Project LEAP
Midterm Report

September 2014
Acknowledgements

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Table of Contents

Acknowledgements .................................................................................................................. 2
Executive Summary .................................................................................................................. 4
Introduction .............................................................................................................................. 5
LEAP Libraries .......................................................................................................................... 6
Preliminary Project Outcomes ................................................................................................... 7
Patronage and membership ....................................................................................................... 7
Library diversity ......................................................................................................................... 9
Other .......................................................................................................................................... 9
Program Observations ............................................................................................................. 10
Technology ............................................................................................................................... 10
Policies and procedures ........................................................................................................... 11
Content ...................................................................................................................................... 12
Training ..................................................................................................................................... 12
Outreach and activities ............................................................................................................. 13
Lessons Learned and Programmatic Implications ................................................................... 15
Library selection, commitment and accountability ................................................................. 15
Policies and procedures ........................................................................................................... 16
Content ...................................................................................................................................... 17
Next Steps & Implications for Scaling ..................................................................................... 18
National scale-up ....................................................................................................................... 18
A sustainable content licensing model ................................................................................... 19
Dissemination, connection and advocacy ................................................................................ 19
Conclusion ................................................................................................................................. 19
Works Cited ............................................................................................................................... 21
Appendices ............................................................................................................................... 22
Appendix 1: E-reader Borrowing Procedures ........................................................................... 22
Appendix 2: E-reader Training Procedures .............................................................................. 23
Appendix 3: Project LEAP Book List ....................................................................................... 24
Executive Summary

Project LEAP — “Libraries, e-Reading, Activities and Partnership” — is a groundbreaking pilot program implemented by Worldreader in partnership with eight public and community libraries in Western Kenya, and funded by the Bill & Melinda Gates Foundation. LEAP aims to increase the availability of reading materials in Kenya’s libraries with the provision of e-readers filled with relevant books, building on Worldreader’s four years of experience with e-readers in primary schools across sub-Saharan Africa. Worldreader has deployed 200 e-readers to the eight public libraries, each preloaded with 100 African and 100 international book titles for a total of 40,000 books distributed so far. For children, the titles primarily include storybooks, and for adults, pleasure reading and informational books. The one-year pilot tests the use, function and adoption of e-readers in selected libraries to determine how e-readers affect library patronage, communities, staff, policies and procedures. These learnings will ultimately serve to inform the deployment and expansion of digital reading programs in libraries across Kenya and sub-Saharan Africa.

This paper constitutes a midline report for the yearlong LEAP pilot. After four months of project implementation, the report’s primary findings are:

• **As many as 10,000 people may have already been impacted by the program**, based on early estimates. Final numbers will be available in the endline project report.

• **Monthly library patronage increased by 66% overall.** This amounts to an average absolute gain of 4,621 patrons per month for community libraries, and 34,091 patrons for public libraries. However the largest percentage gains were seen at smaller community libraries, due to impact of the e-readers on these libraries’ relatively smaller collections.

• **Librarians frequently use the e-readers to conduct community outreach** (an average of three times per week per library). This means the devices are often spending more time outside libraries than in them, which in turn draws more patrons into the libraries by increasing awareness. This also drives up the total number of people impacted by Project LEAP.

• **There have been no significant technical problems** with the e-readers and no breakage. Two e-readers out of the 200 deployed (1%) were lost.

• **Librarians report that the e-readers are easy to use and train on, and take pride in being the e-reader experts in their facilities and communities.** Strategies and guidance on delegation of project duties is needed however, for the project managers to avoid burnout.

• **Given the widespread perception of libraries as being more suited to children than adults, leveraging LEAP to increase patron diversity has proven a challenge.** Targeted content and outreach is necessary for adults to start using the e-readers.

Worldreader is applying these learnings to the remaining months of pilot implementation, and incorporating them into a handbook that will be shared with future library programs.

Overall, the project has exceeded all expectations regarding the number of people impacted. Such results indicate the potential of the program to impact libraries in Kenya and beyond, and Worldreader is working with the Kenya National Library Service (KNLS) and other key stakeholders to scale-up the program nationally and to elsewhere in sub-Saharan Africa.
Introduction

Project LEAP, which stands for “Libraries, e-Reading, Activities and Partnership,” is a groundbreaking pilot program implemented by Worldreader in partnership with eight public and community libraries in Western Kenya, and funded by the Bill and Melinda Gates Foundation. The project aims to play a key role in the evolution of libraries as centers of technology, information and community. LEAP does this by increasing the availability of reading materials in Kenya’s libraries with the provision of e-readers filled with hundreds of relevant books. The project is testing the use, function and adoption of e-readers in the pilot libraries in an effort to investigate the scalability of library e-reader programs across Kenya and sub-Saharan Africa. Getting library patrons reading more is a primary goal of the project because of the clear link between time spent reading and the development of literacy skills. And literacy development in turn, has a positive impact on poverty, health, gender equality and social mobility.

In early 2014 Worldreader deployed 200 e-readers (each preloaded with 200 digital book titles) to the selected pilot libraries, for a total of 40,000 books distributed so far. LEAP project managers were trained on e-reader operation, project management, monitoring and evaluation and more, and community launch and training events were held in the pilot libraries. The project includes ongoing monitoring and research in order to understand the impacts of e-readers on library patronage, library infrastructure, and librarian habits, attitudes and practices. Monitoring efforts also focus on operational learnings for scaling the program beyond the pilot sites.

The LEAP baseline report, made public in May 2014, outlined three main findings:

- Diversity and size of library collections and the need for more technology programs were key concerns for both librarians and patrons prior to the commencement of the e-reader program.
- Library users at all eight pilot sites tend to be young, with patrons under 25 years old being significantly more active users of the libraries than older adults.
- Social interaction and public programs that engage patrons are vital program components for connecting with current patrons, and raising awareness about the libraries and e-reader program for non-patrons.

The baseline report also outlined initial hypotheses around results of the program. These hypotheses suggested that:

- Due to the availability of existing resources and previous experience working with technology-based interventions, urban LEAP libraries might experience more ease with the technical implementation of the project.
- Because patrons of rural libraries are less likely to have access to other technology resources, Project LEAP could drive greater relative increases in patronage and patron diversity among rural and community libraries, due to high levels of excitement around the e-readers.

This midline report begins to address these hypotheses, outlining observations from the first months of project implementation (March – June). This report focuses on learnings uncovered during this time period, based on interviews with project managers, quarterly librarian meetings, and Worldreader site visits to the libraries. This report focuses on qualitative results and lessons learned, while the endline report will focus on quantitative
outcomes. While the midterm touches on changes in librarian and patron perceptions, and librarian skills, these will be explored more fully in the final report through comprehensive surveys. Perhaps most importantly, this midline report serves to provide key input for scaling the project beyond the pilot libraries, as Worldreader moves forward to expand the program in 2015 and beyond.

LEAP Libraries

Table 1 shows a breakdown of the pilot libraries by location and affiliation. During the first four weeks of implementation, the project team discovered that one pilot library was not open to the public for a sufficient number of hours, as required by the program. The e-readers from this site were thus moved to another library that had been initially shortlisted, Siaya Community Library. Siaya staff was trained and the project began implementation approximately six weeks after the other five libraries.

<table>
<thead>
<tr>
<th>Library</th>
<th>Location</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Busia Public Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>JF Omange Community Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kakamega Area Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kisumu Public Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Nyilima Community Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SAIDE Community Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shikalakala Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Siaya Community Library</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Reference libraries are libraries that are located in schools and open to the public outside of school hours.*
Preliminary Project Outcomes

A primary goal of Project LEAP’s monitoring efforts is measuring the impacts of the e-reader program on library patronage, membership, and patron diversity, with the ultimate aim of increasing all three. All eight pilot libraries report increased patronage, and six of the eight libraries also note increases in membership. Patron diversity however, proves to be a trickier issue to address. Trends are detailed further below.

Patronage and membership

All eight pilot libraries report large increases in monthly patronage, and these increases have far surpassed initial expectations. See Table 2 below for a breakdown of January to June patron visits by library.

<table>
<thead>
<tr>
<th>Library</th>
<th>January</th>
<th>June</th>
<th>Increase</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busia Community Library</td>
<td>154</td>
<td>696</td>
<td>542</td>
<td>352%</td>
</tr>
<tr>
<td>J F Omange Community Library</td>
<td>977</td>
<td>4,832</td>
<td>3,855</td>
<td>395%</td>
</tr>
<tr>
<td>Kakamega National Library**</td>
<td>47,736</td>
<td>70,772</td>
<td>23,036</td>
<td>48%</td>
</tr>
<tr>
<td>Kisumu National Library</td>
<td>4,657</td>
<td>10,221</td>
<td>5,564</td>
<td>119%</td>
</tr>
<tr>
<td>Nyilima Public Library</td>
<td>3,873</td>
<td>8,822</td>
<td>4,949</td>
<td>128%</td>
</tr>
<tr>
<td>SAIDE Community Library</td>
<td>28</td>
<td>568</td>
<td>540</td>
<td>1929%</td>
</tr>
<tr>
<td>Shikalakala Library</td>
<td>405</td>
<td>480</td>
<td>75</td>
<td>19%</td>
</tr>
<tr>
<td>Siaya Community Library</td>
<td>36</td>
<td>177</td>
<td>141</td>
<td>392%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>57,866</td>
<td>96,568</td>
<td>38,702</td>
<td>66%</td>
</tr>
<tr>
<td>Community Libraries</td>
<td>1,446</td>
<td>6,067</td>
<td>4,621</td>
<td>320%</td>
</tr>
<tr>
<td>Public Libraries</td>
<td>56,420</td>
<td>90,511</td>
<td>34,091</td>
<td>60%</td>
</tr>
</tbody>
</table>

*These are not individual patrons, as each patron is counted each time (s)he visits a library. **Kakamega counts each patron as they enter the library. Some patrons may visit the library twice in a day, and are thus counted twice in one day. As such, these numbers are somewhat inflated.

Community libraries consistently report larger increases in patronage—an average gain of 320%, vs. 60% for Kenya National Library Service (KNLS)-affiliated libraries. This is consistent with the hypothesis outlined in the LEAP baseline report, that smaller libraries would generally see larger increases in patronage, due to the fact that the e-reader program would have a larger impact on expanding and diversifying smaller existing collections. The above data actually represent monthly patron visits, due to the time and resources required to capture information on individual patrons; it can be inferred that many individual patrons are visiting the library multiple times in a given month.

It should also be noted that some variation in patronage between January and June might be attributed to events outside of the e-reader program, such as school holidays. For the endline report data will be compared across the length of the program to better control for these factors. Additionally, it will be interesting to see whether these increases in
patronage are sustained over the length of the pilot, or if the initial excitement of the new technology wears off after a number of months. Regardless, the data demonstrate a significant upward trend in patronage since the start of the e-reader program, much larger than anticipated by the project team.

All libraries also report increased membership, with the exception of Shikalakala and Siaya Libraries, which do not charge membership fees. Exact figures on membership increases will be reported in the endline report.

Project Managers list the following as factors contributing to these changes in membership and patronage:

- The influx of new, appropriate reading material brought on by the addition of the e-readers.
- Excitement about new technology.
- The increase in outreach programs being conducted in the communities as a result of Project LEAP, thus “getting the word out” about the libraries.

The one reference library among the pilot sites, Shikalakala, reports less profound growth in terms of patronage. This is likely due to the fact that the library, while open to the public outside of school hours, primarily serves students at the attached primary school. As such, the impact is more limited to these students and their families. The relatively minimal expansion of library users at the reference library has implications for future project site selection.
Library diversity

The increases in new memberships and patronage are driven by an increase in the number of junior patrons (those of school-age) who are interested in the e-reader technology. This is consistent with social norms that dictate that libraries are more suited to children than adults. Project Managers report that the adults who have been drawn to the libraries by the e-readers are largely teachers, interested in exploring new tools and materials for their students.

Different preferences for library usage may drive adults’ utilization (or lack there of) of the LEAP e-readers. For example, children have less specific requests in terms of books they want to read, whereas adults tend to look for particular titles, including those needed for tertiary-level classes (see the Program Observations section for more information). Additionally, children are happy to share e-readers whereas adults want to read on their own. This means fewer adults can use the e-readers at a time, and in libraries where e-readers are in high demand, adults may have fewer opportunities to take advantage of them.

Worldreader is encouraging project managers to focus on outreach to adult and youth communities (such as youth groups, church groups, and mother-child reading clubs), in order to attract more adults and youth to the library via the e-reader program. Further exploration of these plans can be found in the Lessons Learned & Programmatic Implications section of this report.

Other

A number of other early outcomes have been observed among the libraries, including:

**Responding to increased demand by expanding library schedules:** Prior to the start of the e-reader program, SAIDE Community Library did not have enough patron traffic on weekends to stay open to the community. Since the start of the e-reader program, the library has been racing to keep up with increased demand (from less than 30 patrons in the month of January to over 500 in June), and has started opening on weekends. Siaya Community Library has also started holding a reading club every Saturday morning using the e-readers, and Busia Library now holds teacher e-reader and computer training every Friday and student training all-day Saturday.

**Interest from communities outside of target areas:** Secondary schools from as far as 300-kilometers away often bring graduating students to visit sites in urban Kisumu, such as government offices and centers of commerce and business. Kisumu National Library has been added to those “must-visit” sites, specifically so that students may see and use e-readers. Additionally, Busia Community Library has partnered with a library across the border in Uganda to conduct outreach using e-readers.
Program Observations

The following section outlines observations and trends in the implementation of LEAP in pilot libraries, in order to document the most common practices among libraries and apply these observations to future library programs, as outlined in the Lessons Learned & Programmatic Implications section.

Technology

To date, there have been no technical issues or breakage of LEAP devices. Librarians at all eight libraries report that they find the e-readers (Kindle Paperwhites) easy to use and to train on, and non-intimidating for children and adults alike. Project managers also report feeling empowered through the e-reader program and the process of leading their communities in adopting this new technology. See profiles of LEAP project managers on pages 7 and 10 for more examples of how LEAP has impacted individual librarians.

An advantage of the technology, the librarians say, is the fact that a quick, 45-minute training is sufficient to get patrons started using the e-reader. In addition, the e-readers are simple enough where peers can teach each other on usage.

All librarians have reported difficulty keeping the e-readers charged for the 2-4 weeks Worldreader finds is typical in school-based project. This is likely due to three factors:

- E-readers may get many more usage in a library setting.
- Unlike previous Kindle models used by Worldreader, the Paperwhite has a frontlit screen, which drains the battery faster.
- Patrons may accidentally turn on wi-fi, which saps the devices’ batteries.

Program Managers have been instructed on tips for conserving battery power (such as turning down the screen’s brightness when reading in daylight) and Worldreader will make sure these are emphasized in future training materials.

In terms of e-reader storage, only one library has constructed a charging station, even though this was a requirement of the program and is considered a best practice for Worldreader’s school-based programs. That library, JF Omange, was able to re-purpose an old bookshelf as a lockable e-reader charging station, an economical and resource-effective solution. In other libraries, however, e-readers are generally kept in libraries’ computer rooms or administrators’ offices. The primary reason cited for not constructing charging stations is lack of funds to do so at the start of the program, and this is a concern for program sustainability. Worldreader will continue to investigate the implications of lack of funds on program sustainability, and will encourage libraries to invest increased revenue from additional library memberships back into the e-reader program.
Policies and procedures

Most libraries have not created new written policies for using the e-readers, but have integrated the e-readers into existing library policies. SAIDE Community Library is the only library that posts written e-reader policies on its wall for patrons to read. The great diversity in the characteristics of these libraries (location, size, etc) requires localization of policies and procedures by individual libraries, with Worldreader guidance based on lessons learned.

Other overall observations include:

• E-reader borrowing and record-keeping policies vary by library. Half of the libraries (four of eight) require that e-readers be signed-out to be used within the facilities. KNLS-affiliated libraries tend to be more systematic in their borrowing procedures. See Appendix 1 for a table of borrowing policies by libraries. Requiring a specific, separate mechanism for e-reader borrowing may not be logistically feasible, as it would often require the development of duplicate systems.

• Only one of the libraries (SAIDE Community Library) allows overnight e-reader borrowing for patrons; three of the eight libraries allow overnight borrowing for library staff and volunteers. As SAIDE is located in a tight-knit rural community, e-reader theft is unlikely and e-readers are only loaned overnight to those members who are in good standing.

• All libraries report that patrons are required to receive training on e-reader operation before borrowing a device, however no library has a systematic way for checking if a patron has been trained.

• None of the libraries have pre-determined time limits for the e-readers. Three of the eight libraries impose ad hoc time limits when demand for the e-readers is high.
Content

Worldreader works diligently to curate its content library to the needs of people in the developing world and Africa in particular. We reach readers in 27 countries, providing them with over 6,000 book titles in 41 languages from Yoruba to Swahili. We currently work with over 140 publishers to acquire and digitize the most compelling and relevant content for our readers; 70% of our library comes from African and Indian publishers.

We do this because we know that “content is king.” Indeed, appropriate content that readers identify with has been identified by project managers as one of the main reasons patrons are drawn to the e-readers.

Busia Community Library, for example, has offered e-readers to patrons in the past. However, the content on these devices was not appealing to enough of the library’s patrons and as such, the devices went largely unused. Patrons who utilize the e-readers now make sure to specify that they want the “new” e-readers when borrowing them, specifically because of the featured content. Content, indeed, drives patron adoption.

Each LEAP e-reader is designated either for adults or children, and 200 titles (100 African and 100 international) have been pre-loaded onto the devices accordingly. For children, the titles primarily include storybooks, and for adults, pleasure reading and informational books. See Appendix 3 for a complete list of LEAP books.

Observations from project managers and Worldreader staff indicate that the most popular content includes local titles (because younger patrons can identify with characters and themes in the books) and word and math games. Patrons commonly request the addition of the following types of content to the e-readers:

- Specific course books: Adults who come to the libraries are generally tertiary students searching for materials for a particular course. As such, unless the specific course book is available on the e-readers, adults generally will not sustain usage of the devices, though they may approach them initially out of curiosity.
- Revision guides
- Textbooks, especially for upper primary students
- The Kamusi-Kiswahili Dictionary

In terms of downloading new content, patrons at all libraries are encouraged to ask the librarians for permission to download books, however no written policies exist at any of the libraries.

Training

All libraries hold e-reader training through outreach activities, six out of eight libraries hold some regularly scheduled training sessions within library facilities, and seven libraries conduct one-on-one training for new patrons as requested. In all libraries except for one, the project manager is the primary trainer, with some help from other volunteers and librarians. A project manager or other staff may provide a new patron with quick training individually, and then partner that individual with a patron who has already been trained.
So far this individual training model has not caused large-scale issues, though it does use up a significant amount of the project managers’ time and could present a problem in the case of large urban libraries, where staff, volunteers and patrons are many and personal relationships may not exist. See Appendix 2 for a breakdown of training practices by individual library.

In the case of JF Omange Community Library, the project manager has trained and designated teachers at outreach schools as “project coordinators.” These teachers may borrow sets of e-readers on their own to train students at their schools. This not only empowers the local community to play a leadership role in the project’s implementation, but it has proven to be an effective allocation of the project manager’s time, allowing him to oversee the project rather than focus on day-to-day operations.

Additionally, in the beginning of the program, project managers were utilizing Worldreader training materials as they saw fit. Worldreader’s traditional training lasts two hours, which works well in school projects where specific class time can be allotted to training. However, in most outreach sessions project managers are allotted between 45 minutes and one hour to work with students. As such, Worldreader has worked with project managers to develop three 45-minute modules that can be split up over multiple outreach sessions, to avoid repetition and make the best use of time.

Outreach and activities

One unexpected observation of the e-reader program is that e-readers are used outside of libraries more than in them. On average, librarians conduct three community outreach sessions with the e-reader per week. Because e-readers are more portable than paper books, this makes them an ideal tool for librarians looking to go out into their communities to engage students and others in reading activities.

This has lead to a large number of people being impacted with only 200 devices; Worldreader estimates that to date, Project LEAP may have impacted over 10,000 people. Final numbers will be available for the LEAP endline report.
Most LEAP outreach occurs in schools, as libraries were already conducting school outreach before the start of the program, and because of the common perception of libraries being places for children. It is common for project managers to train one class at per school visit, or to organize book clubs of 10-12 students. Additional outreach has been conducted with local scouting organizations and district government offices.

Worldreader hypothesizes that the increases in library patronage can be partially attributed to e-reader outreach. Librarians are simply out in the communities more, due to the portability of the devices and the program requirements of LEAP, and this in turn increases familiarity with library services. Because nearly half of non-library users in Kenya have no awareness of libraries, this outreach, with e-readers or other resources, has proven to be vital for attracting new patrons.\(^1\) This outreach has driven positive shifts in the communities’ perceptions of the libraries and reading in general, which will be explored further in endline patron surveys. See the story of Nyandiwa Primary School on page 12 for one example of changing community perceptions towards reading and libraries.

Only one library has held events outside of outreach, and that is SAIDE Community Library. The library has held two debates utilizing materials from the e-readers. Worldreader has funds allocated for libraries to propose and hold events using the e-readers, however to date these funds have not been tapped. Worldreader expects that this is due to project managers being overburdened with their day-to-day duties for the project, which is why a decentralized model of management is key for the program moving forward, as will be discussed in the Lessons Learned and Programmatic Implications section.

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**Patron Profile: Mr. Amwayi, Teacher, Kevey Girls Secondary School**

Mr. Amwayi started coming to SAIDE Community Library one year ago to access books for leisure and professional reading. As a regular patron, he was one of the first to start reading on the e-readers. Asked why he likes using the e-reader, Mr. Amwayi says, “It has relevant books I need [...] for various functions such as guiding and counseling in school.”

**Patron Profile: Jacqueline, Grade 7**

Jacqueline started coming to Nyiliima Community Library in April 2014 after the librarian visited her school with e-readers as part of outreach efforts. Even though she’s a new patron of the library, Jacqueline has started using it with gusto. She spends every Saturday reading on the e-reader at the library, visits most afternoons after school as well, and has even brought along three friends who are now regular patrons as well.

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\(^1\) EIFL (2011).
Lessons Learned and Programmatic Implications

The observations outlined above will feed into a handbook for the expansion of Project LEAP, which Worldreader is currently developing. The handbook is designed to guide libraries through the set-up and management of an e-reader program, and will incorporate the following lessons learned and programmatic implications of Project LEAP.

Library selection, commitment and accountability

The process used to select libraries for Project LEAP was not only designed to identify the most motivated librarians to manage the pilot, but also to elevate the sense of accountability on the librarian’s part. The process involved a thorough application form combined with on-site interviews of shortlisted candidates. Finalists were subsequently required to sign a Memorandum of Understanding (MOU) detailing financial and operational commitments on both ends. The selection criteria included:

- Fulfillment of research design requirements (i.e. location, affiliation, etc.)
- Accessibility of the library to the general community
- Thoroughness of application and alignment of application short answers with Project LEAP priorities
- Demonstrated interest and passion on the part of the librarian/project manager
- Commitment to a set of project requirements, both operational and financial: engagement of at least one full-time staff member; execution of requirements such as reporting and reading activities; and construction of charging station and purchase of power strips

Upon completing the selection process, the project managers, on behalf of their libraries, were already invested in the project and had a full understand the commitments required. At the start of the project, the one library that did not demonstrate the expected level of commitment (Konditi) was quickly replaced.

Worldreader attributes the preliminary successes of Project LEAP to the commitment and passion of the librarians, as established through this rigorous selection process. While a formal application process may not be relevant for all future project sites, similar reflection should be incorporated into initial planning processes for future LEAP libraries to ensure commitment and understanding of program requirements.

Worldreader also recognize that there is room for improvement of these policies. For example, only one library (JF Omange) built a charging station and only one library (SAIDE) has conducted events outside of outreach activities, when both were requirements stated in the application process and the MOU.
Given this, Worldreader will focus on the following for expansion of Project LEAP:

- Improving on the current selection process to further ensure that libraries fully understand and will be able to deliver on their commitments.
- Ensuring that librarians have avenues to provide and obtain peer support, such as channels for regular communication and hosted conventions. Librarians who have demonstrated leadership in Project LEAP can serve as leaders and catalysts in the librarian community.
- Placing a focus on time management for project managers, both through training and direct support. Initially, the project managers in Project LEAP were overwhelmed with the additional responsibilities of the program. Worldreader will need to ensure that the project managers have the tools necessary to focus their energies on effective delegation of responsibilities and overall project management.

Policies and procedures

Rather than creating a concrete set of policies for each LEAP library, Worldreader will develop a framework, along with case studies and examples, that each project manager can use to create the policies and procedures that are suitable to the context of his or her library. The framework, based on the learnings from Project LEAP outlined so far, will include the following, with more details provided in the Project LEAP Handbook:

Training Program:

- Technical training comprised of three 45-minute modules (rather than one two-hour session), partner and group work (which allows for consultation with peers), and practice activities for each new concept.
- Project manager leadership training based on a management model derived from Project LEAP learnings. This will include professional development components on leadership and time management. For example, there will be guidance on systematizing the training of patrons, such as including regular training sessions and nominating project coordinators to outsource training.
Operational Guidelines:

- Guidance on setting up the project and devising policies and procedures for project management. Topics will include e-reader borrowing and usage, community outreach and reading activities, content selection, and more.

- As an example, for overnight borrowing, Worldreader will recommend criteria to qualify patrons for this benefit, including: sufficient membership history (one-year or longer), a valid ID on file, valid address on file, and minimum age (13 – 15 years old). Worldreader recognizes that time at home with reading materials is key for developing reading skills and robust reading habits. In Project LEAP thus far, only two of 200 e-readers have been lost or stolen (less than 1% of the total), and none have been broken. Simple criteria for overnight borrowing may ease fears and open up overnight borrowing to trusted patrons.

- As another example, based on the Project LEAP experience Worldreader will make improvements to the guidelines for e-reader charging. These guidelines will be provided through a combination of training and a charging solution that is better suited for the needs of libraries. The e-readers are often used outside of libraries and it would be prudent to devise procedures, and perhaps even a carrying case, to keep e-readers safe while on the road. The new charging solution will reassess the need for the standard charging station, and the additional costs presented by charging e-readers, for smaller libraries in particular. It is worth noting that Worldreader is currently field-testing solar technology for charging, with the goal of introducing a cost-effective solar solution for e-reader programs in early 2015.

Monitoring Recommendations: the handbook will also include recommendations on how to monitor and evaluate a library e-reader program.

Content

More specific course content is needed if the e-readers are going to draw adults into the libraries. Worldreader will monitor changes in patronage and patron diversity after the addition of new content in September, when project managers will select their own content for download onto the devices. This will be tracked in order to observe whether changes in available content attract more youth and adult patrons.
Next Steps & Implications for Scaling

Over the remainder of the pilot period, Worldreader will incorporate the learnings listed in this report into program modifications, and will measure their impacts on the program. A number of new project activities will also occur between now and the conclusion of the program, including the downloading of additional content via Amazon and the Worldreader library in September, additional library activities, and encouragement of targeted outreach to communities of adults and youths.

Further, Worldreader has begun laying the groundwork for scaling up Project LEAP in Kenya and beyond, starting in 2015. The early results of the program and interest from relevant stakeholders indicate immense potential for LEAP to reach nationwide scale in Kenya, and to impact library systems throughout sub-Saharan Africa.

Securing funding for this scale-up is a necessary first step for ensuring the sustainability of the program. Worldreader is actively seeking funding partners and supporting LEAP stakeholders in doing the same at a national level in Kenya.

Key partners moving forward will include KNLS (and its counterparts in other African countries), LEAP pilot librarians and libraries, and African publishers. Worldreader envisions the following areas of investment for expanding e-reader programs in sub-Saharan Africa:

1. Scaling up the library e-reader program nationally in Kenya
2. Developing a sustainable library pricing model for content licensing
3. Creating a platform for dissemination, connection, and advocacy

National scale-up

A key partner in current LEAP operations, KNLS is actively working towards the expansion of e-reader library programs to all 60 of its public libraries nationwide, in collaboration with Worldreader. KNLS leadership has created initial roll-out plans, and is in the process of seeking funding from Kenyan and international partners.

Worldreader plans to support KNLS in a phased approach so that the organization has full ownership over its national e-reader program by 2017. To ensure the project transitions smoothly to KNLS, Worldreader will support the organization to set financial and programmatic targets as well as timelines to meet those targets. Since e-reader prices have fallen dramatically from over $300 in 2010 to as low as $40 per device in 2014 and continue to decline, device costs will become increasingly affordable. Worldreader’s technical assistance will involve building the skills of KNLS e-reader champions so that they can independently manage e-reader library programs, including leading e-reader trainings for library staff, conducting e-reader outreach, and maintaining devices.
A sustainable content licensing model

Developing a sustainable pricing model for content licensing that works for both libraries and publishers is key to the future of digital reading in libraries. While content licensing has had few implications for this relatively small pilot program, the growth of digital reading programs in Kenya will eventually require a systematic approach to acquiring content that can be borrowed. Leveraging our strong relationships with the publishing industry in Kenya and other developing countries, Worldreader will guide the development of this model, holding key stakeholder meetings with publishers and librarians to build a pricing model from the ground-up. Having already negotiated significantly discounted licensing rates in school settings as part of previous e-reader projects, Worldreader is well poised to lead the development of similarly discounted rates in library settings.

Dissemination, connection and advocacy

By launching an annual LEAP conference in Kenya, Worldreader will support KNLS in hosting a platform that empowers key players in the library space to collaborate and develop workable ideas around e-reading solutions for libraries. The conference will provide library staff, volunteers, and stakeholders from Kenya and neighboring countries a platform to:

- Disseminate new library approaches. In addition to promoting e-readers, the conference will encourage new approaches to increasing access to books, such as mobile library outreach for remote communities, creative strategies to attract patrons among target groups (such as women and girls), and evidence-based reading activities that improve literacy and learning.
- Connect with other libraries in order to share best practices and lessons learned.

Recognizing the expertise LEAP pilot librarians have built implementing Worldreader’s first library programs, we also plan to support these project managers in sharing their experiences and representing the program via formal and informal channels, such as international library conferences and events. This support will include funds for travel to conferences and professional development around public speaking and presentation skills.

Using the LEAP conference as a starting point, Worldreader aims to identify at least two East African countries with the requisite stakeholder support and infrastructure to follow Kenya’s lead to integrate e-readers into their national public library systems.

Conclusion

By continuing to gather lessons from pilot implementation, translating these lessons into a scalable program, and actively planning for the future of Project LEAP with key stakeholders, Worldreader hopes to leverage the initial successes of the project to create a sustainable model for digital reading in Kenyan libraries and across sub-Saharan Africa.
Works Cited

Appendices

Appendix 1: E-reader Borrowing Procedures

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Minimum Requirements for E-Reader Borrowing</th>
<th>Sign-out Policies</th>
<th>Overnight Borrowing Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busia Community Library</td>
<td>Library members, government workers in the host building.</td>
<td>None</td>
<td>Not allowed</td>
</tr>
<tr>
<td>J F Omange Community Library</td>
<td>All trained patrons (members and non-members).</td>
<td>Sign-out for individual use, group activities do not require sign-out</td>
<td>Not allowed</td>
</tr>
<tr>
<td>Kakamega National Library</td>
<td>All trained patrons (members and non-members)</td>
<td>Every e-reader is signed out</td>
<td>Not allowed</td>
</tr>
<tr>
<td>Kisumu National Library</td>
<td>All trained patrons (members and non-members)</td>
<td>Sign-out for individual use, group activities do not require sign-out</td>
<td>Library staff only – two night limit.</td>
</tr>
<tr>
<td>Nyilima Public Library</td>
<td>All trained patrons (members and non-members)</td>
<td>They sign for the e-readers at the reception.</td>
<td>Library staff and volunteers only – one night limit.</td>
</tr>
<tr>
<td>SAIDE Community Library</td>
<td>All members and those who have paid the required charges</td>
<td>None</td>
<td>Library staff and volunteers who visit the library regularly- one-week limit.</td>
</tr>
<tr>
<td>Shikalakala Library</td>
<td>All students, teachers and community members.</td>
<td>Sign-out required after school hours</td>
<td>Not allowed</td>
</tr>
<tr>
<td>Siaya Community Library</td>
<td>All trained patrons</td>
<td>Sign-out for individual use, group activities do not require sign-out</td>
<td>Not allowed</td>
</tr>
</tbody>
</table>
## Appendix 2: E-reader Training Procedures

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Regular library training sessions</th>
<th>Training via outreach</th>
<th>Individual training</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busia Community Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Friday adult training and Saturday student training. Individual training occurs via librarians (all participate) or a trained patron.</td>
</tr>
<tr>
<td>J F Omange Community Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Outreach is primary training method. Twice a week there are one-hour training sessions for junior patrons. Individual training as needed.</td>
</tr>
<tr>
<td>Kakamega National Library</td>
<td></td>
<td>X</td>
<td>X</td>
<td>No regularly scheduled training except via outreach.</td>
</tr>
<tr>
<td>Kisumu National Library</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Training sessions scheduled twice a week with notices posted at library entrance. Trained patrons may also help with those who are untrained.</td>
</tr>
<tr>
<td>Nyilima Public Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>One-on-one training for adults. During holidays group trainings are held every afternoon.</td>
</tr>
<tr>
<td>SAIDE Community Library</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Volunteers do most of the training. No regularly scheduled training except via outreach.</td>
</tr>
<tr>
<td>Shikalakala Library</td>
<td></td>
<td>X</td>
<td>X</td>
<td>New patrons are trained individually. Training is also done through outreach but not often. No plans since almost the entire school is trained and only new patrons need training.</td>
</tr>
<tr>
<td>Siaya Community Library</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Group training for new patrons on Saturdays and everyday during the holidays.</td>
</tr>
</tbody>
</table>
Appendix 3: Project LEAP Book Lists

Download here.