Chairperson (who is responsible for education) of each of the 50 Local Councils (level 1) in the sub-county, and the 19 facilitators had been selected from these.

6. Kitengesha Community Library, Masaka District (Dan Ahimbisibwe)

The library had been initiated by Kate Parry and Mawanda Emmanuel in 1999, and it now had a collection of some 3,800 books [the audience exclaimed at this figure]. It had two paid members of staff, seven Library Scholars (secondary school students whose school fees were paid by the library), and visiting Canadian volunteers from the University of British Columbia. Within a radius of five kilometers of the library there were seven primary and two secondary schools. The library had already established monthly Children's Days, when children were invited from a particular primary school and various activities were organized for them, but it was difficult to get the schools fully involved since they always waited to be invited before sending the children.

The library used the CBP books to persuade two primary schools to schedule a weekly library period for their P4, 5 and 6 classes. The books were displayed on a table in each session, and the children were invited to choose what they wanted to read. Such were the numbers, though, and the eagerness to get a book, that children simply took whatever came to hand, making it impossible to tell which were the most popular. There were some indicators of success, though, in teachers' comments, increased attendance on library days, improved performance on the part of the children as a result of the help that the volunteers and Library Scholars were giving them with vocabulary, and in the numbers of children now coming on their own to the library.

One participant asked whether the library was providing for pre-school children: not under the Children's Book Project, Dan said, which was specifically targeting primary schools, but the library did have other programmes for children who were not in school. Another suggested that a simple questionnaire might be used to get children to identify their favourite books, or else they could be asked to write their favourite stories. One asked about the challenges the library faced in administering the project: the main one was lack of space, but this would soon be resolved when the library's present construction project was complete.

7. Kyabutaika Community Library, Kakooge, Nakasongola District (Fred Kasozi)

The Kyabutaika Community Library was a project of the Kyabutaika Development Association, which also ran a tree nursery project. Of the two, the library was the more successful. The library's policy had not been to look for money but for materials, which it had obtained from Johns Hopkins University, Baobab Magazine, and Book Aid International. The latter had provided children's books, which adults also read, and the Children's Book Project had added to the collection. Local primary schools were sending children to use the books, and secondary school students were coming at the weekends. The titles that had proved most interesting were *It Has Never Happened* and *Obama*. The library had organized drama activities based on the books and had used local radio for publicity.

There was less discussion of this presentation than of the others, but one participant asked which district the Kyabutaika Community Library was in; the answer was Nakasongola.

8. Queen of Heaven, Yumbe (Jane Alejo)

Queen of Heaven started as a club of 20 women who met after Mass at Queen of Heaven Parish in Yumbe. With the support of NUSAF (Northern Uganda Social Action Fund) and GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit), they were able to invest in equipment for tailoring, hairdressing, and cooking; they also obtained a contract from AFAT (a local NGO) for drama. A private primary school, St Daniel, provided them with a classroom where they could keep the equipment, and there they would meet to tell stories. Subsequent to this, they joined URLCODA (the Uganda Rural Literacy and Community Development Association) and UgCLA.

The Children's Book Project provided them with a stock of books, as a result of which Queen of Heaven became the first library to exist in Yumbe District. Library activities included reading stories to the nursery school children at the school, developing a drama project from the story called *Musa and Kato*, and having children name the objects depicted in some of the books. The older primary school children come in to the library in their own time, and there is a high demand for story books. The book *Obama* was actually stolen by a P7 child but was retrieved.

The challenges faced by the library were the shortage of staff – it was administered by a teacher and two students – and the difficulty of getting children to leave the library when it was time to do so. The books were not enough, and, in particular, they needed more picture books. They also needed their own library building.

One of the audience asked what they did if children quarreled over the books; Jane said it was not a serious issue and the teachers could handle it. Another asked how they could prevent children stealing the books; Jane said that they lent them only to St Daniel's pupils. Another question concerned the scope of Queen of Heaven's work; the group had only 20 members, was the answer, but they served the whole community. Finally, a participant asked whether Queen of Heaven had a memorandum of understanding with the school; Jane said they did not, but if they left the school they would leave the books there.

9. Suubi Community Library, Lubanda, Masaka District (David Ssemwogerere and Helen Brown)

The library was introduced as one of 18 projects being run at the Suubi Development Centre by the Ugandan NGO Development Plus (of which David Ssemwogerere is the Director) in collaboration with an Australian group called HUG (Help Us Grow – represented by Helen Brown). The library began with 80 books about the environment that the Centre bought for itself. The CBP books were added to these.

For the Children's Book Project the library was working with 20 children, ranging from P1 to P6, from each of two different schools, who came to the library twice a week for 1 ½ hours. In

the library the children were further divided into three or four groups depending on their reading ability, and international volunteers recruited through HUG worked with them. The children were becoming more confident as a result of these sessions and better able to interpret stories. The schools were also beginning to borrow books.

The challenges faced at Suubi included the fact that they had no librarian yet and, while willing, the international volunteers were inconsistent and the children tended to be inhibited with them. Also, the schools tended to bring extra children to the reading sessions which made it hard to keep track. Finally, the Centre had only one room for the library, which was also used for computer training, so there wasn't enough space for activities. Nonetheless, there was great enthusiasm for reading the CBP books.

A discussion of the use of international volunteers developed in response to this presentation. One participant wanted to know how they communicated with the children and was told that they were helped by Ugandan volunteers. Another suggested that it was good for children to interact with international visitors, and David agreed that it helped them to improve their English. Another participant asked whether his own library and Suubi could exchange visits.

In a brief discussion of what had been learned from these reports, all agreed that the most popular titles among the CBP books were:

Cheche and Taka
Go Away Boys
Gum on the Gate
How Friends Became Enemies
It Has Never Happened
Obama

They also agreed that the main activities were reading aloud, individual reading, and helping with vocabulary.

The two afternoon sessions of July 12 were devoted to a project for making children's picture books. At the beginning of the first session Kate Parry introduced the themes prescribed for P1 by the Ministry of Education and Sports in the new thematic curriculum:

Term 1

Our School
Our Home
Our Community
The Human Body and Health

Term 2

Weather
Accidents and Safety
Living Together
Food and Nutrition

Term 3

Our Transport
Things We Make

Our Environment
Peace and Security

She then showed a series of ten photographs on screen and asked participants (1) to identify which theme(s) each photograph could be used to illustrate, and (2) to suggest a sentence or two of text – perhaps a question – that could be used to stimulate conversation on the chosen theme. After a lively discussion of each photograph, participants were informed that for the next session they should go into the next room (i.e. the library) where they would find ten tables, each with a set of ten photographs. They should discuss these photographs in small groups and record their responses on the forms that would be provided.

Accordingly, after a short break, the workshop participants arranged themselves in ten groups in the library and began work on the pictures. All were fully engaged in discussion for about an hour. At that point a few groups had finished working on their own set of pictures, so they were instructed to exchange with another group. Other groups did not finish their original set until the end. Katie Uher spent that evening collating and typing up the suggestions made. UgCLA hopes to develop up to four picture books from this work which will be offered to Fountain Publishers in the first instance, in recognition of Fountain's donation of the prints.

The following morning was devoted to presentations by the Kabubbu librarians on how to develop material from children's books, especially foreign ones, to make them more accessible to Ugandan children. Augustine Napagi began the first session. He first asked the participants to articulate their objectives, which he wrote up on a flip chart. He then distributed a handout that was based on a book in Luganda, *Essanyu Ly'abato*, that the library had itself produced. The handout described how to identify the key words in a story and use them to develop a simplified version, more easily accessible to people unfamiliar with the language. After going through the handout, he read the story aloud, translating it as he went. Then he showed his own simplified version, in English, together with pictures. Finally, he handed out letter cards that he had developed from the key words and asked the participants, in groups, to form as many words as they could from them. He pointed out that letters such as *n* could be turned the other way up so as to give *u*, thus presenting a wider range of possibilities; but the simplest response to the task was to reconstruct the key words, which were thus reinforced.

The participants then moved from the conference room to the library, where Annet Kabagala, the second Kabubbu librarian, read a story aloud to them – it was about the goose that laid golden eggs. She showed various kinds of material that could be made and used to help children understand such stories: flashcards of words with pictures to illustrate their meaning; cards of the common phrases in the story; cards of words in which a letter was "hidden" (i.e. cut out on three sides and folded back on the uncut side so that it could not be seen), giving children the task of identifying the letter in question. She also described other activities that could be based on the story: children could play a question and answer game, they could identify words from the story that had similar sounds, they could fill in missing words from a simplified version of the story, or they could perform a play or a song based on it. To demonstrate the last point, she told a story about a child who refused to eat, so his grandmother instructed the stick to beat him; the stick refused, so the grandmother instructed the knife to cut the stick ... and so on, until finally the cat agreed to eat the mouse, who agreed to gnaw the rope, and so on, until the child finally agreed to eat the food. She called on 11 volunteers to act the various parts and gave them a little song to sing, first refusing and then agreeing to do as the grandmother said, and

enacting the same. The volunteers played their parts with great enthusiasm, much to the enjoyment of the audience.

Prior to the workshop, Augustine had asked all the CBP libraries to bring a particular set of books from their CBP package. During the following session, the representatives of the CBP were designated as table leaders and were asked to bring these books with them. The group at each table was given an assignment to develop activities based on one or other of these books – or they could choose one of the Kabubbu library's books if they preferred. The activities included: thinking of words with similar sounds to key words identified in the book; identifying the characters in the story; summarizing the book; role-playing parts of the story; explaining the pictures and drawing others; asking questions about the pictures; using hidden letter cards, identifying the letters and suggesting substitute ones; identifying colours and counting objects shown in the illustrations; discussing the activities described in the story. The groups worked on these tasks for about an hour, and then each made a presentation about what they had done.

The final session of the workshop, led by Grace Musoke and Vincent Zinunula, was devoted to “fun and games”. Vincent showed the participants a simple letter-matching toy that could be easily made from local materials (though the one he showed came from Germany), Grace led some songs in Luganda and asked one of the participants to lead one in Lusoga, and children from Kabubbu Primary School came in to accompany the songs with a xylophone and drums. The Lusoga song involved the leader tying a scarf around his/her waist and then passing it on to someone else who was then required to lead. The result was that nearly everyone in the end was up and dancing, with one participant, Frank Nakkazi of the UTRT Library at Mpigi, showing particular talent in this regard. It was a fitting end to a particularly lively workshop.

For the whole workshop programme, see Appendix B.

Appendix A

UgCLA Workshop, 11-13 July 2010

Attendance

Arrived on Sunday, 11 July:

1. Esther Kyazike, Kawempe Youth Centre
2. Mukama D. Moses, Bugubo Resource Centre
3. Isingoma John Patrick, Busongora Rural Information Centre
4. Bacia Florence Inziku, Ewadri Primary School, Arua District
5. Geria Robert, Sida Library, Tuku village, Arua District
6. Debo Ernest, Ombaderuku Primary School, Arua District
7. Orionzi Sabino, Endru Primary School, Arua District
8. Emvibo Lacone Pascal, Kamaka Primary School, Maracha District
9. Miria Michael, Mingoro Primary School, Arua District
10. Afebua Jasindo, URLCODA Community Library, Lokotoro, Arua District
11. Adroni Valex Candia, Nyoro Primary School, Maracha District
12. Ariaka Karleto, Otravu Primary School, Maracha District
13. Vincent Busiru Zinunula, Zinunula Omunaku Primary School, Matugga, Wakiso District
14. Angundru Isaac, Oguvu Primary School, Arua District
15. Bukeye Emmanuel, Kagugu Primary School, Kigali, Rwanda*
16. Francis Kigobe, Caezaria Public Library, Ajija-Malongwe, Buikwe District
17. Jane Alejo, Queen of Heaven, Yumbe
18. Kiera Hope Foster, Bushikori Community Library, Mbale District*
19. Kate Parry, UgCLA
20. Jackie Musubika, UDS Kamuli
21. Douglas Tiberendwa, Inforall Community Library, Kisumi, Kampala District
22. Jane Ojok, Bushikori Community Library
23. Frank Nakkazi, UTRT Mpigi
24. Agnes Nakacwa, UTRT Mpigi*
25. Katheriine Uher, Ready for Reading, Rwanda*
26. Augustine Napagai, Kabubbu Community Library
27. Julius Kaziba, Bunabumali Good Samaritan Orphans and Needy Project, Bududa District
28. Kaibo Ivan, Busolwe Community Library, Butaleja District
29. Mugolo Wilber, Kasozi Primary School, Kamuli District
30. Enzata Francis, St Joseph's College Ombaci, Arua District
31. Magoba Joel, Kyaka Rural Information Centre, Kyegegwa District
32. Khaukha Lawrence, Randa Farmers Library, Bududa District
33. Walimbwa John Mark, CCF Bududa

34. Kizito, Geoffrey, Kikandwa Community Library, Mityana District
35. Ahimibisibwe Daniel, Kitengesa Community Library, Masaka District
36. Ssebugya Ruth Nabukale, Kampala Public Libraries
37. Robert Nsubuga, AEC Njeru, Buikwe District
38. Fred Kasozi, Kyabutaika Community Library, Kakooge, Nakasongola District
39. Michael Oguttu, Bugiri Community Library, Bugiri
40. Grace Musoke, UgCLA
41. David Ssemwogerere, Suubi Community Library, Lubanda, Masaka District
42. Helen Brown, Suubi Community Library*
43. Simon Mugabi, CED Lwampanga, Nakasongola District

Arrived Monday, 12 July:

44. Annet Kabagala, Kabubbu Community Library, Wakiso District
45. Azoli Bahata, Semuliki Information Centre, Bundibugyo
46. Lincoln Wamala, Nambi Sseppuuya Community Resource Centre, Igombe, Jinja District
47. Immaculate Napagi, Gayaza Family Learning Centre, Wakiso District
48. Nganda Susan, St Bernard's Kiswera, Masaka District
49. Drabaru Julius, Adult Literacy and Basic Education Centre, Makerere University, Kampala
50. Gorreth Nakyato, Kitengesa Community Library*
51. Justin Kiyimba, Nambi Sseppuuya Community Resource Centre**
52. Magaret Baleeta, UgCLA **
53. Ramadan Kalanzi, Uganda Fisheries Development Association, Njeru, Mukono District
54. Diana Kemigisa, RIC-Net, Fort Portal, Kabarole District
55. Gertrude Kayaga Mulindwa, UgCLA and National Library of Uganda**

Arrived Tuesday, 13 July

56. Cornelius Gulere, Mpolyabigere Community Library
57. Edimau Weso'nga, Magale Parents Community Library, Manafwa District**

* Since UgCLA can only support one participant from each library, these people, or their institutions, paid their expenses.

** These people did not stay overnight.

Uganda Community Libraries Association

Workshop Kabubbu Community Library 11-13 July 2010

PROGRAMME

Sunday, 11 July	6:00 p.m.	Participants gather at Kabubbu
	7:00 p.m.	Dinner
	8:00 p.m.	Story time for adults!
Monday, 12 July	9:00 a.m.	Session 1: Reports on Children's Book Project (Each library is expected to deliver a 10 minute report 8 minutes will then be given to discussion)
	10:30 a.m.	Break
	11:00 a.m.	Session 2: Reports on Children's Book Project (continued)
	12:30 p.m.	Lunch
	2:00 p.m.	Session 3: Book-making. (Powerpoint presentation of pictures and discussion → Group work: ascribing pictures to themes and writing text to go with them).
	3:30 p.m.	Break
	4:00 p.m.	Session 4: Group work (continued)
	5:30 p.m.	End of first day: groups hand their work in to organizers
	7:00 p.m.	Dinner
Tuesday, 13 July	9:00 a.m.	Session 5: Making exercises to use with books (Kabubbu librarians, Augustine and Annet, present their work → participants prepare their own exercises)
	10:30 a.m.	Break
	11:00 a.m.	Session 6: Making exercises to use with books (continued)
	12:30 p.m.	Lunch
	2:00 p.m.	Session 7: Songs, games, and drama (Grace Musoke, Vincent Zinnunula)
	3:00 p.m.	Tea End of workshop