

# Project LEAP

Libraries

E-Reading

Activities

Partnership



Evaluating the Effects of E-readers in  
Libraries in Kenya.

## Final Report

April 2015



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# Foreword

Dear Reader,

Kenya National Library Service (knls) was established in 1965 by an Act of Parliament to promote, establish, equip, manage, maintain and develop libraries in Kenya. Since then, the role of libraries in society has changed radically all over the world, and Kenya has been no exception. Last year knls collaborated with Worldreader to launch an exciting new initiative called Project Libraries, E-Reading, Activities and Partnership (Project LEAP) in Western Kenya. In a knowledge economy, libraries play a key role as drivers of the widespread dissemination and consumption of knowledge. Project LEAP has indeed helped participating libraries take a big LEAP forward into the knowledge economy.

Through the use of portable devices like e-readers, which consume little power and can hold thousands of books, Project LEAP brought library services beyond the physical walls of the library, increased the number of visitors to the library threefold, and fostered not just basic literacy, but also technological literacy, helping the people of Kenya participate fully in the nation's development.

We at knls have embarked upon a number of partnerships to increase access to Information Communications Technology (ICT) in its libraries. However, Project LEAP is the first ICT project that has successfully incorporated a wide variety of Kenyan, African, and international books, that has been rigorously evaluated for effectiveness, and has widened knls' access and brought libraries to the center of communities.

In accordance with the knls 5-year strategic plan for 2012 - 2017 and with the vision of becoming the hub for information and knowledge for empowerment, we look forward to continuing our partnership with Worldreader in order to bring digital reading into every public library in Kenya. The rapid nationwide scale-up of Project LEAP will serve to further improve the reading culture in Kenya and enhance availability of materials, ultimately positioning libraries as major contributors to Kenya's development, as defined in Vision 2030 and in the 2010 Constitution of Kenya.

Richard Atuti  
Director, Kenya National Library Service

# Executive Summary

## Project at a glance

### LOCATION

Western Kenya

### PROJECT SITES

8 libraries

(4 public & 4 community)

### NUMBER OF E-READERS

200

(25 per library)

### TOTAL BOOKS DISTRIBUTED

44,000

(225 per e-reader)

### DURATION OF PROJECT

March – December 2014

Project LEAP— “Libraries, E-reading, Activities and Partnership” – was a ground-breaking pilot program implemented by Worldreader in partnership with eight public and community libraries in Western Kenya, and funded by the Bill & Melinda Gates Foundation. The LEAP pilot aimed to increase the availability of reading materials in Kenya’s libraries with the provision of e-readers filled with relevant books.

The one-year pilot tested the use, function and adoption of e-readers in selected libraries to determine how e-readers affect library patronage, communities, staff, policies and procedures. Ultimately, these learnings will serve to inform the expansion of digital reading programs in libraries across Kenya and sub-Saharan Africa.

200 e-readers were deployed to the eight public libraries (25 each), preloaded with 100 African and 100 international book titles for a total of 40,000 books initially distributed. Additionally, in September each library selected 25 titles to upload, for a final total of 44,000 books (about half coming from African publishers and another half from US and European publishers). For children, the titles primarily include story-books and some school curriculum, and for adults, pleasure reading and informational books. Overnight borrowing of e-readers was allowed selectively at the individual libraries’ discretion, however e-readers were used mainly in official outreach and training activities, and by individual patrons within the walls of the libraries.

This paper constitutes a final report for the yearlong LEAP pilot. The primary impacts of the program included an almost threefold increase in library visits, from 10,442 to 29,023 patrons per month, 254 library-initiated community events, and

## Impact

**2.78x**  
the number of monthly library visits

**20,000+**  
patrons reached through e-reader training

**254**  
library-initiated community events held

**84%**  
of patrons reported reading more.

...at a cost of \$8-\$15 per person impacted

over 20,000 patrons trained on e-reader usage.

Additionally, both patrons and librarians reported frequent use of the e-readers and positive feelings towards the e-readers, with 90% of patrons surveyed reporting that they found the e-readers easy to use or very easy to use, and 86% reporting that they had recommended the e-reader to family and friends. The LEAP e-readers also showed a low breakage and loss rate of just 2.5%. Notably, 84% of patrons surveyed reported reading more since the e-reader program began.

The findings presented in this report show that digital reading programs may help libraries increase overall patronage and patron interest in the library, attract a wider age range of patrons, and increase the amount patrons are reading, in addition to rapidly expanding the collections of libraries to suit patron needs.

Moreover, the results show e-readers are cost-effective: conservative estimates suggest that e-reader programs cost between \$8-\$15 per person impacted over a three-year period.

The program, however, was not without its challenges, including the heavy workload associated with managing the program, additional electricity costs for e-reader charging, and developing policies and procedures that work for diverse library settings.

This report poses recommendations to address these challenges and maximize the impact of future library-based digital reading programs. These recommendations are tailored to specific audiences, including librarians, implementing organizations and policymakers. However three over-arching keys to program success emerge from the report. These are: 1) Dedicated staff at each library for managing the program; 2) Relevant content on the e-readers; 3) Frequent

community outreach to raise awareness of the library.

By bridging the traditional role of the library as a place for reading and books with the increasing presence of technology, the findings presented in this report indicate that digital reading programs may be a good first step for libraries just beginning to implement technology programs. They are relatively low cost, easy to set up, easy to train on, and allow libraries room to get their feet wet before implementing more cost and time intensive technology interventions.

In short, these findings show that digital reading programs have significant potential when it comes to helping African libraries meet the needs of a 21st century patron base.



# Introduction

## Background

In much of Africa, access to books and information is extremely limited– UNESCO reports that 50% of schools in Africa have few or no books at all.<sup>1</sup> Furthermore, according to UNESCO, “Africa produces a mere 2% of the world’s books, despite having 12% of the world’s population. It is estimated that sub-Saharan Africa imports close to 70% of its books. The majority are university textbooks and vocational training books and cost an average of US\$25 per copy.”<sup>2</sup> Transportation, logistics, and financial constraints contribute to this dearth of paper books and other written materials on the African continent and in developing countries.

Africa’s libraries play a critical role in addressing this shortage by serving as repositories of books open to all. And yet, libraries are so much more than collections of books. UNESCO states that they are key to “finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.”<sup>3</sup>

Libraries must continue to expand their roles in their local communities in order to thrive. As a recent report from the Aspen Institute put so well, “as more information moves to digital formats, public libraries will hold less material locally in their physical collections (...) The physical library must undergo a transition that embraces the openness and flexibility needed to thrive in a world of constant change.”<sup>4</sup>

Sub-Saharan Africa’s libraries are no exception to this trend as the region undergoes rapid change, particularly on the technological front. For example, Africa experienced the fastest growth in internet access and mobile phone penetration over recent years, with a 2000-2014 internet penetration growth rate of nearly 6,500%. For the sake of comparison, the next fastest growth rate is held by Asia, at over 1,100%.<sup>5</sup>

<sup>1</sup> SAQMEQ III (2011).

<sup>2</sup> Makotsi, Ruth (2004), cited in Krolak, L (2005).

<sup>3</sup> Krolak (2005).

<sup>4</sup> Aspen Institute (2014).

<sup>5</sup> Internet World Stats, Accessed on February 11, 2015.



Digital reading programs can make the most of the expansion of technology on the African continent and at the same time, help extend and expand the role of local libraries to fit the 21<sup>st</sup> century. By making a wide array of books available at the click of a button and increasing the portability of books, e-readers and mobile reading programs harness the power of technology to bring the riches of libraries to the communities they serve.

## The Kenyan Context

There are 58 public libraries in Kenya, managed by the Kenya National Library Service (knls). A smaller network of community and independent libraries exist, which are run by foundations, NGOs and schools. Many of these are supported by knls libraries, which lend out books to more rural facilities.

An average public library in Kenya (which is generally better-resourced than a community library) has around 5,000 books in its collection. While knls has reported an upward trend in number of books purchased over the past decade, the number of new books acquired has been only one book per registered member per year.<sup>7</sup>

Common challenges faced by libraries across sub-Saharan Africa include: “poor infrastructure, low levels of digital resource access, lack of funding and the absence of professional development, and training to re-skill public librarians for the 21<sup>st</sup> century.”<sup>8</sup> In Kenya specifically, knls stated the following concerns regarding its technological capacity in its 2013-2017 Strategic Plan (knls (n.d.), “Strategic Plan 2013 – 2017”:

- Obsolescence due to rapidly changing technologies
- Increased demand for automation and virtual access
- Increased shift towards e-commerce and telecommunication technologies
- Increasing need to build, preserve and provide digital content<sup>9</sup>

<sup>6</sup> Kinya, (2011).

<sup>7</sup> Kinya, Ibid.

<sup>8</sup> African Public Libraries Summit (n.d).

<sup>9</sup> knls (n.d.)



Worldreader is a global non-profit that uses technology to bring digital books to every child and her family, so they can improve their lives. Worldreader reaches over 185,000 readers in 50 countries every month through e-readers and mobile phones, with a digital library of 15,000 local and international e-books in 44 languages

Worldreader developed LEAP, which stands for “Libraries, e-Reading, Activities and Partnership,” in response to these challenges, believing that e-reader programs have the potential to effectively address both technological concerns and the need for expanded and more diverse library collections. LEAP builds upon Worldreader’s successes addressing the shortage of books in school settings throughout sub-Saharan Africa, and attempts to modify this model to fit the diverse library setting.

## Project Description

Project LEAP was 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. The project, which was implemented in libraries from March through December 2014 (9 months), aimed to expand the availability of relevant content through these libraries with the provision of e-readers filled with hundreds of relevant books each. The project tested the use, functionality and adoption of e-readers in the pilot libraries in an effort to investigate the scalability of library-based digital reading programs across Kenya and sub-Saharan Africa. Getting library patrons reading more was a primary goal of the project because of the clear link between time spent reading and the development of literacy skills, and the subsequent positive impacts of these literacy skills 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 pilot libraries. 4,000 additional books were pushed to the e-readers in September 2014 based on requests from individual libraries, so that by the end of the project 44,000 books were deployed in total.

At the start of the program LEAP project managers were trained on e-reader operation, project management, and monitoring and evaluation, and organized community sensitization and training events in their libraries. Worldreader convened quarterly librarian meetings to encourage knowledge exchange and networking between staff at the pilot libraries, and to address issues as they arose.

The project also included 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 included a focus on operational learnings with applicability for scaling the program beyond the pilot sites.

## Pilot Libraries

Table 1 outlines the final set of pilot libraries, their geographic settings and their affiliations. Libraries were asked to participate after a thorough selection process, the details of which and can be found in the appendix of the report.

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. The collections of project libraries before Project LEAP ranged from 900 books (serving an average of 200 users monthly) to 50,000 books (serving an average of 100,000 users monthly).

In terms of technology at the pilot libraries, five out of eight had at least one functioning computer, and three of the eight libraries had internet access. Those librarians who had access to function-

TABLE 1  
Libraries by Location and Affiliation

| LIBRARY                     | LOCATION |          | Public   | AFFILIATION |                         |
|-----------------------------|----------|----------|----------|-------------|-------------------------|
|                             | Urban    | Rural    |          | Independent | Reference <sup>10</sup> |
| Busia Public Library        | X        |          | X        |             |                         |
| JF Omenge Community Library | X        |          |          | X           |                         |
| Kakamega Area Library       | X        |          | X        |             |                         |
| Kisumu Public Library       | X        |          | X        |             |                         |
| Nyilima Community Library   |          | X        | X        |             |                         |
| SAIDE Community Library     |          | X        |          | X           |                         |
| Shikalakala Library         |          | X        |          |             | X                       |
| Siaya Community Library     |          | X        |          | X           |                         |
| <b>Total</b>                | <b>4</b> | <b>4</b> | <b>4</b> | <b>3</b>    | <b>1</b>                |

<sup>10</sup> Reference libraries are school libraries that are open to the public outside of school hours. During initial project selection Worldreader learned these libraries were a vital part of the library ecosystem, particularly in more rural communities. As such, wanted to include at least one of these libraries in the pilot.

ing computers reported regularly using them for record keeping and other administrative tasks. However there was less access to computers for patrons; only three libraries (all in urban communities) used technology in patron programs. These three libraries' programs included computer classes, video presentations, and assistance with computer-based research.

## Research Design

The LEAP pilot aimed to answer the following research questions:

- How can e-readers be effectively utilized in the library environment?
- What are the operational challenges of library e-reading programs?
- To what extent are devices used in library e-reader programs?
- What impacts could digital books have on library users?

This report outlines answers to these and other questions, building off of LEAP's baseline and midterm reports, which can be found on Worldreader's website at <http://www.worldreader.org/learnings>. This report also aims to capture qualitative and quantitative impacts of the program and operational learnings.

These findings were collected primarily through self-reported data from the pilot library project managers. Data were collected via:

- Patron surveys (n=126)
- Library staff surveys (baseline and endline) (n= 14)
- Monthly project monitoring reports (one per month, per library)
- Site visit observations by Worldreader staff
- Quarterly librarian meetings

All monitoring tools can be found in the appendices of this report. November was the last full month where data was collected, as most libraries close for part of December for the Christmas holidays.

The conclusions drawn from the data will further inform recommendations for e-reading and digital reading programs throughout sub-Saharan African libraries, as outlined in the *Recommendations* section of this report.



## Limitations

Most of the data were collected through self-reporting mechanisms, and as such are subject to inherent biases. These data should be placed within the larger context of the report rather than stand on their own, and will be triangulated with additional sources of data and feedback where applicable.

Where exact records were difficult to collect, librarians were asked to estimate. Additionally, some libraries did not complete regular monthly reporting, and where incomplete data had significant effects on the data set, these records were eliminated. Such instances will be called out in the narrative of the report.

In the case of the patron surveys, it's important to note that the endline sample size was larger than the baseline ( $n = 125$  vs.  $n = 38$ ). While this means the endline sample was more representative of the overall patron population, considering that the patron population grew over the course of the pilot this should not present major methodological issues.

To protect the anonymity of the individual libraries, data from project sites will generally be presented in groups and sub-groups, except where individual case studies and examples are relevant.

# Results & Lessons Learned

The following sections present the main findings from nine months of project implementation, along with lessons learned around these findings. They serve as the basis for the subsequent *Recommendations* section.

## Relevant content

A key factor in the success of Project LEAP was that the e-readers provided a wealth of relevant content that excited patrons. At the time of the baseline survey, 26% of patrons surveyed requested more content or more varied content, and five of eight LEAP project managers reported that increasing the variety of books available at their libraries was a primary motivation for applying for the e-reader program. Table 2 shows the initial collection size along with additional content requested by librarians at the time of the baseline.

TABLE 2  
Baseline Library Collections and Librarian Content Requests<sup>11</sup>

| LIBRARY NAME                       | COLLECTION SIZE | CONTENT WANTED  |
|------------------------------------|-----------------|---|
| Busia Community Library            | N/A             | Textbooks, teachers guides and study aids                                     |
| JF Omenge Community Library        | 8,000           | Textbooks, teachers guides and study aids                                     |
| Kakamega Area Library              | 31,448          | Fiction/ Literary works, Textbooks, teachers guides and study aids            |
| Kisumu Public Library              | 50,000          | Fiction/ Literary works, Textbooks, teachers guides and study aids            |
| Nyilima Community Library          | 24,000          | Fiction/ Literary Works   |
| SAIDE Community Library            | 900             | Textbooks, teachers guides and study aids                                     |
| Shikalakala Primary School Library | 4,500           | Textbooks, teachers guides and study aids, Literary works/ fiction, Reference |

<sup>11</sup> This information was not collected from Siaya Community Library, which served as a replacement library for an initially selected library that did not meet program requirements after two months into project implementation.

**TABLE 3**  
Books by publisher location, language & genre

| PUBLISHER                  |            |
|----------------------------|------------|
| <b>AFRICAN</b>             | <b>51%</b> |
| Kenya                      | 32%        |
| Ghana                      | 7%         |
| Nigeria                    | 1%         |
| South Africa               | 10%        |
| Tanzania                   | 1%         |
| <b>INTERNATIONAL</b>       | <b>49%</b> |
| Australia                  | 3%         |
| US                         | 36%        |
| UK                         | 7%         |
| Poland                     | 0%         |
| Canada                     | 2%         |
| France                     | 1%         |
| Spain                      | <1%        |
| LANGUAGE                   |            |
| English                    | 90%        |
| Swahili                    | 9%         |
| GENRE                      |            |
| Literary Works             | 75%        |
| Textbooks & Teacher Guides | 16%        |
| Reference                  | 6%         |

LEAP libraries were provisioned with 25 e-readers, each initially containing 200 books for a total of 5,000 additional books per library. Books were selected from Worldreader's content library in collaboration with LEAP librarians to ensure the relevance of the content provided.

4,000 additional books (20 titles per library) were added to the e-reader in September, with the choice of these titles being left to the project managers, based on patron requests. In addition, patrons were able to download other free content at their discretion.<sup>12</sup> Thus, by the time the pilot concluded, each e-reader contained at least 225 titles. This resulted in a significant increase in the libraries' collection size, considering that the median collection size prior to Project LEAP was 8,000.

Roughly half of the titles came from African publishers and the half from North America and Europe. See Table 3 for a breakdown of e-reader content. The full LEAP book list can be found in Appendices of this report.

Worldreader works diligently to curate its content library to the needs of people in the developing world, and Africa in particular. All library book selection was done in collaboration with the project managers to ensure the most relevant content was selected.

This relevancy has been identified by Project Managers as one of the main reasons patrons were drawn to the e-readers. Increased use of digital books in the library (as reported in later sections) is at least partially due to the age-appropriate and culturally relevant content on the e-readers.

<sup>12</sup> Because this was done on an ad hoc basis, no exact data on patron downloads is available, however based on librarian review of the e-readers the overall impact on the books available to patrons appears to be negligible).

**TABLE 4**  
**Additional Materials Requested by Patrons**

|   |
|---|
| Science and biology   |
| Biographies   |
| Psychology  |
| Specific textbooks and revision materials<br>(physics, geography) |
| Drawing and design topics   |
| Music and art books   |
| Novels  |
| Journals  |
| Accounting books  |
| Hotel management and hospitality                                  |
| Criminology   |
| Philosophy  |
| Bible commentaries  |
| Journalism books  |

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 utilized the e-readers made sure to specify that they wanted the "new" e-readers when borrowing them, specifically because of the featured content. Content, indeed, drove patron adoption.

83.3% of patrons surveyed at the conclusion of the pilot reported that they found the content they were looking for on the e-readers. For those users who did not find what they were looking for, the top books requested were curricular or vocational. See Table 4 for additional books requested by patrons.

In terms of downloading new content, patrons at all libraries were encouraged to ask the librarians for permission to download books; however no written policies exist at any of the libraries. Occasionally, inappropriate content was downloaded onto the e-readers, and the librarians conducted regular monitoring of the devices, checking for explicit keywords, in order to address this.

## Appropriate technology

When evaluated based on ease of use and patron satisfaction, e-readers proved to be appropriate for the context of Project LEAP. 61% of patrons surveyed at the conclusion of the pilot reported they found the e-reader "very easy" to use, 29% found it "easy" to use, 6% reported it was "neither easy or hard," and 2% reported the device to be difficult to operate.

In terms of patron attitudes towards the e-readers, 67% of patron survey respondents reported they "strongly liked" using the e-reader, and another 32% reported they "liked" using the e-reader. Less than



one percent of those surveyed reported they “neither liked or disliked” the e-reader and no respondents reported disliking the e-reader.

Perhaps most telling, 86% of respondents reported recommending the e-reader to a friend or family member.

Such findings indicate that patrons on the whole find the e-readers easy to use, enjoy using them, and are recommending them to friends and family. This points to the appropriateness of e-reader technology for library patrons.

## Low e-reader breakage and loss rates

Four e-readers (across four of the pilot libraries) were stolen and one was broken over the course of nine months, for a total breakage and loss rate of 2.5% (five out of 200). This is indicative of a downward trend across all Worldreader projects, with breakage rates dropping significantly over the last four years. The breakage rate is also slightly lower than failure rates for Amazon Kindles overall, as reported by Consumer Reports (which cites a 3% failure rate).<sup>13</sup>

This is particularly striking given that LEAP devices are being put into the hands of many more people than a typical school project. Worldreader attributes this low failure rate to a newer, more durable Kindle Paperwhite model being used, along with an emphasis on device handling during training sessions.

## Device Challenges

The most common challenge associated with the devices themselves was not having enough to meet patron demand, particularly when some e-readers were outside of the library for outreach sessions. This was particularly true for larger libraries that might see hundreds of patrons in a day.

A second challenge was keeping the devices charged, particularly in rural libraries with intermittent access to electricity, along with additional costs associated with charging (particularly when libraries were located in a rural setting). Two LEAP libraries participated in Worldreader’s brief study designed to identify a solar charging solution for rural schools and libraries. The results of this and potential for addressing challenges associated with charging are presented in the *Solar Pilot* section.

Worldreader conducted trouble shooting with the project managers on site visits and at quarterly meetings to address to these and other challenges. Additionally, solutions are proposed in the *Recommendations* section.

<sup>13</sup> Consumer Reports (2013).

## Library Patronage

Technology is an important tool, not only for opening up access to information, but also for attracting new patrons to the libraries (particularly youth). Accordingly, all eight pilot libraries reported increases in monthly library visits (herein referred to as “patronage”) that far surpassed initial expectations. See Table 5 for a breakdown of January to November 2014 patron visits by library.

Overall the libraries experienced a 178% increase in library visits from the time of the baseline (before the program started) to the final full month of the pilot (November). Put another way, monthly library visits increased almost three-fold. This increase was generally steady (for example, a 133% increase was observed from the first month of implementation until the last) though there were some spikes and drops in conjunction with the school calendar.<sup>14</sup>

These numbers do not include patrons attending outreach or training activities outside of the library, as these will be discussed in subsequent sections. It should also be noted these are not unique patrons, as patrons who entered the library more than once were double counted; many individual patrons visited the library multiple times in a given month. Counting unique patrons where library cards and other identification measures are scarce is difficult and

TABLE 5  
Monthly Library Patrons

| LIBRARY             | JANUARY       | NOVEMBER      | CHANGE        | % CHANGE    |
|---------------------|---------------|---------------|---------------|-------------|
| Public Libraries    | 8,684         | 22,815        | 14,131        | 162%        |
| Community Libraries | 1,758         | 7,108         | 5,350         | 304%        |
| Urban/Peri-Urban    | 5,788         | 15,732        | 9,944         | 172%        |
| Rural               | 4,654         | 14,191        | 9,537         | 204%        |
| <b>Total</b>        | <b>10,442</b> | <b>29,023</b> | <b>18,581</b> | <b>178%</b> |

<sup>14</sup> Data for one public library were removed due to inconsistent reporting. This library showed a high number of monthly patrons, meaning the numbers presented here may underestimate average growth in patronage. This means data reported here are not consistent with the baseline and midterm reports as a different methodology was used. Additionally, one library started the program in May, and as such, June numbers were used for their baseline. In the case of Shikalakala, October data were used for final reporting, as November data were not available.

## 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. Slaya 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

resource-intensive.

Regardless, the findings presented here indicate that the e-readers lead to large increases in the number of patrons coming through the doors of the libraries.

The following factors were identified by project managers as 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 (see *Outreach* for more information on this).

## Patron demographic shifts

Young people are the most active users of libraries across Kenya. While an exact age breakdown of registered knls-facility users was unavailable, the Goethe-Institut found in 2011-2012 62% of patrons were aged 21-30 years, whereas 4.7 million adults (62%) and 2.9 million children (38%) were registered as library users.<sup>15</sup>

At the time of the LEAP baseline, an estimated 84% of patrons using the library were under the age of 25. This means that children and youth were overrepresented among LEAP library users, as 63.5% of Kenya’s population was under the age of 25 in 2009 according to Kenya’s national census.<sup>16,17</sup> The tendency for the library to attract young users held true regardless of library type, size or location. A common reason for this skewing of demographics is the widespread perception that libraries are more suited to children than adults.

Young people were also more likely to be “power users” of the libraries. As the LEAP baseline indicated, those aged 24 and under were 2.5 times more likely to visit the library at multiple times per week. While this pointed to an undeniable need to engage young people in library contexts, it also highlighted the need for outreach to the adult patron population. Diversifying community using the library was a secondary priority for LEAP.

<sup>15</sup> Goethe-Institut, Kenya (2011).

<sup>16</sup> UNFPA (2013).

<sup>17</sup> Note, this data is different from that reported in the original LEAP baseline report, as one library that was included in that analysis was replaced. The data points presented here are reflective of the final set of pilot libraries. One large public library was eliminated from this analysis due to inconsistent reporting.

By the time of the final assessment, the estimated percentage of patrons under the age of 25 went down from 84% to 75%, indicating an increase in the number of adult patrons visiting the library. Put another way, at the baseline, for every ten patrons who entered the library, 8 were under the age of 24. Now 7 are under the age of 24, and three are older. This shift happened gradually over the course of the nine-month pilot.

It's also important to note that these are estimated numbers. However, this shift in demographics is consistent with observations by pilot librarians and Worldreader staff. See Table 6 for a breakdown of patrons by age.<sup>18</sup>

**TABLE 6**  
Distribution of Patrons by Age Group

| 0-12 | 13-18 | 19-24 | 25-34 | 35-44 | 45-54 | 55 and above |
|------|-------|-------|-------|-------|-------|--------------|
| 25%  | 31%   | 19%   | 10%   | 9%    | 5%    | 1%           |

A number of hypotheses may explain this shift. As mentioned, Worldreader encouraged library staff to broaden the scope of their outreach activities to include more adults. Second, even though much of this outreach was targeted at children many parents and teachers came to the library to see “what the fuss was about,” with the new e-reader technology.

The gender balance at the library stayed the same over the course of the project. At the time of the baseline, librarians estimated 53% of patrons were female, and this remained unchanged over the course of the program.<sup>19</sup>

Additional demographic information on patrons (how far away they lived from the libraries, means of transport used to arrive at the libraries, etc) can be found in the appendices of this report.

<sup>18</sup> Exact records of patron ages are not kept by most of the pilot libraries. As such, project managers estimate these numbers.

<sup>19</sup> Data on one library was excluded because it was incomplete. In the case of the library that started late, data from the first month of implementation was used.

## E-reader trainings

Librarians reported a total of 691 training sessions – An average of just under 11 sessions per month per library, or 2.5 per week. A whopping 21,191 people were reported trained inside and outside of the library. 56% were women and girls. Most of this training occurred outside of the library within schools.<sup>20</sup>

Two of the libraries devised systems by which library staff trained teachers in neighboring schools, and these teachers managed the e-readers when they are on school premises. This allowed the librarians to focus on the trainings, and such decentralization helps to lessen the workload placed on the project managers.

## E-reading outreach

Training and outreach into the communities were the main drivers behind the large increases in patronage observed over the course of the program. 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. Indeed, many librarians indicated that the e-readers spent more time outside of the libraries than in them.

Librarians reported leading 254 events in total, or an average of 3.5 events per month, per library. Outreach was most commonly conducted 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. School-based e-reader training, specifically, is reported in the *Training* section, whereas additional community outreach sessions are reported here.

Many libraries incorporated e-readers into their existing programs to improve the effectiveness of these programs. As an example, Kisumu Public Library incorporated e-readers into its US Embassy-sponsored American Corner project that aims to bring ICT initiatives to rural communities by working with local beauty pageant winners to lead e-reader reading activities in slum communities among diverse groups including adults and children.

<sup>20</sup>The split between people trained inside and outside of the libraries was reported inconsistently and as such, exact numbers are not available. However, this is confirmed by librarians and Worldreader staff.

Using the additional reading materials provided through e-readers, LEAP libraries also developed new outreach activities. Examples include:

- SAIDE Community Library held popular inter-school debate competitions utilizing materials from the e-readers, which involved six schools and was coordinated by volunteering teachers
- Nylima and JF Omenge initiated book clubs, and Siaya started a weekend reading club headed by a reputed author who writes a column in the Saturday Nation newspaper
- JF Omenge had a radio program “Wanafunzi na maktaba” (“students and libraries:”) on a Kenyan local radio station Radio Sahara that they were featured for 6 weeks every Saturday
- Busia Library led library sessions in schools, and partnered with an NGO that conducts outreach activities with e-readers once a week. The library also pitched a tent as part of a four-day Agricultural Show to expose the community to e-readers.
- Busia and Kisumu shared e-readers with six community libraries in Uganda
- Kisumu and Kakamega Libraries used e-readers among special needs communities, such as children who are blind and hearing impaired
- Kisumu Library conducted online e-reader training for the Dar es Salam American Corner program and Nakuru Library

The most common formats for school-based outreach were to train and/or provide e-reader activities for one class per school visit, or to organize book clubs of 10-12 students. Other types of outreach activities included:

- Reading tents at community events
- Library marketing and membership campaigns at local events
- Reading clubs
- Debates
- Lectures and book talks
- Community literacy campaigns
- Reading competitions
- Computer/ICT training
- Health awareness sessions using materials on the e-readers
- Outreach to local businesses
- Attending county scouts camp with e-readers



Anecdotal feedback from outreach activities suggests they are effective in creating a culture of reading and improved reading skills. For example, teachers at Shikalakala Primary School observed gains in literacy, reading comprehension, and grammar. They shared that e-readers have created a school culture that emphasizes reading, motivating non-readers to work hard to improve their skills. Teachers encourage strong students to share e-readers with weaker students so that they can provide help to their peers who are struggling. Similarly, head teachers from different schools receiving outreach from Nylilima Community Library say that students requested visiting the library in the afternoons and during recess, suggesting a new enthusiasm for reading during free time.

## Librarian Habits & Attitudes

In terms of general feelings towards the e-reader, by the end of the program, 69% of librarians reported that the e-reader was “very easy” to use, 23% said it was easy and 8% said neither easy nor hard. 68% reported “strongly liking” the e-reader and 38% “liked” the e-reader.

54% said they felt “very comfortable” training patrons on the e-reader, 38% felt comfortable and 8% felt only a little comfortable. None felt uncomfortable or neutral. 92% of staff surveyed reported training patrons on the e-readers.

At the time of the baseline, all of the librarians who had access to technology in their libraries reported using it, however for 75% this was only for record-keeping purposes and they did not use technology in patron programs. This shifted significantly by the end of the program, and 77% of the staff using technology (other than e-readers) reported doing so for patron programs.

Librarian comfort with technology, along with the increased interest in technology generated from outreach and training, lead to the development of new technology programs for patrons. For example, SAIDE Community Library started free computer training for teachers in response to increased interest around technology. As another example, JF Omenge created a website after the start of Project LEAP, and started a new project called “ELearning Global Chat” that facilitates peer learning among pupils through platforms such as Facebook, Twitter and email. Siaya Library has made plans to relocate to a new building in order to secure more space for technology use.

Such evidence again points to the potential for digital reading programs to serve as a pathway towards increasing technology usage at libraries.

## Patron Habits & Attitudes

46% of the patrons surveyed reported finding out about the library through librarian staff, again indicating the benefit of librarians being out in their communities more through outreach activities. The second-most common way for patrons to find out about the libraries was through a friend or another patron, with 18% of patrons reporting finding out about the e-reader program this way.

At the baseline, the majority of the patrons surveyed were “power users”, with 71% coming into the library more than once per week. That percentage dropped slightly to 57% at the endline. While it does appear patrons are using the library less frequently this could also show that a greater variety of people with different habits and visit patterns are now using the e-readers, as opposed to only those who are already frequenting the library.

The percentage of patrons reporting attending events at the library in the last 12 months increased from 42% at the baseline to 52% at the final survey. Such data indicate that more patrons are attending events, and that more events are being held since the start of the e-reader program.

Finally, 84% of patrons surveyed reported reading more since the e-readers were introduced to their libraries. Considering that this was a primary goal of the program, it is exciting to see such positive results.

Additional data on patron demographics, attitudes and habits can be found in the appendices of this report.

## Cost Effectiveness

The impacts presented above, combined with the diminishing costs of technology, indicate that e-readers are a sustainable, cost-effective mechanism for increasing the reach and impact of libraries in Africa. As a standalone project, Worldreader currently makes available its BLUEBox (Building Literacy Using E-Readers) for Libraries package for \$6,500. This package includes 35 e-readers each with 200 books, a mobile phone with Worldreader Mobile pre-installed, an e-reader carrying case, training materials and Worldreader technical support. A library could launch a digital reading project with this package within a few months' time.<sup>21</sup>

When these direct costs are combined with additional costs to the libraries, including Project Manager salary, travel expenses for outreach, building a charging station and more,

<sup>21</sup> For more information, see: <http://www.worldreader.org/involved/bring-e-readers-to-school/> Note, these costs do not include a Worldreader trainer at project launch.



this comes out to less than \$15 per person impacted (over 3 years of project implementation). See Table 7 for a summary of these costs. A detailed breakdown of these costs can be found in the appendices of the report. It should be noted that these figures represent averages and estimations based on current project data, and are subject to fluctuation and change.

It should be noted that the estimated retail value of the content alone exceeds the total project cost. This is due to hefty cost-share in the form of discounts from Worldreader's publishing

TABLE 7  
Individual Library BLUEBox Costs

| YEAR                                      | COST          | DEVICES   | BOOKS / DEVICE | PEOPLE IMPACTED           | NOTES  |
|---|---------------|-----------|----------------|---------------------------|--|
| 1   | \$10,325      | 35        | 100            | 805                       | Includes hardware and accessories, books, launch and training costs, Worldreader technical support, project manager salary, construction of a charging station and miscellaneous program costs; does not include a Worldreader trainer at launch; "People Impacted" figure assumes 23 people impacted per device |
| 2 & 3                                     | \$7,402       | 35        | 150            | 402                       | Includes replacement devices, 50 additional titles per device (25 per year), Worldreader technical support, project manager salary, and miscellaneous program costs; the "People Impacted" figure assumes a 25% patron turnover rate and is in addition to the Y1 people impacted                                |
| <b>Total</b>                              | <b>17,727</b> | <b>70</b> | <b>250</b>     | <b>1,207<sup>22</sup></b> |  |
| Cost per person impacted (3 years)        |               |           |                | \$14.69                   |  |
| Cost per person impacted (annual average) |               |           |                | \$4.90                    |  |
| Value of content per device               |               |           |                | \$600.00                  | Assumes average retail value of \$4 per book   |
| Value of content in library               |               |           |                | \$21,000                  | Across 35 e-readers  |

<sup>22</sup> Worldreader assumes 23 people impacted per e-reader deployed, based on data from Project LEAP that shows 70 people trained per e-reader. Worldreader makes a conservative estimate that 2/3 of these people are either repeat trainees or do not become active users of the library after training, to arrive at the multiplier of 23 people impacted per device deployed.

and device partners, that contribute towards keeping the cost of BLUEBoxes low.

When we apply the model to a larger scale (20,000 devices deployed), we see the cost per person impacted drop considerably, to less than \$8. See Table 8 for a cost breakdown, and this report's appendices for a more detailed analysis. At scale, the unit costs cost for books, shipping and customs are significantly lower, which leads to significant cost savings.

**TABLE 8**  
Costs for Library Model at Scale (20,000 devices)

| YEAR         | COST                                      | DEVICES       | BOOKS / DEVICE | PEOPLE IMPACTED | NOTES   |
|--------------|---|---------------|----------------|-----------------|---|
| 1            | \$3,058,000                               | 20,000        | 100            | 460,000         | Includes hardware and accessories, books, launch and training costs, Worldreader technical support, project manager salary, construction of a charging station and miscellaneous program costs; does not include a Worldreader trainer at launch; "People Impacted" figure assumes 23 people impacted per device; |
| 2 & 3        | \$2,152,000                               | 20,000        | 200            | 230,000         | Includes replacement devices, 100 additional titles per device (50 per year), Worldreader technical support, project manager salary, and miscellaneous program costs; the "People Impacted" figure assumes a 25% patron turnover rate and is in addition to the Y1 people impacted                                |
| <b>Total</b> | <b>\$5.21 million</b>                     | <b>40,000</b> | <b>300</b>     | <b>690,000</b>  |   |
|              | Cost per person impacted (3 years)        |               |                | <b>\$7.55</b>   |   |
|              | Cost per person impacted (annual average) |               |                | <b>\$2.52</b>   |   |
|              | Value of content per device               |               |                | \$800.00        | Assumes average retail value of \$4 per book  |
|              | Value of content in library               |               |                | \$16 million    | Across 20,000 e-readers   |

Such data point to the potential for e-readers to be an efficient and cost effective way to rapidly increase the collections of Africa's libraries, both on an individual library basis, and at national or multi-national scale.

# Operational Learnings: Policies and Procedures

## Borrowing

By the end of the project, three of the eight libraries allowed overnight borrowing of the e-readers by patrons and one additional library allowed staff to take the e-readers home. Criteria to allow overnight borrowing was generally that patrons be registered and frequent library users (at least 2x per week). Borrowing was generally only allowed for one night. This criterion has been incorporated into the *Recommendations* section.

## Time management

The amount of time required to implement the program was at least 20 hours per month, depending on the amount of outreach conducted. While this was a pilot program that included a heavy amount of reporting for research purposes, it is still important to note that these programs cannot run on their own. Amount of time required to implement the program was one of the most common complaints from project librarians. Worldreader worked with librarians to discuss options for volunteers, school teachers, and other librarians to take ownership over parts of LEAP. However, this was somewhat difficult given the fact that the program was already underway, and other library stakeholders already saw the project managers as owning the project. As outlined in the *Recommendations* section, Worldreader recommends that a decentralized model of management be implemented from the start of the program, as to minimize burden on project managers.

## Record-keeping

The program highlighted the fact that record keeping varies across libraries. In libraries already overburdened and understaffed, record keeping can be too time consuming. The program highlighted the need for record keeping to be in line with existing mechanisms. For example, knls libraries report to headquarters using Excel. As such, it makes the most sense for the e-reader reporting to sync up with these existing methods.

## Device Charging and the Solar Pilot

Two of the LEAP libraries participated in Worldreader's solar pilot initiative, aimed at identifying a solar charging solution for rural schools and libraries. After research and internal product testing, which involved discussions with industry experts and nearly a dozen companies as well as testing at our San Francisco, CA office and in Kisumu, Kenya, a field test was conducted of two separate products with eight school and library partners. The project sites had either no electricity at all or very unreliable grid connections. Baseline and endline assessments were conducted, and each site also kept a daily log of the how the solar solution was used. After collecting all of the feedback and making several follow-up visits to each location, the BBOX BB17 was selected as the solar solution that will be rolled out to partners.

The two libraries that participated in the study reported significant additional effort to charge their devices, before the solar charging solution was incorporated. At one site, the project manager would use her own money to charge e-readers at the local market, and long periods of blackouts making e-readers impossible to charge for days on end at the other project site. Having access to a solar charging solution significantly changed the ease of implementing the program for these two libraries. It also provided them with charging options for mobile phones and lights for readers to use at night.



# Recommendations

The recommendations outlined here are drawn directly from feedback from LEAP librarians and Worldreader staff, along with observations from the field. They apply to the three primary target audiences, all of which have decision-making power when it comes to implementing digital reading programs through libraries. These audiences are: librarians (who are responsible for the daily implementation of such program); implementing organizations (who may coordinate the implementation of multiple digital reading programs); and policy makers (who are responsible for scale-up of these programs through national institutions, and the authorship of policies that support scale-up).

Three success factors emerge from the results and lessons presented in the preceding sections, each of which are key to the scale-up of digital reading programs in Africa's libraries. These are worth mentioning for all audiences of the report:

- A dedicated *project manager* who has an ongoing commitment to support the digital reading program is key for both logistical coordination and ensuring a strategic direction for the e-reader program.
- *Content* that is appropriate for the target patron population is key for ensuring the e-readers' utilization. Content that patrons want to read is essential for drawing them to the devices and sustaining their use. As such, special attention should be paid to content selection, with each library's patron population in mind.
- A benefit of the e-reader is its portability, which allows for *frequent outreach* into communities. This outreach is a necessary part of the program and prioritized, given its potential for extending the reach of libraries into local communities, raising libraries' profiles, and attracting new patrons who may not have known about the library before.

Other, audience-specific recommendations are outlined below.

## Librarians

These recommendations and more have been incorporated into Worldreader's library program handbook, which can be found at: [www.worldreader.org/BLUEBox](http://www.worldreader.org/BLUEBox). Most of these recommendations come directly from LEAP pilot librarians.

*Link your project goals to the content you put on the e-readers:* Set a goal before the start of the program to determine what kind of content your project will need. For example, if you'd like to use the e-reader project to bring more adolescent girls into the library, then you need more content appropriate for this population.

*Engage and train other library staff early on:* While one staff member should be in charge of the project, engage other staff early on, training them and getting their buy-in into the program. Delegate program management among staff and volunteers to lessen the burden on any one individual.

*Engage teachers for school-based outreach and trainings:* consider engaging teachers early on. Empowering teachers to own the project, train students, and manage e-reader inventory will help lessen your workload.

*Encourage digital reading beyond e-readers:* Consider other tools for reading when demand is high and e-readers are scarce. This includes Worldreader Mobile, and a pre-loaded Worldreader Mobile mobile phone is now a standard part of the library BLUEBox package.

*Schedule outreach around school holidays:* More e-readers are needed for in-library training and usage during school holidays, as many students flock to the libraries during these times. Do not do as many outreach activities during holidays, in order to ensure e-readers are available at the library facility.

*Remember these tips for conserving device power:* turn off advertisements to conserve energy; turn down screen brightness when using in well-lit areas; make-sure device wi-fi is turned off unless new content is being downloaded. With regular use and these power-saving measures, devices should stay charged for at least two weeks.

*Develop a regular schedule of in-library trainings:* As opposed to conducting ad-hoc one-on-one trainings with new e-reader users, consider a regularly scheduled training program (for example, once or twice a week). This will allow you to train more participants at once, thus saving your time and energy.

*Students and patrons are the best publicity for the program:* Encourage them to share their experiences and get others excited.

*Daily record keeping (during training and outreach) makes regular reporting easier:* Make sure to keep records throughout to prevent a lot of work at the end of the month.



*Use trainings and outreach for building collective responsibility for the devices:* Continually emphasize proper e-reader handling during trainings and outreach, even for those patrons who have handled the devices before.

*Collect regular feedback from patrons:* This will ensure the program is having its intended impacts on patrons, and allow you to trouble shoot any issues that may arise.

*Develop written guidelines for overnight e-reader borrowing:* These depend on each library environment, however they may include amount of time as a member (for example, minimum one year), no current late fees, and valid ID and contact information on file. It's recommended that e-readers not be borrowed overnight for longer than two nights (or a weekend).

## Implementing Organizations

Most of the recommendations for librarians are also relevant to implementing organizations. Additionally, the following should be considered:

*Engage local education officials early on:* This is key, particularly for sourcing content, in order to ensure that appropriate curriculum is included on the e-readers.

*Deploy more e-readers for larger libraries:* the number of e-readers distributed should be based on current patronage, at a ratio of approximately one e-reader per 20 patrons.

*Think creatively about how digital reading can increase access to specific information:* explore the possibility for the e-reader to provide specific content and information that is relevant to the community, beyond content to encourage literacy and reading: such as sexual and reproductive health information for women and adolescents, etc.



*Provide opportunities for project manager networking:* Regular points of contact between project managers will allow them to troubleshoot issues as they arise, and will encourage creativity through the exchange of ideas.

*Ensure reliable power for smooth project implementation:* Ensuring that a reliable power source is available within the library compound will guarantee maximum device availability, and will also ensure efficient use of project managers' time. This may mean connecting to the existing power grid or using an alternative energy source.

## Policymakers

In addition to the above recommendations for librarians and implementing organizations, policymakers should also consider the following:

*Guarantee the allocation of sufficient funds for program expenses:* In addition to the obvious hardware, content and personnel costs, this includes charging stations, electricity for charging, and funds for travel for program managers. See Cost-Effectiveness to estimate the amount of funds needed per program.

*Develop partnerships with local publishers early on:* Begin discussing content licensing with local publishers particularly for larger scale projects where thousands of copies of a particular title may be distributed. It's important to have buy-in from publishers early on to ensure appropriate content is available to libraries.

*Support professional development for project managers and librarians:* As the LEAP pilot demonstrated, digital reading programs often open up more areas of interest for librarians, including the implementation of further technology programs. As such, professional development opportunities should be made available for librarians to build the skills necessary to successfully implement expanded programs.

*Plan for the expansion of technology in libraries:* As digital reading programs have been shown to increase patrons' enthusiasm for technology in general, long-term planning for incorporating more technology programs into libraries is key for ensuring sustained gains in patronage over the next five to ten years.




# Opportunities for further research

While the findings presented here are extensive, they also bring up a number of questions for further research into digital reading through libraries.

First, follow-up is needed to understand whether gains in patronage as a result of the program are sustained in the long run. Follow-up is also needed to assess the ongoing functionality and operation of the devices after more months of implementation.

Second, while this report outlines many of the outputs related to project LEAP, there are a number of potential outcomes that merit further investigation, including effects of the program on literacy skills, academic success, and more. More research into these outcomes will serve researchers and implementers in better understanding the full impact of library-based digital reading programs.

Finally, 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 had few implications for the LEAP pilot program, the growth of digital reading programs in Kenya will eventually require a systematic approach to acquiring content that can be borrowed. With existing partnerships with the publishing industry in Kenya and other developing countries, Worldreader is already exploring this area in preparation for LEAP scale-up.



The results presented in this report show that e-readers are a cost-effective, appropriate technology for use in libraries in sub-Saharan Africa. They are easy to operate and well liked by patrons and librarians alike. Compared to other types of technology, they are energy-efficient and the addition of solar charging solutions makes them even more accessible for rural libraries.

Moreover, their portability makes them the perfect tool for expanding the reach of the library into local communities through outreach. In the case of LEAP, e-readers allowed librarians to think creatively about outreach, particularly into more rural communities, because they weren't constrained by the logistics of transporting paper books.

However, we know technology alone isn't enough to drive the impressive gains in patronage seen through project LEAP. Appealing and relevant content tailored to the libraries' needs was vital in ensuring program success.

The increase in the libraries' collections, excitement around new technology, and ability to conduct frequent outreach into communities raised the profile of the libraries within their communities, drawing thousands more patrons into the libraries' physical spaces. These patrons are reading more and accessing more of the library's services as a result.

LEAP has shown that digital reading programs can in fact open up libraries to other technology programs, helping them look towards a future that meets the needs of a growing patron population.

Library-based e-reader programs are not without challenges: they require a significant investment in staff time and library infrastructure. And with high levels of patron demand, there never seem to be enough e-readers for everyone who wants to use them.

But overall these findings bring us to an important conclusion: By bridging the traditional notion of a library as a repository of books with the modern day need for the library to extend its reach beyond its walls, digital reading programs can play a key role in driving the development of sub-Saharan African libraries. Such programs may be key for transforming libraries and meeting the needs of patrons looking to expand their horizons in the 21st century.

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# Appendix 1

## Library Selection Criteria and Process

Library selection was conducted by The LEAP project team conducted the library selection process in October and November 2013. Given Worldreader's existing presence and expertise in Western Kenya, libraries were selected from Kisumu, Kakamega and Busia counties.

The process used to select libraries for Project LEAP was designed to identify the most motivated librarians to manage the pilot and 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 was quickly replaced.

## Appendix 2. M&E Tools

### Libraries, E-reading, Activities, Partnership (LEAP) 1.1 BASELINE TOOL

Library Name: \_\_\_\_\_

Name of person completing report: \_\_\_\_\_

Date of report submission: \_\_\_\_\_

#### I. PATRONAGE AND READERSHIP

1. Number of unique patrons who visited the library in January 2014: \_\_\_\_\_

*\*Count each patron only once*

2. Number female: \_\_\_\_\_

3. Number in each age group:

0 – 12: \_\_\_\_\_ 19–24: \_\_\_\_\_ 35–44: \_\_\_\_\_ 55 and above: \_\_\_\_\_

13–18: \_\_\_\_\_ 25 – 34: \_\_\_\_\_ 45–54: \_\_\_\_\_

4. Number of library visits in January 2014: \_\_\_\_\_

*\*Individual patrons may be double counted here. Each visit to the library should be counted once.*

5. Number of books borrowed in January 2014: \_\_\_\_\_

*\*Individual books may be double counted here. Each time a book was borrowed counts once.*

4. Number of books returned in January 2014: \_\_\_\_\_

*\*Individual books may be double counted here. Each time a book was returned counts once.*

#### II. LIBRARY ACTIVITIES

1. Number of library activities held in January 2014: \_\_\_\_\_

*"Library activities" are defined as activities focused on engaging patrons in reading and utilization of library services, such as book clubs, study groups, storytelling sessions, etc.*

2. Types of library activities carried out in January (list all that apply):

\_\_\_\_\_

\_\_\_\_\_

3. Total number of people who attended library activities in January :

\_\_\_\_\_

Libraries, E-reading, Activities, Partnership (LEAP)  
1.1 BASELINE TOOL

4. Target age groups:

---

5. Approximate % female: \_\_\_\_\_

III. COMMUNITY OUTREACH

Number of community outreach/public relations activities carried out by the library in the last month: \_\_\_\_\_

*"Community outreach/ Public Relations Activities" include any activities focused on bringing patrons to the library and making the surrounding community aware of the library and the services it offers. This may include passing out pamphlets or attending community events to publicize the library.*



Libraries, E-reading, Activities, Partnership (LEAP)

1.2 BASELINE LIBRARY PATRON SURVEY

Date: \_\_\_\_\_

Library Name: \_\_\_\_\_

1. Where do you reside? \_\_\_\_\_

2. What is your gender? (*tick only one*)

- Male  
 Female

3. In which age group do you belong? (*tick only one*)

- 0 – 12  35 – 44  
 13 – 18  45 – 54  
 19 – 24  55 and above  
 25 – 34

4. What is the highest level of education you have completed? (*tick only one*)

- None completed  Diploma/certificate  
 Primary or lower  University or higher  
 Secondary

5. Approximately how frequently do you use the library? (*tick only one*)

- More than once per week  About once every six months  
 About once per week  About once per year or less often  
 About once per month  This is my first visit  
 About once every 3 months  I don't know

6. Have you visited the library in the last week? (*Tick only one*)

- Yes  No

7. I have engaged in the following activities at a public library in the last 12 months:

(Please

*select all that apply*)

- Browsed/ read books or newspapers (paper)
- Browsed/ read books or newspapers (e-books)
- Borrowed/ returned/ renewed books or other material such as DVDs, CDs, Videos, CD-ROMS
- Used a computer (e.g. to use word processing/ database/ spreadsheet packages etc)
- Accessed the Internet on a library computer or on my own mobile device or laptop using library WiFi (this includes using the Internet for Facebook or Skype)
- Used photocopier/ fax
- Used other facilities for example, café, toilet, shop
- Received one-to-one advice on how to find information on the Internet or use a computer
- Participated in an in-person course or training session
- Attended an event/exhibition/meeting
- Done voluntary work at a library
- Something else
- Don't know

8. Do you use any other technology available at the library? *Tick only one:*

- Yes
- No

9. If you answered yes to 8, please list the technologies you use: \_\_\_\_\_

---

10. Approximately how often do you use technology at the library?

- |  |   |
|--|---|
| <input type="checkbox"/> Multiple times per week | <input type="checkbox"/> Once a month         |
| <input type="checkbox"/> Once per week           | <input type="checkbox"/> A few times per year |
| <input type="checkbox"/> A few times per month   | <input type="checkbox"/> Once a year          |

11. During the last month, have any of you or your family members attended any events at the library? *Tick only one:*

- Yes
- No

12. If you answered yes to question 10, which events did you attend?

---

---

13. How satisfied were you with the content and material offered in the program?

*Tick only one:*

- Very unsatisfied
- Unsatisfied
- Neither satisfied nor unsatisfied
- Satisfied
- Very satisfied

14. What types of programs would you be interested in seeing at the library in the future?

---

---

15. Please write down any other feedback you would like to provide: \_\_\_\_\_

---

Libraries, E-reading, Activities, Partnership (LEAP)  
1.5 BASELINE LIBRARY STAFF SURVEY

Please complete the following survey and return to Worldreader staff, sealed in the provided envelope. Mark an "X" on the seal of the envelope. All answers provided will remain anonymous. Worldreader will not share any individual responses with library staff or publically.

Date of survey: \_\_\_\_\_

1. How long have you worked at the library? \_\_\_\_\_
2. Approximately how many hours did you work in the library in the last week? \_\_\_\_\_
3. During the last week, how often did you recommend specific library materials to patrons?
4. Do you use any other technology available at the library? *Tick only one:*  
 Yes  
 No
5. If you answered yes to 4, please list the technologies you use: \_\_\_\_\_  
\_\_\_\_\_
6. Approximately how often do you use technology at the library?  
 Multiple times per week       Once a month  
 Once per week                       A few times per year  
 A few times per month               Once a year

Libraries, E-reading, Activities, Partnership (LEAP)  
1.4 MONTHLY MONITORING REPORT

LIBRARY NAME: \_\_\_\_\_

PROJECT MANAGER NAME: \_\_\_\_\_

DATE OF REPORT: \_\_\_\_\_

DATES COVERED IN THIS REPORT: \_\_\_\_\_

*\*Information included in this report should only cover the dates you list above. Do not include information from previous reporting periods.*

I. PATRONAGE

1. Total number of library patrons this month: \_\_\_\_\_

*\*Count each patron only once*

2. Number female: \_\_\_\_\_

3. Approximate **percentage** in each age group:

0 – 12: \_\_\_\_\_ 19–24: \_\_\_\_\_ 35–44: \_\_\_\_\_ 55 and above: \_\_\_\_\_

13–18: \_\_\_\_\_ 25 – 34: \_\_\_\_\_ 45–54: \_\_\_\_\_

II. OVERALL COLLECTION:

1. Total number of books borrowed: \_\_\_\_\_

*\*Do not include e-books*

2. Total number of books returned: \_\_\_\_\_

*\*Do not include e-books*

III. E-READER COLLECTION:

1. Total number of times e-readers were borrowed: \_\_\_\_\_

2. Total number of individual patrons who borrowed e-readers: \_\_\_\_\_

*\*Count each patron only once*

3. Total number female: \_\_\_\_\_

4. Approximate **percentage** in each age group:
- 0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_
- 13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_
5. Number of e-readers that are broken: \_\_\_\_\_
6. Please describe the breakage and how it happened: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. Have the broken e-readers been repaired? *Tick one:*
- Yes
- No
8. Number of e-readers that have been stolen: \_\_\_\_\_
9. Please describe the measures you have taken or will take to prevent future theft:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### IV. E-READER TRAINING IN LIBRARIES:

1. Total number of e-reader training sessions held *in the library*: \_\_\_\_\_
2. Total number of patrons who participated in e-reader training: \_\_\_\_\_  
*\*Count each individual patron only once*
3. Total number female: \_\_\_\_\_
4. Approximate *percentage* in each age group:
- 0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_
- 13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_

5. Please share any lessons learned or insights from trainings. What went well? What didn't go well? What advice would you give to other library staff?

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V. E-READER TRAINING OUTSIDE OF LIBRARIES:

1. Total number of e-reader training sessions held *outside of the library*: \_\_\_\_\_

2. Total number of participants in e-reader training: \_\_\_\_\_

*\*Count each individual only once*

3. Total number female: \_\_\_\_\_

4. Approximate *percentage* in each age group:

0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_

13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_

VI. ADDITIONAL COMMUNITY OUTREACH/EVENTS:

*\*This should include community activities and events NOT focused on training. Training may be a small component, but the main focus should be something other than training.*

1. Number of community outreach/ PR activities/campaigns on e-reader program conducted: \_\_\_\_\_

*\*\*"Community outreach/ Public Relations Activities" include any activities focused on bringing patrons to the library and making the surrounding community aware of the library and the services it offers. This may include passing out pamphlets or attending community events to publicize the library.*

2. Types of activities held: \_\_\_\_\_

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3. What would you repeat the next time you hold activities? What was successful?

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4. What would you do differently next time? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## VI. OPERATIONS

1. How well is the current system for patrons to borrow e-readers functioning? *(Tick one)*

- Very poorly
- Poorly
- Neither poorly nor well
- Well
- Very Well

2. Please describe the current system being used for borrowing e-readers (if this is the same as the last monthly report, put "Same" and move to Question 4.):

---

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3. If the borrowing system has changed, why did you decide to implement these changes to the borrowing system?

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4. Can patrons take the e-readers home? *Tick one:*

- Yes
- No

5. If you answered yes to question 4, please describe the criteria you are using to decide who can take the e-readers home:

---

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VII. LESSONS LEARNED

1. Name 3 successes you experienced implementing the e-reader program this month:
  - 1.
  - 2.
  - 3.
  
2. Name 3 challenges you experience implementing the e-reader program this month:
  - 1.
  - 2.
  - 3.
  
3. Is there anything else you would like to share with the Worldreader team on how the e-reader program is going?

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Libraries, E-Reading, Activities, Partnership (LEAP)  
1.5 DEVICE SURVEY REPORT

Use the device survey worksheet to complete surveys of each device and record your findings. Using these worksheets, please complete this report, listing the 10 most popular books (books most recently opened). Please conduct this activity 3x per year, according to the schedule: First report April 15, 2014.

1. Total number of books opened (across all e-readers): \_\_\_\_\_
2. Number of books completed (90% or more read, total, across all e-readers): \_\_\_\_\_
3. Number of books with 50 – 90% read (total, across all e-readers): \_\_\_\_\_
4. Number of books with 25 – 49% read (total, across all e-readers): \_\_\_\_\_

Using individual e-reader data, please list the 10 most common recently opened books:

| #   | Title | Number of devices |
|-----|-------|-------------------|
| 1.  |       |                   |
| 2.  |       |                   |
| 3.  |       |                   |
| 4.  |       |                   |
| 5.  |       |                   |
| 6.  |       |                   |
| 7.  |       |                   |
| 8.  |       |                   |
| 9.  |       |                   |
| 10. |       |                   |

Libraries, E-reading, Activities, Partnership (LEAP)  
1.6 PATRON SURVEY

COVER SHEET

*Please fill out this cover sheet to report overall findings from patron survey. Use individual surveys below, printing out one survey per person.*

*Please administer this survey to 25% of e-reader users. To randomly select survey participants, see the worksheet: "LEAP e-Reader Borrowing Record." e-Reader users should sign- in chronologically on the register (do not skip lines). Some lines on the sheet will be marked with asterisks (\*\*). When a user signs in on a numbered line with an asterisk, administer the survey to that participant.*

*Surveys for adults should be administered in writing. Surveys for children should be administered orally, and you should record the results on the survey form. All survey results are to remain anonymous. Remind patrons that their results will not be shared and that there are no right or wrong answers. Submit completed survey forms, along with this cover page, to Worldreader by the specified deadline.*

Library name: \_\_\_\_\_

Date of report submission: \_\_\_\_\_

Number of users surveyed: \_\_\_\_\_

Dates covered: \_\_\_\_\_

Summary of main findings (3-5 sentences): \_\_\_\_\_

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Libraries, E-reading, Activities, Partnership (LEAP)  
LIBRARY PATRON SURVEY

Date: \_\_\_\_\_

Library name: \_\_\_\_\_

1. Where do you reside? \_\_\_\_\_

2. How do you arrive at the library?

- |                          |         |                          |            |
|--------------------------|---------|--------------------------|------------|
| <input type="checkbox"/> | On foot | <input type="checkbox"/> | Matatu     |
| <input type="checkbox"/> | Bicycle | <input type="checkbox"/> | Motorcycle |
| <input type="checkbox"/> | Car     |                          |            |

3. What is your gender? *(tick only one)*

- |                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | Male   |
| <input type="checkbox"/> | Female |

4. In which age group do you belong? *(tick only one)*

- |                          |         |                          |              |
|--------------------------|---------|--------------------------|--------------|
| <input type="checkbox"/> | 0 – 12  | <input type="checkbox"/> | 35 – 44      |
| <input type="checkbox"/> | 13 – 18 | <input type="checkbox"/> | 45 – 54      |
| <input type="checkbox"/> | 19 – 24 | <input type="checkbox"/> | 55 and above |
| <input type="checkbox"/> | 25 – 34 |                          |              |

5. What is the highest level of education you have completed? *(tick only one)*

- |                          |                  |                          |                      |
|--------------------------|------------------|--------------------------|----------------------|
| <input type="checkbox"/> | None completed   | <input type="checkbox"/> | Diploma/certificate  |
| <input type="checkbox"/> | Primary or lower | <input type="checkbox"/> | University or higher |
| <input type="checkbox"/> | Secondary        |                          |                      |

6. Approximately how frequently do you use the library? *(tick only one)*

- |                          |                           |                          |                                   |
|--------------------------|---------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | More than once per week   | <input type="checkbox"/> | About once every six months       |
| <input type="checkbox"/> | About once per week       | <input type="checkbox"/> | About once per year or less often |
| <input type="checkbox"/> | About once per month      | <input type="checkbox"/> | This is my first visit            |
| <input type="checkbox"/> | About once every 3 months | <input type="checkbox"/> | I don't know                      |

7. Have you visited the library in the last week? *(Tick only one)*

- |                          |     |                          |    |
|--------------------------|-----|--------------------------|----|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
|--------------------------|-----|--------------------------|----|

8. I have engaged in the following activities at a public library in the last 12 months:  
(Please

select all that apply)

- Browsed/ read books or newspapers (paper)
- Browsed/ read books or newspapers (e-books)
- Borrowed/ returned/ renewed books or other material such as DVDs, CDs, Videos, CD-ROMS
- Used a computer (e.g. to use word processing/ database/ spreadsheet packages etc)
- Accessed the Internet on a library computer or on my own mobile device or laptop using library WiFi (this includes using the Internet for Facebook or Skype)
- Used photocopier/ fax
- Used other facilities for example, café, toilet, shop
- Received one-to-one advice on how to find information on the Internet or use a computer
- Participated in an in-person course or training session
- Attended an event/exhibition/meeting
- Done voluntary work at a library
- Something else
- Don't know

9. When was the last time you used the e-reader?

*Tick only one option, choosing the most recent:*

- Today
- Yesterday
- Within the past week
- Within the past two weeks
- Within the last month
- Don't know
- Other *(please describe)*: \_\_\_\_\_

10. If you answered "today," "yesterday," or "within the past week" to question 9, approximately how many times have you used an e-reader in the last 7 days? *(If you answered something else, please skip to question 12)*

\_\_\_\_\_

11. Please tick your reasons for using the e-reader in the last week: *(tick all that apply)*

- To revise
- To read for pleasure
- To read to a child
- To help a child with homework
- To get practical information for my daily life (health, agriculture, etc)
- To research a specific topic of interest
- Work-related
- To improve my reading skills
- Other *(please describe)*: \_\_\_\_\_

---

12. How did you first hear about the e-reader program? *Tick only one:*

- Library staff
- Public event
- Friend or family member
- Poster or flyer
- Library patron
- Other (*please describe*): \_\_\_\_\_

13. Are you able to find the books/materials you were looking for on the e-reader?

*Tick only one:*       Yes       No       Sometimes

14. If you answered "no" or "sometimes", what materials are you looking for that you cannot find?

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---

15. What is your favorite book on the e-reader?

---

16. How have your reading habits changed since you started using the e-reader?

- They have not changed
- I read less
- I read the same
- I read more

17. How easy or difficult do you find the e-reader to use? (*tick only one*)

- Very difficult
- Difficult
- Neither easy nor hard
- Easy
- Very easy

18. Generally, what are your feelings towards using the e-reader? *Tick only one:*

- Strongly dislike
- Dislike
- Neither like nor dislike
- Like
- Strongly Like

19. Have you recommended the e-reader to a friend or family member? *Tick only one:*

- Yes
- No

20. If you answered yes to question 19, approximately how many? \_\_\_\_\_

21. Do you use any other technology available at the library? *Tick only one:*

- Yes  
 No

22. If you answered yes to 19, please list the technologies you use:

---

---

23. Approximately how often do you use technology at the library?

- More than once per week       About once every six months  
 About once per week       About once per year or less often  
 About once per month       This is my first visit  
 About once every 3 months       I don't know

24. During the last month, have any of you or your family members attended any events at the library? *Tick only one:*

- Yes  
 No

25. If you answered yes, which events did you attend?

---

---

26. How satisfied were you with the content and material offered in the program?

*Tick only one:*

- Very unsatisfied  
 Unsatisfied  
 Neither satisfied nor unsatisfied  
 Satisfied  
 Very satisfied

27. What types of programs would you be interested in seeing at the library in the future?

---

---

28. Please write down any other feedback you would like to provide: \_\_\_\_\_

---

Libraries, E-reading, Activities, Partnership (LEAP)  
1.7 LIBRARY STAFF SURVEY

Please complete the following survey and return to Worldreader staff, sealed in the provided envelope. Mark and "X" on the seal of the envelope. All answers provided will remain anonymous. Worldreader will not share any individual responses with library staff or publically.

Date of survey: \_\_\_\_\_

1. How long have you worked at the library? \_\_\_\_\_

2. When was the last time you used the e-reader?

*Tick only one option, choosing the most recent:*

- Today
- Yesterday
- Within the past week
- Within the past two weeks
- Within the last month
- Other (please describe): \_\_\_\_\_

3. If you answered "today," "yesterday," or "within the past week," approximately how many times have you used an e-reader in the last 7 days? \_\_\_\_\_

4. How easy or difficult do you find the e-reader to use? (tick only one)

- Very difficult
- Difficult
- Neither easy nor hard
- Easy
- Very easy

5. Generally, what are your feelings towards using the e-reader? (tick only one)

- Strongly dislike
- Dislike
- Neither like nor dislike
- Like
- Strongly Like

6. Complete the following statement: "Using the e-reader makes me feel: \_\_\_\_\_"  
\_\_\_\_\_."

7. Have you trained library patrons on e-reader usage? (tick only one)

- Yes
- No

8. If you answered yes, approximately how many times have you trained library patrons?

\_\_\_\_\_



9. How comfortable do you feel training library patrons on the e-reader? *(Tick only one)*
- Not at all comfortable
  - Only a little comfortable
  - Neutral
  - Comfortable
  - Very comfortable

10. Please list any additional training resources you would like Worldreader to provide:

---

---

11. How often do you recommend material on the e-reader to patrons? *(Tick only one)*
- Never
  - Rarely
  - Occasionally
  - Regularly

12. For what purposes do you recommend the e-reader to patrons? *(Tick all that apply)*
- To study
  - To read for pleasure
  - To read to a child
  - To help a child with homework
  - To get practical information for daily life (health, agriculture, etc)
  - To research a specific topic of interest
  - Work-related
  - To improve their reading skills
  - Other: \_\_\_\_\_

13. What age group do you feel the e-reader is most relevant for? *(Tick all that apply)*
- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> 0 – 12  | <input type="checkbox"/> 35 – 44      |
| <input type="checkbox"/> 13 – 18 | <input type="checkbox"/> 45 – 54      |
| <input type="checkbox"/> 19 – 24 | <input type="checkbox"/> 55 and above |
| <input type="checkbox"/> 25 – 34 |                                       |

14. Were you able to find the books/materials you were looking for on the e-reader? *(Tick only one)*
- Yes
  - No

15. If you answered no, what materials were you looking for?

---

16. Do you use the e-reader to read for pleasure? *(Tick only one)*
- Yes
  - No

17. What is your favorite book on the e-reader? \_\_\_\_\_

18. Do you use any other technology available at the library? If yes, please list: \_\_\_\_\_

\_\_\_\_\_

19. Please use this space to provide any additional feedback to Worldreader: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Libraries, E-reading, Activities, Partnership (LEAP)  
1.9 ACTIVITY PRE-AND POST-REPORT

Please keep a copy of the pre-report for your own records, and to aid in completing the post-report. If you completing pre-report by hand and you are unable to make a photocopy for your own records, please alert Worldreader staff who will make a copy for you. In the case of repeating activities, multiple post-report activities may be submitted, however it is recommended that one post-activity report be submitted after the first occurrence.

As there is a limited budget for activities, not all will be provided with WILL funds. However, projects not awarded funds may still be carried out and reported on by libraries. If a planned activity is not carried out, a post-activity report should still be submitted, stating that the activity was cancelled. The most successful projects will be shared.

Library Name: \_\_\_\_\_

Project Manager Name: \_\_\_\_\_

Date pre-report submitted: \_\_\_\_\_ Date post-report submitted: \_\_\_\_\_

Activity name: \_\_\_\_\_

Activity description: \_\_\_\_\_

Name of institution where activity will happen: \_\_\_\_\_

Distance of institution from library: \_\_\_\_\_

Frequency (i.e. once, once per month, etc): \_\_\_\_\_

Supplies needed: \_\_\_\_\_

| Pre-Activity  | Post-Activity  |
|---|--|
| Date pre-report submitted:                                      | Date post-report submitted:  |
| Proposed Activity Date:   | Actual Activity Date:  |
| Anticipated attendance:   | Actual attendance (total number of attendees):   |
| Target audience (i.e. mothers, secondary school students, etc): | Number of women:   |
|   | Approximate percentage in each age group:<br>0 – 12: ____<br>13 – 18: ____<br>19 – 24: ____<br>25 – 34: ____ |

|  |  |
|--|--|
|  | 35—44: ____<br>45—54: ____<br>55 and above: ____   |
| Estimated cost:  | Actual cost:                                       |
| Funds requested from LEAP?<br>Yes <input type="checkbox"/> No <input type="checkbox"/> | Ratio of e-readers to participants:                |
| Objectives:  | Were the objectives achieved? Please describe:     |
| Expected outcomes:   | Actual outcomes:                                   |
|  | What was your biggest success?                     |
|  | What would you do differently or change next time? |
| Any additional comments or information you would like to provide on this activity:     |  |

## 2.3 DEVICE SURVEY WORKSHEET

Copy this worksheet to help you review devices for the device survey. Device surveys should be conducted on each device. Make as many copies as you need (one worksheet per device). Sort the books by "most recently read" and first write the top 10 book titles, then open each book to see percentage complete. Then use this worksheet to fill out the Device Survey Report. List each book opened on the device and the percentage complete. If you need more lines, print additional tables

| DEVICE NAME/NUMBER: |       |            |
|---------------------|-------|------------|
| DATE OF SURVEY:     |       |            |
| #                   | Title | % Complete |
| 1.                  |       |            |
| 2.                  |       |            |
| 3.                  |       |            |
| 4.                  |       |            |
| 5.                  |       |            |
| 6.                  |       |            |
| 7.                  |       |            |
| 8.                  |       |            |
| 9.                  |       |            |
| 10                  |       |            |

## PROJECT LEAP REPORTING TOOLS

| 1. Reporting Tools   | Submission Deadline   |
|--|---|
| 1.1 Baseline Data Collection Tool  | March 15, 2014  |
| 1.2 Baseline Patron Survey   | April 15, 2014  |
| 1.3 Baseline Library Staff Survey  | To be carried out by Worldreader staff in March-April. Library staff will participate, but no form submission required.   |
| 1.4 Monthly Monitoring Report  | Submit to Worldreader by the 15th of every month, beginning in April 2014, reporting on the previous month's achievements and activities (for example: submit a report for March 1 – 31 <sup>st</sup> on April 15 <sup>th</sup> ).  |
| 1.5 Device Survey Report   | Submit 2 times per year by the following deadlines: <ul style="list-style-type: none"> <li>• July 15 2014</li> <li>• February 15, 2014</li> </ul>   |
| 1.6 Patron Survey  | Submit 2 times per year by the following deadlines: <ul style="list-style-type: none"> <li>• July 15, 2014</li> <li>• February 15, 2014</li> </ul>  |
| 1.7 Library Staff Survey   | To be conducted 2 times per year by Worldreader staff. Timing will vary by project site, but surveys will be carried out in the months of: <ul style="list-style-type: none"> <li>• July</li> <li>• January</li> </ul>  |
| 1.8 Activity Proposal Report   | Pre-Activity proposals and funding requests should be submitted according to the following deadlines: <ul style="list-style-type: none"> <li>• March 15, 2014</li> <li>• July 15, 2014</li> </ul> <p>Post-activity reports should be submitted in one package for the specified time periods by:</p> <ul style="list-style-type: none"> <li>• August 15, 2014 (March 15 – July 30)</li> <li>• February 15, 2014 (August 1 –February 1)</li> </ul> |
| <b>2. Additional Worksheets:</b> <i>Worldreader strongly recommends the use of these tools to help you collect data and prepare the official reports required above. However, they are for your own use and should not be submitted to Worldreader unless requested.</i> |   |
| Worksheet  | Corresponding Report  |
| 2.1 Training attendance record   | Activity and monthly monitoring reports   |
| 2.2 E-reader borrowing record  | Monthly monitoring reports and Patron Survey  |
| 2.3 Device survey worksheet  | Device survey report  |
| 2.4 Training Summary   | Monthly Monitoring Report   |
| 2.5 Weekly Monitoring Worksheet  | Monthly Monitoring Report   |

# LIBRARIES, E-READING, ACTIVITIES AND PARTNERSHIP (LEAP)

## ADDITIONAL WORKSHEETS

## 2.1 LEAP TRAINING ATTENDANCE RECORD

|        | Surname | First name | Library User ID # | Age   | Gender (M/F) |
|--------|---------|------------|-------------------|-------|--------------|
| 1.     | _____   | _____      | _____             | _____ | _____        |
| 2.     | _____   | _____      | _____             | _____ | _____        |
| 3.     | _____   | _____      | _____             | _____ | _____        |
| 4. **  | _____   | _____      | _____             | _____ | _____        |
| 5.     | _____   | _____      | _____             | _____ | _____        |
| 6.     | _____   | _____      | _____             | _____ | _____        |
| 7. **  | _____   | _____      | _____             | _____ | _____        |
| 8.     | _____   | _____      | _____             | _____ | _____        |
| 9.     | _____   | _____      | _____             | _____ | _____        |
| 10.    | _____   | _____      | _____             | _____ | _____        |
| 11.    | _____   | _____      | _____             | _____ | _____        |
| 12.    | _____   | _____      | _____             | _____ | _____        |
| 13.    | _____   | _____      | _____             | _____ | _____        |
| 14.    | _____   | _____      | _____             | _____ | _____        |
| 15.    | _____   | _____      | _____             | _____ | _____        |
| 16.    | _____   | _____      | _____             | _____ | _____        |
| 17. ** | _____   | _____      | _____             | _____ | _____        |
| 18.    | _____   | _____      | _____             | _____ | _____        |
| 19. ** | _____   | _____      | _____             | _____ | _____        |
| 20. ** | _____   | _____      | _____             | _____ | _____        |



## 2.2 LEAP E-READER BORROWING RECORD (page 1 of 2)

|        | Surname | First name | Library User ID # | Age   | Gender (M/F) |
|--------|---------|------------|-------------------|-------|--------------|
| 1.     | _____   | _____      | _____             | _____ | _____        |
| 2.     | _____   | _____      | _____             | _____ | _____        |
| 3.     | _____   | _____      | _____             | _____ | _____        |
| 4.     | _____   | _____      | _____             | _____ | _____        |
| 5.     | _____   | _____      | _____             | _____ | _____        |
| 6. **  | _____   | _____      | _____             | _____ | _____        |
| 7.     | _____   | _____      | _____             | _____ | _____        |
| 8. **  | _____   | _____      | _____             | _____ | _____        |
| 9.     | _____   | _____      | _____             | _____ | _____        |
| 10.    | _____   | _____      | _____             | _____ | _____        |
| 11. ** | _____   | _____      | _____             | _____ | _____        |
| 12. ** | _____   | _____      | _____             | _____ | _____        |
| 13.    | _____   | _____      | _____             | _____ | _____        |
| 14.    | _____   | _____      | _____             | _____ | _____        |
| 15.    | _____   | _____      | _____             | _____ | _____        |
| 16.    | _____   | _____      | _____             | _____ | _____        |
| 17. ** | _____   | _____      | _____             | _____ | _____        |
| 18.    | _____   | _____      | _____             | _____ | _____        |
| 19.    | _____   | _____      | _____             | _____ | _____        |
| 20.    | _____   | _____      | _____             | _____ | _____        |

### 2.3 LEAP E-READER BORROWING RECORD (page 2 of 2)

|        | Surname | First name | Library User ID # | Age   | Gender (M/F) |
|--------|---------|------------|-------------------|-------|--------------|
| 1.     | _____   | _____      | _____             | _____ | _____        |
| 2.     | _____   | _____      | _____             | _____ | _____        |
| 3.     | _____   | _____      | _____             | _____ | _____        |
| 4. **  | _____   | _____      | _____             | _____ | _____        |
| 5.     | _____   | _____      | _____             | _____ | _____        |
| 6.     | _____   | _____      | _____             | _____ | _____        |
| 7. **  | _____   | _____      | _____             | _____ | _____        |
| 8.     | _____   | _____      | _____             | _____ | _____        |
| 9.     | _____   | _____      | _____             | _____ | _____        |
| 10.    | _____   | _____      | _____             | _____ | _____        |
| 11.    | _____   | _____      | _____             | _____ | _____        |
| 12.    | _____   | _____      | _____             | _____ | _____        |
| 13.    | _____   | _____      | _____             | _____ | _____        |
| 14.    | _____   | _____      | _____             | _____ | _____        |
| 15.    | _____   | _____      | _____             | _____ | _____        |
| 16.    | _____   | _____      | _____             | _____ | _____        |
| 17. ** | _____   | _____      | _____             | _____ | _____        |
| 18.    | _____   | _____      | _____             | _____ | _____        |
| 19. ** | _____   | _____      | _____             | _____ | _____        |
| 20. ** | _____   | _____      | _____             | _____ | _____        |

## 2.3 DEVICE SURVEY WORKSHEET

Copy this worksheet to help you review devices for the device survey. Device surveys should be conducted on each device. Make as many copies as you need (one worksheet per device). Sort the books by “most recently read” and first write the book titles, then open each to see percentage complete. Then use this worksheet to fill out the Device Survey Report. List each book opened on the device and the percentage complete. If you need more lines, print additional tables

| DEVICE NAME:    |       |            |
|-----------------|-------|------------|
| DATE OF SURVEY: |       |            |
| #               | Title | % Complete |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
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|                 |       |            |
|                 |       |            |
|                 |       |            |

## 2.4 LEAP TRAINING SUMMARY

Completing this form after every e-reader training will help you collect necessary data for the monthly monitoring report.

Date of training: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_

Facilitator Title: \_\_\_\_\_

Facilitator Gender:  Male  
 Female

Number of attendees: \_\_\_\_\_

Number of attendees in each age group:

0 – 12: \_\_\_\_\_ 19 – 24: \_\_\_\_\_ 35 – 44: \_\_\_\_\_ 55 and above: \_\_\_\_\_

13 – 18: \_\_\_\_\_ 25 – 34: \_\_\_\_\_ 45 – 54: \_\_\_\_\_

Number of women: \_\_\_\_\_

Average pre-training test score: \_\_\_\_\_

Average post-training test score: \_\_\_\_\_  
(make sure to save the actual pre- and post-training tests)

What went well during this training? \_\_\_\_\_

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What can be improved next time? \_\_\_\_\_

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Suggestions to Worldreader staff on training materials, format,  
etc: \_\_\_\_\_

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## 2.5 LEAP WEEKLY MONITORING WORKSHEET

*Worldreader recommends completing this sheet once per week to assist with compiling data for monthly monitoring reports. Collecting data on a weekly basis will help ensure a more manageable workflow (less work for you the week before monthly reports are due!) and more reliable data. Weekly reports should not be submitted to Worldreader unless requested.*

*All numbers should be reported for the reporting period only (that is, for the dates specified).*

LIBRARY NAME: \_\_\_\_\_

PROJECT MANAGER NAME: \_\_\_\_\_

DATE OF REPORT: \_\_\_\_\_

DATES COVERED IN THIS REPORT: \_\_\_\_\_

*\*Information included in this report should only cover the dates you list above. Do not include information from previous reporting periods.*

### I. PATRONAGE

1. Total number of unique library patrons this month: \_\_\_\_\_

*\*Count each patron only once*

2. Number female: \_\_\_\_\_

3. Number in each age group:

0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_

13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_

4. Total number of library visits this month: \_\_\_\_\_

*\*Individual patrons may be double counted here. Each visit to the library should be counted once.*

### II. OVERALL COLLECTION:

1. Total number of books borrowed: \_\_\_\_\_

*\*Do not include e-books*

2. Total number of books returned: \_\_\_\_\_

*\*Do not include e-books*

### III. E-READER COLLECTION:

1. Total number of e-reader check-outs: \_\_\_\_\_

*\*Number of times e-readers have been borrowed*

2. Total number of unique patrons who borrowed e-readers: \_\_\_\_\_

*\*Count each patron only once*

3. Total number female: \_\_\_\_\_
4. Number in each age group:
- 0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_
- 13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_
5. Number of e-readers that are broken: \_\_\_\_\_
6. Please describe the breakage and how it happened: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. Have the broken e-readers been repaired? *Tick one:*

- Yes
- No

8. Number of e-readers that have been stolen: \_\_\_\_\_
9. Please describe the measures you have taken or will take to prevent future theft:
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### IV. E-READER TRAINING:

Refer to data recorded on worksheet 2.4: “LEAP Training Summary” for completing this section of the monthly monitoring report.

#### V. COMMUNITY OUTREACH:

1. Number of community outreach/ PR activities/campaigns on e-reader program conducted: \_\_\_\_\_
- \*“Community outreach/ Public Relations Activities” include any activities focused on bringing patrons to the library and making the surrounding community aware of the library and the services it offers. This may include passing out pamphlets or attending community events to publicize the library.*
2. Types of activities held: \_\_\_\_\_
- \_\_\_\_\_

3. What was successful?
4. What would you do differently next time?

## VI. OPERATIONS

1. How well is the current system for patrons to borrow e-readers functioning? (*Tick one*)

- Very poorly
- Poorly
- Neither poorly nor well
- Well
- Very Well

2. Please list any successes or challenges you experienced with the borrowing system this week:

## VII. LESSONS LEARNED

1. List any *successes* you experienced implementing the e-reader program this week:
2. List any *challenges* you experience implementing the e-reader program this week:



# LIBRARIES, E-READING, ACTIVITIES AND PARTNERSHIP (LEAP)

## ADDITIONAL WORKSHEETS

## 2.1 LEAP TRAINING ATTENDANCE RECORD

Training Date: \_\_\_\_\_ Library Name: \_\_\_\_\_

|      | Surname | First name | Library User ID | Age | Gender (M/F) | How many books (e-books and paper books) have you read in the last 24 hours? | How many books (e-books and paper books) have you read in the last 30 days? |
|------|---------|------------|-----------------|-----|--------------|--|---|
| 1    |         |            |                 |     |              |  |   |
| 2    |         |            |                 |     |              |  |   |
| 3    |         |            |                 |     |              |  |   |
| 4**  |         |            |                 |     |              |  |   |
| 5    |         |            |                 |     |              |  |   |
| 6    |         |            |                 |     |              |  |   |
| 7**  |         |            |                 |     |              |  |   |
| 8**  |         |            |                 |     |              |  |   |
| 9    |         |            |                 |     |              |  |   |
| 10   |         |            |                 |     |              |  |   |
| 11   |         |            |                 |     |              |  |   |
| 12   |         |            |                 |     |              |  |   |
| 13   |         |            |                 |     |              |  |   |
| 14   |         |            |                 |     |              |  |   |
| 15   |         |            |                 |     |              |  |   |
| 16** |         |            |                 |     |              |  |   |

2.2 LEAP E-READER BORROWING RECORD (page 1 of 2)

Library Name: -----

|      | Date | Surname | First name | Library User ID | Age | Gender (M/F) | How many books (e-books and paper books) have you read in the last 24 hours? | How many books (e-books and paper books) have you read in the last 30 days? |
|------|------|---------|------------|-----------------|-----|--------------|--|---|
| 1    |      |         |            |                 |     |              |  |   |
| 2    |      |         |            |                 |     |              |  |   |
| 3    |      |         |            |                 |     |              |  |   |
| 4    |      |         |            |                 |     |              |  |   |
| 5    |      |         |            |                 |     |              |  |   |
| 6**  |      |         |            |                 |     |              |  |   |
| 7    |      |         |            |                 |     |              |  |   |
| 8**  |      |         |            |                 |     |              |  |   |
| 9    |      |         |            |                 |     |              |  |   |
| 10   |      |         |            |                 |     |              |  |   |
| 11** |      |         |            |                 |     |              |  |   |
| 12** |      |         |            |                 |     |              |  |   |
| 13   |      |         |            |                 |     |              |  |   |
| 14   |      |         |            |                 |     |              |  |   |
| 15   |      |         |            |                 |     |              |  |   |
| 16** |      |         |            |                 |     |              |  |   |

## 2.3 DEVICE SURVEY WORKSHEET

Copy this worksheet to help you review devices for the device survey. Device surveys should be conducted on each device. Make as many copies as you need (one worksheet per device). Sort the books by "most recently read" and first write the book titles, then open each to see percentage complete. Then use this worksheet to fill out the Device Survey Report. List each book opened on the device and the percentage complete. If you need more lines, print additional tables

| DEVICE NAME:    |       |            |
|-----------------|-------|------------|
| DATE OF SURVEY: |       |            |
| #               | Title | % Complete |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
|                 |       |            |
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|                 |       |            |
|                 |       |            |

## 2.4 LEAP TRAINING SUMMARY

Completing this form after every e-reader training will help you collect necessary data for the monthly monitoring report.

Date of training: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_

Facilitator Title: \_\_\_\_\_ Facilitator Gender:  Male  
 Female

Number of attendees: \_\_\_\_\_

Number of attendees in each age group:

0 – 12: \_\_\_\_ 19 – 24: \_\_\_\_ 35 – 44: \_\_\_\_ 55 and above: \_\_\_\_

13 – 18: \_\_\_\_ 25 – 34: \_\_\_\_ 45 – 54: \_\_\_\_

Number of women: \_\_\_\_\_ Average pre-training test score: \_\_\_\_\_

Average post-training test score: \_\_\_\_\_  
(make sure to save the actual pre- and post- training tests)

What went well during this training? \_\_\_\_\_

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---

---

What can be improved next time? \_\_\_\_\_

---

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---

Suggestions to Worldreader staff on training materials, format, etc: \_\_\_\_\_

---

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## 2.5 LEAP WEEKLY MONITORING WORKSHEET

*Worldreader recommends completing this sheet once per week to assist with compiling data for monthly monitoring reports. Collecting data on a weekly basis will help ensure a more manageable workflow (less work for you the week before monthly reports are due!) and more reliable data. Weekly reports should not be submitted to Worldreader unless requested.*

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PROJECT MANAGER NAME: \_\_\_\_\_

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*\*Count each patron only once*

2. Number female: \_\_\_\_\_

3. Number in each age group:

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13–18: \_\_\_\_\_ 25 – 34: \_\_\_\_\_ 45–54: \_\_\_\_\_

4. Total number of library visits this month: \_\_\_\_\_

*\*Individual patrons may be double counted here. Each visit to the library should be counted once.*

### II. OVERALL COLLECTION:

1. Total number of books borrowed: \_\_\_\_\_

*\*Do not include e-books*

2. Total number of books returned: \_\_\_\_\_

*\*Do not include e-books*

### III. E-READER COLLECTION:

1. Total number of e-reader check-outs: \_\_\_\_\_

*\*Number of times e-readers have been borrowed*

2. Total number of unique patrons who borrowed e-readers: \_\_\_\_\_

*\*Count each patron only once*

3. Total number female: \_\_\_\_\_
4. Number in each age group:  
 0 – 12: \_\_\_\_      19–24: \_\_\_\_      35–44: \_\_\_\_      55 and above: \_\_\_\_  
 13–18: \_\_\_\_      25 – 34: \_\_\_\_      45–54: \_\_\_\_
5. Number of e-readers that are broken: \_\_\_\_\_
6. Please describe the breakage and how it happened: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Have the broken e-readers been repaired? *Tick one:*  
 Yes  
 No
8. Number of e-readers that have been stolen: \_\_\_\_\_
9. Please describe the measures you have taken or will take to prevent future theft: \_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IV. E-READER TRAINING:

Refer to data recorded on worksheet 2.4: “LEAP Training Summary” for completing this section of the monthly monitoring report.

V. COMMUNITY OUTREACH:

1. Number of community outreach/ PR activities/campaigns on e-reader program conducted:  
 \_\_\_\_\_  
*\*“Community outreach/ Public Relations Activities” include any activities focused on bringing patrons to the library and making the surrounding community aware of the library and the services it offers. This may include passing out pamphlets or attending community events to publicize the library.*
2. Types of activities held: \_\_\_\_\_  
 \_\_\_\_\_

3. What was successful?
4. What would you do differently next time?

## VI. OPERATIONS

1. How well is the current system for patrons to borrow e-readers functioning? *(Tick one)*

- Very poorly
- Poorly
- Neither poorly nor well
- Well
- Very Well

2. Please list any successes or challenges you experienced with the borrowing system this week:

## VII. LESSONS LEARNED

1. List any *successes* you experienced implementing the e-reader program this week:
2. List any *challenges* you experience implementing the e-reader program this week:



# Appendix 3

## Final LEAP Book list

| Count | Title  | Author                       | Publisher                       | Country      | Reading Level | Language | Genre                        |
|-------|--|------------------------------|---------------------------------|--------------|---------------|----------|------------------------------|
| 1     | 101 English Idioms Explained - Volume 1                | Standford, George            | Praski Publishing               | UK           |               | English  | Reference                    |
| 2     | 101 English Idioms Explained - Volume 2                | Standford, George            | Praski Publishing               | UK           |               | English  | Reference                    |
| 3     | A Fancy Dinner Party                                   | Various                      | Grey Gecko Press, LLC           | US           | F             | English  | Literary Works               |
| 4     | A Friend for Sam                                       | Labatt, Mary                 |                                 | Canada       | A             | English  | Literary Works               |
| 5     | A Ghost Tale for Christmas Time (Magic Tree House #44) | Osborne, Mary Pope           | Random House Inc.               | US           | D             | English  | Literary Works               |
| 6     | A Good Night For Ghosts (Magic Tree House #42)         | Osborne, Mary Pope           | Random House Inc.               | US           | D             | English  | Literary Works               |
| 7     | A is for?  | Raubenheimer, Paula          | Big Bug Books                   | South Africa | A             | English  | Literary Works               |
| 8     | A Journey to the Centre of the Earth                   |                              | Public Domain                   | US           |               | English  | Literary Works               |
| 9     | A Man of Two Faces                                     | Owino, Henry                 | Kenya Literature Bureau         | Kenya        | F             | English  | Literary Works               |
| 10    | A Midsummer Night's Dream                              | Shakespeare, William         | Public Domain                   | US           | F             | English  | Literary Works               |
| 11    | A Parade for Sam                                       | Labatt, Mary                 | Canada                          | Canada       | A             | English  | Literary Works               |
| 12    | A Passage to India                                     | Forster, E.M.                | RosettaBooks                    | US           | F             | English  | Literary Works               |
| 13    | A Puppy named Trep                                     | Mpesha, Nyambura             | Phoenix Publishers              | Kenya        | B             | English  | Literary Works               |
| 14    | A Short History of the World                           |                              | Crux Publishing                 | US           |               | English  | Reference                    |
| 15    | A Woman in Her Prime                                   | Konadu, Asare S.             | Adaex                           | Ghana        | D             | English  | Literary Works               |
| 16    | A Zebra Tale   | Kraus, Harry                 | WordAlive Publishers            | Kenya        | D             | English  | Literary Works               |
| 17    | Abaka's Story  | Yamoah, Asare Konadu         | Adaex                           | Ghana        | B             | English  | Literary Works               |
| 18    | Abiba's Journey  | Darmani, Lawrence            | Step Publishers                 | Ghana        | B             | English  | Literary Works               |
| 19    | Abu Goes to School                                     | Agbalenyio, McClean C.       | Step Publishers                 | Ghana        | C             | English  | Literary Works               |
| 20    | ACT Verbal   | BrainMatrix Inc              | BrainMatrix, Inc.               | US           | F             | English  | Reference                    |
| 21    | ACT Words  | BrainMatrix Inc              | BrainMatrix, Inc.               | US           | F             | English  | Reference                    |
| 22    | African Designs  | Kyerewaa, Amma               | Amma Kyerewaa                   | Ghana        | F             | English  | Literary Works               |
| 23    | After the Rains  |                              |                                 | Kenya        |               | English  | Literary Works               |
| 24    | Age of Innocence, The                                  |                              | Random House Inc.               | US           |               | English  | Fiction                      |
| 25    | Aimee and The Witch                                    |                              | Grey Gecko Press, LLC           | US           |               | English  | Literary Works               |
| 26    | All About Me   | Woode, Pamela Aba            | Sam-Woode Ltd.                  | Ghana        | B             | English  | Literary Works               |
| 27    | All About Water  | Ngure, Jane                  | The Jomo Kenyatta Foundation    | Kenya        | B             | English  | Textbooks and Teacher Guides |
| 28    | All Squawk, No Talk                                    | Bush, John                   | Storytime Africa                | South Africa | B             | English  | Literary Works               |
| 29    | Amazingly Easy Phrasal Verbs                           | Standford, George            | Praski Publishing               | UK           |               | English  | Reference                    |
| 30    | An Enemy Called Average                                | Mason, John L.               | WordAlive Publishers            | Kenya        | F             | English  | Literary Works               |
| 31    | Angel of Light and other stories                       | Adjekpagbon, Blessed Mudiaga | Bulkybon Publications           | Ghana        | E             | English  | Literary Works               |
| 32    | Anna Karenina  | Tolstoy, Leo                 | Public Domain                   | US           | F             | English  | Literary Works               |
| 33    | At The Crossroads                                      | Wambakha, O                  | Kenya Literature Bureau         | Kenya        | F             | English  | Literary Works               |
| 34    | Attack of the Shidas: AKAs Save Planet Earth!          | Muchemi, Muthoni             | Storymoja                       | Kenya        | D             | English  | Literary Works               |
| 35    | Bata wa Ajabu  | Bakari, Ndugu Atibu W.       | Single Education and Publishers | Kenya        | B             | Swahili  | Literary Works               |
| 36    | BB Books 1.08 Mbwa mwithu, Mbwa mwithu (Swahili)       |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 37    | BB Books 1.09 Panya mweupe (Swahili)                   |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 38    | BB Books 1.11 Jogoo mwekundu wa babu (Swahili)         |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 39    | BB Books 1.12 Sungura na kizimba (Swahili)             |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 40    | BB Books 2.01 Sanduku (Swahili)                        |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 41    | BB Books 2.02 Tazama, Kierie, tazama! (Swahili)        |                              | Big Bug Books                   | South Africa |               | Swahili  | Literary Works               |
| 42    | Bed Making Blues (Accepting Responsibility)            | De Beezenac, Salem           | icharacter                      | France       | B             | English  | Literary Works               |
| 43    | Beem Explores Africa                                   | Dosekun, Simidele            | Kachifo Limited (Farafina)      | Kenya        | C             | English  | Literary Works               |
| 44    | Beneath Hallowed Ground                                |                              | Grey Gecko Press, LLC           | US           |               | English  | Literary Works               |
| 45    | Beyond the Darkness                                    | Kibera, Ngumi                | Moran Publishers                | Kenya        | F             | English  | Literary Works               |
| 46    | Beyond the Smoke                                       |                              | JourneyForth Books              | US           |               | English  | Literary Works               |
| 47    | Beyond Violence: A True Story of Hurt, Hate and Hope   | Leakey Hofmeyr, Agnes        | The Jomo Kenyatta Foundation    | Kenya        | E             | English  | Literary Works               |
| 48    | Birago and Grandmother                                 | Hylton-Lartey, Mandy         | Step Publishers                 | Ghana        | C             | English  | Literary Works               |
| 49    | Blind Voices   | Moolman, Kobus               | Botsotso Publishing             | South Africa | F             | English  | Literary Works               |
| 50    | Blue Wings   | Horwitz, Allan Kolski        | Botsotso Publishing             | South Africa | D             | English  | Literary Works               |
| 51    | Bom Boy  | Omotoso, Yewande             | Modjaji Books                   | South Africa | F             | English  | Literary Works               |
| 52    | Boom Boom Bus  | Kabugu, Joan Mwhiki          | Storymoja                       | Kenya        | B             | English  | Literary Works               |

| Count | Title  | Author                    | Publisher                  | Country      | Reading Level | Language | Genre                        |
|-------|--|---------------------------|----------------------------|--------------|---------------|----------|------------------------------|
| 53    | Brave New World  | Huxley, Aldous            | RosettaBooks               | US           | F             | English  | Literary Works               |
| 54    | Budding Reader Book Set 1: Cat and Rat (10 books)                          | Various                   | Devonhall Publishing LLC   | US           | A             | English  | Literary Works               |
| 55    | Budding Reader Book Set 2: Wit and Kit (10 books)                          | Various                   | Devonhall Publishing LLC   | US           | A             | English  | Literary Works               |
| 56    | Budding Reader Book Set 3: Bugs (10 books)                                 | Various                   | Devonhall Publishing LLC   | US           | A             | English  | Literary Works               |
| 57    | Budding Reader Set 4: Hop! (10 books)                                      | Various                   | Devonhall Publishing LLC   | US           | A             | English  | Literary Works               |
| 58    | Business English Discussions   | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 59    | Business English Phrasebook  | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 60    | Business Management for Senior High Schools                                | Attieku, Ben              | Smartline Publishing       | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 61    | Cat's Cradle   | Vonnegut, Kurt            | RosettaBooks               | US           | F             | English  | Literary Works               |
| 62    | Champion: Win the fight, Live your Life                                    | Waweru, David             | WordAlive Publishers       | Kenya        | F             | English  | Literary Works               |
| 63    | Charlie and the Chocolate Factory  | Dahl, Roald.              | Puffin                     | UK           | D             | English  | Literary Works               |
| 64    | Chemistry: SHS; Form 3   |                           | Kenya Literature Bureau    | Kenya        |               | English  | Textbooks and Teacher Guides |
| 65    | Chura Mcheza Ngoma   | Nandwa, Rebecca           | Phoenix Publishers         | Kenya        | C             | Swahili  | Literary Works               |
| 66    | Common Reasons Why Start-Up Business Fail and What We Can Do About It      | Kiunga, Murori            | Queenex Publishers Limited | Kenya        | F             | English  | Textbooks and Teacher Guides |
| 67    | Complete Short Stories of Mark Twain                                       |                           | Random House Inc.          | US           |               | English  | Literary Works               |
| 68    | Comprehensive Social Studies Pupil's Book for Standard 1 - Kenyan Textbook | Various                   | Longhorn Publishers        | Kenya        |               | English  | Textbooks and Teacher Guides |
| 69    | Cookie Rookie (Asking Before Taking)                                       | De Beezenac, Salem        | icharacter                 | France       | B             | English  | Literary Works               |
| 70    | Courtesy for Boys and Girls  | Hagan, Hannah             | Adaex                      | Ghana        | B             | English  | Literary Works               |
| 71    | Courting Khethiwe  | Kyerewaa, Amma            | Amma Kyerewaa              | Ghana        | F             | English  | Literary Works               |
| 72    | Crazy English 2 - Intermediate - Upper-intermediate                        | Standford, George         | Praski Publishing          | UK           |               | Engli    | Reference                    |
| 73    | Crazy English! Advanced - Proficiency                                      | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 74    | Crazy English! Intermediate-Upper-intermediate                             | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 75    | Crazy English! Pre-intermediate-Intermediate                               | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 76    | Dare to Dream Again!   | Geke, Fred                | WordAlive Publishers       | Kenya        | F             | English  | Literary Works               |
| 77    | Diwani ya Akilimali  | Akilimali Snow-White, DHA | Kenya Literature Bureau    | Kenya        | E             | Swahili  | Literary Works               |
| 78    | Dog-Heart  | McCaulay, Diana           | Peepal Tree Press          | UK           | F             | English  | Literary Works               |
| 79    | Don't Touch that Toad and other Strange Things Adults Tell You             | Rondina, Catherine        | Kids Can Press             | Canada       | B             | English  | Literary Works               |
| 80    | Dracula  | Stoker, Bram              | Random House Inc.          | US           | F             | English  | Literary Works               |
| 81    | Dressing   | Raubenheimer, Paula       | Big Bug Books              | South Africa | A             | English  | Literary Works               |
| 82    | Dynamics of Business Studies: Form 1                                       | Nasio, J. Abrose          | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 83    | Dynamics of Business Studies: Form 2                                       | Nasio, J. Abrose          | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 84    | Echoes of Two Worlds   | Kiyeng, S                 | Kenya Literature Bureau    | Kenya        | F             | English  | Literary Works               |
| 85    | Eddie and Lulu   | Atkinson, Hilary          | Kidza Books                | South Africa | C             | English  | Literary Works               |
| 86    | Emma   | Austen, Jane              | Public Domain              | US           | F             | English  | Literary Works               |
| 87    | End Malaria  |                           |                            | Kenya        |               | English  | Literary Works               |
| 88    | English for Interviews   | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 89    | English for Time Management  | Standford, George         | Praski Publishing          | UK           |               | English  | Reference                    |
| 90    | Every Word (A Free Game for Kindle)  | Amazon Digital Services   | Amazon Digital Services    | US           | B             | English  | Games                        |
| 91    | Every Word: Crossings (A Free Word Game for Kindle)                        | Amazon Digital Services   | Amazon Digital Services    | US           |               | English  | Games                        |
| 92    | Excel and Succeed Malawi: Junior Secondary Agriculture; Form 2             | Ngomwa, Anthony M.        | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 93    | Excel and Succeed Malawi: Senior Secondary Agriculture; Form 3             | Ngomwa, Anthony M.        | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 94    | Excel and Succeed Malawi: Senior Secondary Agriculture; Form 4             | Ngomwa, Anthony M.        | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 95    | Excel and Succeed Malawi: Senior Secondary Biology; Form 4                 |                           | Longhorn Publishers        | Kenya        |               | English  | Textbooks and Teacher Guides |
| 96    | Excel and Succeed Malawi: Senior Secondary Computer Studies; Form 3        | Nasalangwa, Andrew        | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 97    | Excel and Succeed Malawi: Senior Secondary Computer Studies; Form 4        | Nasalangwa, Andrew        | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 98    | Excel and Succeed Malawi: Senior Secondary English; Form 3                 | Kadyoma, Fritz            | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 99    | Excel and Succeed Malawi: Senior Secondary English; Form 4                 | Kadyoma, Fritz            | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 100   | Excel and Succeed Malawi: Senior Secondary Life Skills; Form 3             | Nsasa, Herbert R.         | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 101   | Excel and Succeed Malawi: Senior Secondary Life Skills; Form 4             | Kadyoma, Fritz            | Longhorn Publishers        | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 102   | Faceless   | Darko, Amma               | Sub Saharan                | Ghana        | D             | English  | Literary Works               |
| 103   | Fading Flowers (Positiveness and cheerfulness)                             | De Beezenac, Salem        | icharacter                 | France       | B             | English  | Literary Works               |
| 104   | Fahali Mtoboa Siri   | Matandura, Bitugi         | Focus Publishers Ltd.      | Kenya        | D             | Swahili  | Literary Works               |
| 105   | Familiar Quotations  |                           | Public Domain              | US           | F             | English  | Reference                    |
| 106   | Fantastic Mr. Fox  | Dahl, Roald.              | Puffin                     | UK           | D             | English  | Literary Works               |
| 107   | Far from the Maddening Crowd   |                           | Public Domain              | US           |               | English  | Literary Works               |

| Count | Title  | Author                           | Publisher                    | Country      | Reading Level | Language | Genre                        |
|-------|--|----------------------------------|------------------------------|--------------|---------------|----------|------------------------------|
| 108   | Fine Boys  | Imasuen, Eghosa                  | Kachifo Limited (Farafina)   | Nigeria      | E             | English  | Literary Works               |
| 109   | Flash Cards: Animals for Kids  | Digi Ronin Games (Editor)        | Digi Ronin Games             | US           | A             | English  | Literary Works               |
| 110   | Flash Cards: Foods for Kids  | Digi Ronin Games (Editor)        | Digi Ronin Games             | US           | A             | English  | Literary Works               |
| 111   | Flipside   | Jeynes, Karen                    | New Africa Books             | South Africa | D             | English  | Literary Works               |
| 112   | Fractured Lives  | Strasburg, Toni                  | Modjaji Books                | South Africa | F             | English  | Literary Works               |
| 113   | Frankenstein   | Shelley, Mary                    | Random House Inc.            | US           | F             | English  | Literary Works               |
| 114   | Freshers' Welcome  | Osei, Samelia                    | EPP Books Services           | Ghana        | D             | English  | Literary Works               |
| 115   | General Knowledge in Art for Senior High Schools   | Effah-Sakyi, Emmanuel            | Smartline Publishing         | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 116   | Ghost Town at Sundown (Magic Tree House #10)   | Osborne, Mary Pope               | Random House Inc.            | US           | D             | English  | Literary Works               |
| 117   | Ghostboy and the Nameless Grave (An Interactive Children's Book for Kindle)                    | Robot Media                      | Robot Media                  | Spain        | D             | English  | Literary Works               |
| 118   | GMAT Math  | BrainMatrix Inc                  | BrainMatriX, Inc.            | US           | F             | English  | Reference                    |
| 119   | GMAT Verbal  | BrainMatrix Inc                  | BrainMatriX, Inc.            | US           | F             | English  | Reference                    |
| 120   | Go Girl: Surf's Up   |                                  | Hardie Grant Egmont          | Australia    |               | English  | Fiction                      |
| 121   | Go Tell the Sun  | Molefhe, Wame                    | Modjaji Books                | South Africa | F             | English  | Literary Works               |
| 122   | Good Morning, Gorillas (Magic Tree House #26)  | Osborne, Mary Pope               | Random House Inc.            | US           | D             | English  | Literary Works               |
| 123   | Grandmother's Winning Smile  | Gazemba, Stanley                 | Imbada Publishers            | Kenya        | D             | English  | Literary Works               |
| 124   | Grandpa Goes to Hospital   | Raubenheimer, Paula              | Big Bug Books                | South Africa | C             | English  | Literary Works               |
| 125   | GRE Math   | BrainMatrix Inc                  | BrainMatriX, Inc.            | US           | F             | English  | Reference                    |
| 126   | GRE Verbal   | BrainMatrix Inc                  | BrainMatriX, Inc.            | US           | F             | English  | Reference                    |
| 127   | GRE WORDS  | BrainMatrix Inc                  | BrainMatriX, Inc.            | US           | F             | English  | Reference                    |
| 128   | Great Expectations   | Dickens, Charles                 | Random House Inc.            | US           | F             | English  | Literary Works               |
| 129   | Gulliver's Travels   | Swift, Jonathan                  | Public Domain                | US           | F             | English  | Literary Works               |
| 130   | Hands of Destiny   | Chikeluba, Anaduaka Christopher  | Bulkybon Publications        | Ghana        | F             | English  | Literary Works               |
| 131   | He Man   |                                  | Kenya Literature Bureau      | Kenya        |               | English  | Literary Works               |
| 132   | Hello Tortoise   | Bush, John                       | Storytime Africa             | South Africa | B             | English  | Literary Works               |
| 133   | Hemispheres: Inside a Stroke   | Wharton, Edith                   | Modjaji Books                | South Africa | F             | English  | Literary Works               |
| 134   | Higher Lessons in English A Work on English Grammar and Composition                            | Reed, Alonzo                     | Public Domain                | US           |               | English  | Textbooks and Teacher Guides |
| 135   | How the Children Became Stars  |                                  | Aaron Zerah                  | Kenya        |               | English  | Literary Works               |
| 136   | How to Get Along With Others   | Abedi, K. A.                     | Adaex                        | Ghana        | B             | English  | Literary Works               |
| 137   | How to Remember Names and Numbers  |                                  | Praski Publishing            | Poland       |               | English  | Reference                    |
| 138   | How to Speak and Write Correctly   | Devlin, Joseph                   | Public Domain                | US           | F             | English  | Reference                    |
| 139   | Humanity: A Short Story Collection   |                                  | Australian Literature Review | Australia    |               | English  | Literary Works               |
| 140   | Huracan  | McCaulay, Diana                  | Peepal Tree Press            | UK           | F             | English  | Literary Works               |
| 141   | Hyena's Wedding Day and Other Stories  | Ndirangu, Eutyclus               | Kenya Literature Bureau      | Kenya        | C             | English  | Literary Works               |
| 142   | I Am Legend  | Matheson, Richard                | RosettaBooks                 | US           | F             | English  | Literary Works               |
| 143   | I Can Read: Fruits We Eat  | Mwisho, Faith                    | Mountain Top Publishers Ltd. | Kenya        | B             | English  | Literary Works               |
| 144   | I Know: My Family  | Mwisho, Faith                    | Mountain Top Publishers Ltd. | Kenya        | B             | English  | Literary Works               |
| 145   | Ikasi and other plays  | Diniso, Gha-Makhulu              | Botsotso Publishing          | South Africa | F             | English  | Literary Works               |
| 146   | iLead: Five Insights for Building Sustainable Organizations                                    |                                  | Blooming Twig Books LLC      | Kenya        |               | English  | Reference                    |
| 147   | In Pain We Trust: A Conversation Between Mother and Son on the Journey from Sickness to Health |                                  | Blooming Twig Books LLC      | US           |               | English  | Literary Works               |
| 148   | Incidents in the Life of a Slave Girl Written by Herself                                       |                                  | Public Domain                | US           |               | English  | Fiction                      |
| 149   | Inventor Secondary Business Studies Form Four Students' Book                                   | Nyaga, Michael K.                | Kenya Literature Bureau      | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 150   | Inventor Secondary Business Studies Form One Students' Book                                    | Kenya Literature Bureau (Editor) | Kenya Literature Bureau      | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 151   | Inventor Secondary Business Studies Form Three Students' Book                                  | Nyaga, Michael K.                | Kenya Literature Bureau      | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 152   | Inventor Secondary Business Studies Form Two Students' Book                                    | Kenya Literature Bureau (Editor) | Kenya Literature Bureau      | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 153   | Invisible Man, The   | Wells, H.G.                      | Random House Inc.            | US           | F             | English  | Literary Works               |
| 154   | It Happened in Ghana: A Historical Romance 1824 - 1971   | Smith, Noel                      | Sub Saharan                  | Ghana        | F             | English  | Literary Works               |
| 155   | It's Moving Day!   | Hickman, Pamela                  | Canada                       | Canada       | B             | English  | Literary Works               |
| 156   | Ivy and Bean (Book 10)   | Barrows, Annie                   | Chronicle Books              | Canada       | B             | English  | Literary Works               |
| 157   | Ivy and Bean and the Ghost That Had to Go: Book 2 (Ivy & Bean)                                 | Barrows, Annie                   | Chronicle Books              | Canada       | B             | English  | Literary Works               |
| 158   | Ivy and Bean Bound to Be Bad: Book 5   | Barrows, Annie                   | Chronicle Books              | US           | B             | English  | Literary Works               |
| 159   | Ivy and Bean Break the Fossil Record: Book 3 (Ivy & Bean)                                      |                                  | Chronicle Books              | US           | B             | English  | Literary Works               |
| 160   | Ivy and Bean Doomed to Dance: Book 6   | Barrows, Annie                   | Chronicle Books              | US           | B             | English  | Literary Works               |
| 161   | Ivy and Bean Make the Rules (Book 9)   | Barrows, Annie                   | Chronicle Books              | US           | B             | English  | Literary Works               |
| 162   | Ivy and Bean No News Is Good News (Book 8) (Ivy & Bean)  | Barrows, Annie                   | Chronicle Books              | US           | B             | English  | Literary Works               |

| Count | Title   | Author                  | Publisher                    | Country      | Reading Level | Language | Genre                        |
|-------|---|-------------------------|------------------------------|--------------|---------------|----------|------------------------------|
| 163   | Ivy and Bean Take Care of the Babysitter: Book 4 (Ivy & Bean)         | Barrows, Annie          | Chronicle Books              | US           | B             | English  | Literary Works               |
| 164   | Ivy and Bean What's the Big Idea? (Book 7)                            | Barrows, Annie          | Chronicle Books              | US           | B             | English  | Literary Works               |
| 165   | Ivy and Bean: Book 1 (Ivy & Bean)                                     | Barrows, Annie          | Chronicle Books              | US           | B             | English  | Literary Works               |
| 166   | James and the Giant Peach   | Dahl, Roald.            | Puffin                       | UK           | D             | English  | Literary Works               |
| 167   | Jane Eyre   | Bronte, Charlotte       | Random House Inc.            | US           | F             | English  | Literary Works               |
| 168   | Jigsaw Words (A Free Word Game for Kindle)                            | Amazon Digital Services | Amazon Digital Services      | US           | B             | English  | Games                        |
| 169   | Just a moment, God! An Anthology of Verse and Prose from East Africa  | Green, Robert (editor)  | Kenya Literature Bureau      | Kenya        | F             | English  | Literary Works               |
| 170   | K.C.S.E. Golden Tips: History and Government                          |                         | Moran Publishers             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 171   | K.C.S.E. Golden Tips: Skills in Composition Writing                   | Ndirangu, Joseph        | Moran Publishers             | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 172   | KCPE Golden Tips Science  |                         | Moran Publishers             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 173   | KCPE Golden Tips Social Studies                                       | Sanya, Abigail          | Moran Publishers             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 174   | KCPE Golden Tips: Mathematics   |                         | Moran Publishers             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 175   | KCPE Golden Tips: Skills in Composition Writing                       |                         | Moran Publishers             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 176   | KCPE Golden Tips: Stadi za Uandishi wa Insha                          |                         | Moran Publishers             | Kenya        | SHS           | Swahili  | Textbooks and Teacher Guides |
| 177   | Keynote English Pupil's Book 1  | Various                 | Longhorn Publishers          | Kenya        | Standard 1    | English  | Textbooks and Teacher Guides |
| 178   | Keynote English Pupil's Book 2  | Various                 | Longhorn Publishers          | Kenya        | Standard 1    | English  | Textbooks and Teacher Guides |
| 179   | Keynote English Pupil's Book 3  | Various                 | Longhorn Publishers          | Kenya        | Standard 1    | English  | Textbooks and Teacher Guides |
| 180   | Kidnapped   | Stevenson, Robert Louis | HarperCollins UK             | UK           |               | English  | Literary Works               |
| 181   | Kids on Bikes   | Atkinson, Hilary        | Kidza Books                  | South Africa | A             | English  | Textbooks and Teacher Guides |
| 182   | Kisa cha Mkulima, Mwanawe na Punda                                    | Unspecified             | Longhorn Publishers          | Kenya        | B             | Swahili  | Literary Works               |
| 183   | Kisumu County Comprehensive Social Studies: Form 4                    |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 184   | Kiswahili Mufti (Kenyan Kiswahili Textbook) Grade 2 (Swahili Edition) | Wallah, Bin Wallah      | Longhorn Publishers          | Kenya        |               | Swahili  | Literary Works               |
| 185   | Kiswahili Mufti (Kenyan Kiswahili Textbook) Grade 3 (Swahili Edition) | Wallah, Bin Wallah      | Longhorn Publishers          | Kenya        |               | Swahili  | Literary Works               |
| 186   | Kiswahili Reader 1: Vokali  | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | English  | Literary Works               |
| 187   | Kiswahili Reader 10: Matunda  | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | Swahili  | Literary Works               |
| 188   | Kiswahili Reader 11: Siku Yangu Shuleni                               | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | Swahili  | Literary Works               |
| 189   | Kiswahili Reader 3: Siku za Wiki                                      | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | Swahili  | Literary Works               |
| 190   | Kiswahili Reader 4: Usafiri   | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | Swahili  | Literary Works               |
| 191   | Kiswahili Reader 9: Familia   | Mwisho, Faith           | Mountain Top Publishers Ltd. | Kenya        | A             | Swahili  | Literary Works               |
| 192   | Kitabu Changu Cha 123 Paka Rangi na Ujifunze                          | Imbeah, Paa Kwesi       | Kasahorow Foundation         | Kenya        | A             | Swahili  | Textbooks and Teacher Guides |
| 193   | KLB Biology: SHS; Form 2  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 194   | KLB Biology: SHS; Form 4  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 195   | KLB Mathematics: SHS; Form 1  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 196   | KLB Mathematics: SHS; Form 3  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 197   | KLB Physics: SHS; Form 2  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 198   | KLB Physics: SHS; Form 3  |                         | Kenya Literature Bureau      | Kenya        |               | English  | Textbooks and Teacher Guides |
| 199   | Knight at Dawn, The (Magic Tree House #2)                             | Osborne, Mary Pope      | Random House Inc.            | US           | D             | English  | Literary Works               |
| 200   | KSCE Revision: CRE  |                         |                              | Kenya        |               | English  | Textbooks and Teacher Guides |
| 201   | Kuwa Kijana: To Become a Young Man                                    | Sommer, Marni           | Grow and Know, Inc.          | US           | D             | English  | Reference                    |
| 202   | Leprechaun in Late Winter (Magic Tree House #43)                      | Osborne, Mary Pope      | Random House Inc.            | US           | D             | English  | Literary Works               |
| 203   | Let Me Tell You   | Forde, Sarah            | Storymoja                    | Kenya        | F             | English  | Literary Works               |
| 204   | Lion, Dog and Cat   | Gathumbi, Agnes W.      | Phoenix Publishers           | Kenya        | B             | English  | Literary Works               |
| 205   | Lions at Lunchtime (Magic Tree House #11)                             | Osborne, Mary Pope      | Random House Inc.            | US           | D             | English  | Literary Works               |
| 206   | Little Thithinda and the Wind Game                                    | Gatimi, Karimi          | Storymoja                    | Kenya        | A             | English  | Literary Works               |
| 207   | Little Women  | Alcott, Louisa May      | Random House Inc.            | US           | F             | English  | Literary Works               |
| 208   | Living Memories: Kenya's Untold Stories                               | Kags, Al                | Storymoja                    | Kenya        | F             | English  | Literary Works               |
| 209   | Longhorn Secondary Agriculture: Form 2                                |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 210   | Longhorn Secondary Biology: Form 1                                    |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 211   | Longhorn Secondary Biology: Form 2                                    |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 212   | Longhorn Secondary Chemistry: Form 2                                  |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 213   | Longhorn Secondary Physics: Form 1                                    |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 214   | Longhorn Secondary Physics: Form 2                                    |                         | Longhorn Publishers          | Kenya        |               | English  | Textbooks and Teacher Guides |
| 215   | Looking for Trouble   | Higgs, Colleen          | Modjaji Books                | South Africa | F             | English  | Literary Works               |
| 216   | Lord Teach Us to Pray   |                         |                              | US           |               | English  | Literary Works               |
| 217   | Love and Friendship   | Austen, Jane            | Public Domain                | US           | F             | English  | Literary Works               |
| 218   | Lunch with Charlotte  | Berger, Leon            | Grey Gecko Press, LLC        | US           | F             | English  | Nonfiction                   |

| Count | Title  | Author                  | Publisher                           | Country      | Reading Level | Language | Genre                        |
|-------|--|-------------------------|-------------------------------------|--------------|---------------|----------|------------------------------|
| 219   | Maafa Kijijini   | Mwango, Mary            | Longhorn Publishers                 | Kenya        | B             | Swahili  | Literary Works               |
| 220   | Mansfield Park   | Austen, Jane            | Random House Inc.                   | US           | F             | English  | Literary Works               |
| 221   | Mapambano  |                         | Tanzania Educational Publishers Ltd | Tanzania     |               | Swahili  | Literary Works               |
| 222   | Mars   | Bova, Ben               | RosettaBooks                        | US           | F             | English  | Literary Works               |
| 223   | Mashairi ya Watoto Marobo tandarobo na nyinginezo  | Buliva, Arthur          | Kasahorow Foundation                | Kenya        | C             | Swahili  | Literary Works               |
| 224   | Math Blender (A Free Puzzle Game for Kindle)   | Amazon Digital Services | Amazon Digital Services             | US           | B             | English  | Games                        |
| 225   | Mathematics: SHS; Form 4   |                         | Kenya Literature Bureau             | Kenya        |               | English  | Textbooks and Teacher Guides |
| 226   | Matilda  | Dahl, Roald.            | Puffin                              | UK           | D             | English  | Literary Works               |
| 227   | Maximising on your Retirement  | Kiunga, Murori          | Queenex Publishers Limited          | Kenya        | F             | English  | Literary Works               |
| 228   | Men of the Bible   |                         | Public Domain                       | US           |               | English  | Literary Works               |
| 229   | Midnight on the Moon (Magic Tree House #8)   | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 230   | Milestones in History and Government: Form 1   |                         | Longhorn Publishers                 | Kenya        |               | English  | Textbooks and Teacher Guides |
| 231   | Milestones in History and Government: Form 2   |                         | Longhorn Publishers                 | Kenya        |               | English  | Textbooks and Teacher Guides |
| 232   | Moby Dick  | Melville, Herman        | Random House Inc.                   | US           | F             | English  | Literary Works               |
| 233   | Molly Moccasins -- Apples Are Awesome (Molly Moccasins Adventure Story and Activity Books)         | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 234   | Molly Moccasins -- Berry Delicious Day (Molly Moccasins Adventure Story and Activity Books)        | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 235   | Molly Moccasins -- Body Language (Molly Moccasins Adventure Story and Activity Books)              | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 236   | Molly Moccasins -- Cousin Kate (Molly Moccasins Adventure Story and Activity Books)                | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 237   | Molly Moccasins -- Favorite Word (Molly Moccasins Adventure Story and Activity Books)              | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 238   | Molly Moccasins -- Hand-Me-Down Sweater (Molly Moccasins Adventure Story and Activity Books)       | O'Toole, Victoria Ryan  | Urban Fox Studios                   | US           | B             | English  | Literary Works               |
| 239   | Monday with a Mad Genius (Magic Tree House #38)  | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 240   | Moonlight on the Magic Flute (Magic Tree House #41)  | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 241   | Moran Primary CRE: Pupil's Book 7  | Wanaswa, Rosemary       | Moran Publishers                    | Kenya        | Standard 7    | English  | Textbooks and Teacher Guides |
| 242   | Moran Primary Science: Pupil's Book 1  | Muguti, Christopher     | Moran Publishers                    | Kenya        | Standard 1    | English  | Textbooks and Teacher Guides |
| 243   | Moran Primary Science: Pupil's Book 6  | Muguti, Christopher     | Moran Publishers                    | Kenya        | Standard 6    | English  | Textbooks and Teacher Guides |
| 244   | Moran Primary Science: Pupil's Book 7  | Muguti, Christopher     | Moran Publishers                    | Kenya        | Standard 7    | English  | Textbooks and Teacher Guides |
| 245   | Moran Primary Science: Pupil's Book 8  | Muguti, Christopher     | Moran Publishers                    | Kenya        | Standard 8    | English  | Textbooks and Teacher Guides |
| 246   | Moran Social Studies 7   | Sanya, Abigail          | Moran Publishers                    | Kenya        | Standard 7    | English  | Textbooks and Teacher Guides |
| 247   | Moran Social Studies 8   | Sanya, Abigail          | Moran Publishers                    | Kenya        | Standard 8    | English  | Textbooks and Teacher Guides |
| 248   | Mother Earth   | Raubenheimer, Paula     | Big Bug Books                       | South Africa | B             | English  | Literary Works               |
| 249   | Mothers & Other Monsters: Stories  |                         | Small Beer Press                    | US           |               | English  | Fiction                      |
| 250   | Mr Skip  | Morpurgo, Michael       | HarperCollins UK                    | UK           | C             | English  | Literary Works               |
| 251   | Mti wa Ajabu   |                         | Moran Publishers                    | Kenya        |               | Swahili  | Literary Works               |
| 252   | Mummies in the Morning (Magic Tree House #3)   | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 253   | Musiimbi's Shadow and other stories  |                         | Kenya Literature Bureau             | Kenya        |               | English  | Literary Works               |
| 254   | Mutungua Na Ngewa Yake   |                         | Kenya Literature Bureau             | Kenya        |               | Swahili  | Literary Works               |
| 255   | Mwanamke na Mawele: Kitabu cha 7   |                         | Longhorn Publishers                 | Kenya        |               | Swahili  | Textbooks and Teacher Guides |
| 256   | My body parts  | Ngure, Jane             | The Jomo Kenyatta Foundation        | Kenya        | B             | English  | Textbooks and Teacher Guides |
| 257   | My First Time: Stories of Sex and Sexuality from Women like You                                    | Thorpe, Jen (editor)    | Modjaji Books                       | South Africa | E             | English  | Literary Works               |
| 258   | My Hat   | Atkinson, Hilary        | Kidza Books                         | South Africa | A             | English  | Textbooks and Teacher Guides |
| 259   | Myths and Legends of Ancient Greece and Rome   | Berens, E.M             | Public Domain                       | US           | E             | English  | Literary Works               |
| 260   | Mzee Alfabeti  |                         | Tanzania Educational Publishers Ltd | Tanzania     |               | Swahili  | Literary Works               |
| 261   | Nala's Great Escape  | Nyambura Kariuki, Mary  | The Jomo Kenyatta Foundation        | Kenya        | C             | English  | Literary Works               |
| 262   | Naomi in Her New School  | Mzee Muleka, Joseph     | Kenya Literature Bureau             | Kenya        | D             | English  | Literary Works               |
| 263   | Naughty Stories: The Bravest Kid I've Ever Known and Other Naughty Stories for Good Boys and Girls |                         | Hardie Grant Egmont                 | Australia    |               | English  | Fiction                      |
| 264   | Naughty Stories: The Girl With Death Breath and Other Naughty Stories for Good Boys and Girls      |                         | Hardie Grant Egmont                 | UK           |               | English  | Literary Works               |
| 265   | Never Say Never  | Mugo, Anthony           | Longhorn Publishers                 | Kenya        | E             | English  | Literary Works               |
| 266   | New Integrated English: Students' Book 3   | Gathumbi, Agnes W.      | The Jomo Kenyatta Foundation        | Kenya        | C             | English  | Textbooks and Teacher Guides |
| 267   | Night of the New Magicians (Magic Tree House #35)  | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 268   | Night of the Ninjas (Magic Tree House #5)  | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English  | Literary Works               |
| 269   | No Need to Lie   | Schmid, Rolf Rainer     | Moran Publishers                    | Kenya        | E             | English  | Literary Works               |
| 270   | Noma's Sand: A Tale from Lesotho   | Asare, Meshack          | Sub Saharan Publishers              | Ghana        | C             | English  | Literary Works               |
| 271   | Of Human Bondage   |                         | Random House Inc.                   | US           |               | English  | Literary Works               |

| Count | Title  | Author                   | Publisher                       | Country      | Reading Level | Language | Genre                        |
|-------|--|--------------------------|---------------------------------|--------------|---------------|----------|------------------------------|
| 272   | Old Vulture and the Rainbow  | Borboryoe, Joel          | Step Publishers                 | Ghana        | B             | English  | Literary Works               |
| 273   | Oliver Twist   | Dickens, Charles         | Random House Inc.               | US           | F             | English  | Literary Works               |
| 274   | On Safari  | Raubenheimer, Paula      | Big Bug Books                   | South Africa | A             | English  | Literary Works               |
| 275   | Operation Kamaliza   | Katui, Munro             | Phoenix Publishers              | Kenya        | E             | English  | Literary Works               |
| 276   | Oral Literature in Africa  | Finnegan, Ruth           | Public Domain                   | US           | E             | English  | Literary Works               |
| 277   | Out and About (Shyness)  | De Beezenac, Salem       | icharacter                      | France       | B             | English  | Literary Works               |
| 278   | Palm Tree Parables: Inspirational stories and heart-warming ideas for personal growth        | Darmani, Lawrence        | Step Publishers                 | Ghana        | C             | English  | Literary Works               |
| 279   | Pepela na Mto  | Walibora, Ken            | Phoenix Publishers              | Kenya        | D             | Swahili  | Literary Works               |
| 280   | Persuasion   | Austen, Jane             | Random House Inc.               | US           | F             | English  | Literary Works               |
| 281   | Peter and Wendy  | Barrie, J.M.             | Public Domain                   | US           | E             | English  | Literary Works               |
| 282   | Peter Pan  | Barrie, J.M.             | Random House Inc.               | US           | E             | English  | Literary Works               |
| 283   | Pigo la Ujana  | Muthusi, Bob             | Kenya Literature Bureau         | Kenya        | E             | Swahili  | Literary Works               |
| 284   | Pili Pili  |                          | Phoenix Publishers              | Kenya        |               | Swahili  | Literary Works               |
| 285   | Pinocchio  | Collodi, Carlo           | HarperCollins UK                | UK           |               | English  | Literary Works               |
| 286   | Pirates Past Noon (Magic Tree House #4)  | Osborne, Mary Pope       | Random House Inc.               | US           | D             | English  | Literary Works               |
| 287   | Pizza for Sam  | Labatt, Mary             | Canada                          | Canada       | A             | English  | Literary Works               |
| 288   | Poachers Beware!   | Arensen, Shel            | WordAlive Publishers            | Kenya        | D             | English  | Literary Works               |
| 289   | Polar Bears Past Bedtime (Magic Tree House #12)  | Osborne, Mary Pope       | Random House Inc.               | US           | D             | English  | Literary Works               |
| 290   | Pole Mzee Bonga  | Nandwa, Rebecca          | Single Education and Publishers | Kenya        | C             | Swahili  | Literary Works               |
| 291   | Practical Grammar and Composition  |                          | Public Domain                   | US           |               | English  | Reference                    |
| 292   | Practical Tips for New Writers   | Standford, Jan           | Praski Publishing               | UK           |               | English  | Reference                    |
| 293   | Pride and Prejudice  | Austen, Jane             | Random House Inc.               | US           | F             | English  | Literary Works               |
| 294   | Primary CRE: Pupil's Book 8  | Wanaswa, Rosemary        | Moran Publishers                | Kenya        | Standard 8    | English  | Textbooks and Teacher Guides |
| 295   | Prince and the Pauper, The   | Twain, Mark              | Random House Inc.               | US           | F             | English  | Literary Works               |
| 296   | Professor Van Dusen: The Thinking Machine  |                          | JourneyForth Books              | US           |               | English  | Literary Works               |
| 297   | RBI Volume 2: Dragon's Triangle  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 298   | RBI Volume 3: Running Wild   | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 299   | RBI Volume 4: Secrets Of The Deep  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 300   | RBI Volume 5: Wings Of Fear  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 301   | RBI Volume 6: Sub-Zero Survival  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 302   | RBI Volume 7: Shock Horror   | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 303   | RBI Volume 8: The Lost Island  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 304   | Reclaiming the L-Word: Sappho's Daughters Out in Africa                                      | Diesel, Alleyn           | Modjaji Books                   | South Africa | F             | English  | Literary Works               |
| 305   | Responsible Living: A Life Skills Education for Secondary Schools; Students Book for Form 2  | Wasike, Flora            | The Jomo Kenyatta Foundation    | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 306   | Responsible Living: A Life Skills Education for Secondary Schools; Students' Book for Form 1 |                          | The Jomo Kenyatta Foundation    | Kenya        | SHS           | English  | Textbooks and Teacher Guides |
| 307   | Ripley's Believe It or Not!  | Leroy, Robert            | Ripley's                        | US           | E             | English  | Literary Works               |
| 308   | Ripley's Unbelievable Stories For Guys (USFG)  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 309   | Ripley's RBI 01: A Scaly Tale  | Ripley's                 | Ripley's                        | US           | E             | English  | Literary Works               |
| 310   | Sam's Snowy Day  | Labatt, Mary             | Canada                          | Canada       | A             | English  | Literary Works               |
| 311   | SAT Math   | BrainMatrix Inc          | BrainMatriX, Inc.               | US           | F             | English  | Reference                    |
| 312   | SAT Verbal   | BrainMatrix Inc          | BrainMatriX, Inc.               | US           | F             | English  | Reference                    |
| 313   | SAT Words  | BrainMatrix Inc          | BrainMatriX, Inc.               | US           | F             | English  | Reference                    |
| 314   | Scarlet Letter, The  | Hawthorne, Nathaniel     | Random House Inc.               | US           | F             | English  | Literary Works               |
| 315   | Season of the Sandstorms (Magic Tree House #34)  | Osborne, Mary Pope       | Random House Inc.               | US           | D             | English  | Literary Works               |
| 316   | Secondary Breakthrough Workbook Biology 2  |                          | Moran Publishers                | Kenya        |               | English  | Textbooks and Teacher Guides |
| 317   | Secondary Breakthrough Workbook Chemistry Form 3   |                          | Moran Publishers                | Kenya        |               | English  | Textbooks and Teacher Guides |
| 318   | Secondary CRE Students' Book Four  | Gichaga, Shiprah N.      | Kenya Literature Bureau         | Kenya        |               | English  | Textbooks and Teacher Guides |
| 319   | Secondary CRE Students' Book One   | Gichaga, Shiprah N.      | Kenya Literature Bureau         | Kenya        |               | English  | Textbooks and Teacher Guides |
| 320   | Secondary CRE Students' Book Three   | Gichaga, Shiprah N.      | Kenya Literature Bureau         | Kenya        |               | English  | Textbooks and Teacher Guides |
| 321   | Secondary CRE Students' Book Two   | Gichaga, Shiprah N.      | Kenya Literature Bureau         | Kenya        |               | English  | Textbooks and Teacher Guides |
| 322   | Secret Garden, The   | Burnett, Frances Hodgson | Random House Inc.               | US           | F             | English  | Literary Works               |
| 323   | Sense and Sensibility  | Austen, Jane             | Random House Inc.               | US           | F             | English  | Literary Works               |
| 324   | Shadow of wealth   | Konadu, Asare S.         | Adaex                           | Ghana        | E             | English  | Literary Works               |
| 325   | Shapes   | Raubenheimer, Paula      | Big Bug Books                   | South Africa | A             | English  | Literary Works               |
| 326   | Shark Wars   | Altbacker, EJ            | Penguin                         | US           | D             | English  | Literary Works               |
| 327   | Sherlock Holmes: The Complete Novels and Stories: Volumes I and II: 1                        | Doyle, Arthur Conan      | Random House Inc.               | US           | F             | English  | Literary Works               |
| 328   | Shoeless Joe   | Kinsella, W.P.           | RosettaBooks                    | US           | E             | English  | Literary Works               |
| 329   | Shooting Snakes  | Bodenstein, Maren        | Modjaji Books                   | South Africa | F             | English  | Literary Works               |
| 330   | Shuffled Row (A Free Word Game for Kindle)   | Amazon Digital Services  | Amazon Digital Services         | US           |               | English  | Games                        |

| Count | Title  | Author                  | Publisher                           | Country      | Reading Level | Language                      | Genre                        |
|-------|--|-------------------------|-------------------------------------|--------------|---------------|-------------------------------|------------------------------|
| 331   | Shughuli Za Kila Siku Za Anna  |                         | Tanzania Educational Publishers Ltd | Tanzania     |               | Swahili                       | Literary Works               |
| 332   | Sing Babylon   |                         | Botsotso Publishing                 | Kenya        |               | English                       | Literary Works               |
| 333   | Siri ya Sala   | Kimunyi, Njiru          | Phoenix Publishers                  | Kenya        | B             | Swahili                       | Literary Works               |
| 334   | Sitaki Iwe Siri  | Matandura, Bitugi       | Longhorn Publishers                 | Kenya        | C             | Swahili                       | Literary Works               |
| 335   | Sitaki Nife!   |                         | Kenya Literature Bureau             | Kenya        |               | Swahili                       | Literary Works               |
| 336   | Slaughterhouse Five  | Vonnegut, Kurt          | RosettaBooks                        | US           | F             | English                       | Literary Works               |
| 337   | Sober Again: How I Beat Alcoholism after 20 Years of Persistent Drinking | Njeri Mathu, Ann        | The Jomo Kenyatta Foundation        | Kenya        | E             | English                       | Literary Works               |
| 338   | Someday You'll Write   |                         | JourneyForth Books                  | US           |               | English                       | Literary Works               |
| 339   | Songs of Paradise  | Ogoola, James           | WordAlive Publishers                | Kenya        | F             | English                       | Literary Works               |
| 340   | Sophie and the Shadow Woods: The Bat Sprites (Book 6)                    | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 341   | Sophie and the Shadow Woods: The Goblin King (Book 1)                    | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 342   | Sophie and the Shadow Woods: The Icicle Imps (Book 5)                    | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 343   | Sophie and the Shadow Woods: The Spider Gnomes (Book 3)                  | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 344   | Sophie and the Shadow Woods: The Fog Bogarts (Book 4)                    | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 345   | Sophie and the Shadow Woods: The Swamp Boggles (Book 2)                  | Chapman, Linda          | HarperCollins UK                    | UK           | C             | English                       | Literary Works               |
| 346   | Sosu's Call  | Asare, Meshack          | Sub Saharan Publishers              | Ghana        | C             | English                       | Literary Works               |
| 347   | Space Scout: Gas Giant   |                         | Hardie Grant Egmont                 | Australia    | D             | English                       | Literary Works               |
| 348   | Space Scout: The Brainiacs   | Badger, H.              | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 349   | Space Scout: The Dark World  | Badger, H.              | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 350   | Space Scout: The Kid Kingdom   | Badger, H.              | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 351   | Spilish Splosh   | Atkinson, Hilary        | Kidza Books                         | South Africa | B             | English                       | Literary Works               |
| 352   | Stage Fright on a Summer Night (Magic Tree House #25)                    | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 353   | Stop!  | Raubenheimer, Paula     | Big Bug Books                       | South Africa | B             | English                       | Literary Works               |
| 354   | Streetwise   | Chater, Patricia        | Weaver                              | Ghana        | D             | English                       | Literary Works               |
| 355   | Summer of the Sea Serpent (Magic Tree House #31)                         | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 356   | Sungura ni mbaya   | Various                 | Longhorn Publishers                 | Kenya        | B             | Swahili                       | Literary Works               |
| 357   | Sungura yuko Hapa  | Various                 | Longhorn Publishers                 | Kenya        | B             | Swahili                       | Literary Works               |
| 358   | Sunset of the Sabertooth (Magic Tree House #7)                           | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 359   | Swahili Idioms   | Farsi, Shaaban Saleh    | Kenya Literature Bureau             | Kenya        | F             | English + Swahili (Bilingual) | Literary Works               |
| 360   | Swahili Sayings  | Farsi, Shaaban Saleh    | Kenya Literature Bureau             | Kenya        | F             | English + Swahili (Bilingual) | Literary Works               |
| 361   | Swimming with Cobras   | Smith, Rosemary         | Modjaji Books                       | South Africa | F             | English                       | Literary Works               |
| 362   | Swiss Family Robinson, The   | Wyss, Johann David      | Random House Inc.                   | US           | E             | English                       | Literary Works               |
| 363   | Tale of Tamari   | Chinodya, Shimmer       | Weaver                              | Ghana        | D             | English                       | Literary Works               |
| 364   | Tale of Two Cities, A  | Dickens, Charles        | Random House Inc.                   | US           | F             | English                       | Literary Works               |
| 365   | Tales from My Motherland   | Wasamba, Peter (Editor) | The Jomo Kenyatta Foundation        | Kenya        | E             | English                       | Literary Works               |
| 366   | Tales of Hope and Dreams - Countin' on a Miracle                         | Standford, George       | Praski Publishing                   | UK           | F             | English                       | Literary Works               |
| 367   | Tales of Hopes and Dreams - She's the One                                | Standford, George       | Praski Publishing                   | UK           | F             | English                       | Literary Works               |
| 368   | Tamaa Mbele Mauti Nyuma  | Charo, Japhet           | Kenya Literature Bureau             | Kenya        | F             | Swahili                       | Literary Works               |
| 369   | Tata Mtukutu   | Bakari, Nduku Atibu W.  | Single Education and Publishers     | Kenya        | B             | Swahili                       | Literary Works               |
| 370   | Tawia Goes to Sea  | Asare, Meshack          | Sub Saharan Publishers              | Ghana        | B             | English                       | Literary Works               |
| 371   | Teaching of African Literature in Schools                                |                         | Kenya Literature Bureau             | Kenya        |               | English                       | Textbooks and Teacher Guides |
| 372   | Team Trinity   | Snyckers, Fiona         | Modjaji Books                       | South Africa | E             | English                       | Literary Works               |
| 373   | Tell-Tale Heart, The   | Poe, Edgar Allan        | Random House Inc.                   | US           | F             | English                       | Literary Works               |
| 374   | Thanksgiving on Thursday (Magic Tree House #27)                          | Osborne, Mary Pope      | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 375   | That Worked (Problem Solving)  | De Beezenac, Salem      | icharacter                          | France       | B             | English                       | Literary Works               |
| 376   | The Accident   | Raubenheimer, Paula     | Big Bug Books                       | South Africa | B             | English                       | Literary Works               |
| 377   | The Adventures of Jack Lime  | Leck, James             | Kids Can Press                      | Canada       | C             | English                       | Literary Works               |
| 378   | The Adventures of Tom Sawyer   | Twain, Mark             | Random House Inc.                   | US           | F             | English                       | Literary Works               |
| 379   | The Africats   | Rivers, Sue             | Kidza Books                         | South Africa | C             | English                       | Literary Works               |
| 380   | The Ant King: and Other Stories  |                         | Small Beer Press                    | US           |               | English                       | Fiction                      |
| 381   | The Baboon Who Went to the Moon  | Bush, John              | Storytime Africa                    | South Africa | B             | English                       | Literary Works               |
| 382   | The Ball on the Roof   | Atkinson, Hilary        | Kidza Books                         | South Africa | A             | English                       | Literary Works               |
| 383   | The Baobabs of Tete  | Unspecified             | Sub Saharan                         | Ghana        | E             | English                       | Literary Works               |
| 384   | The Big Rock   | Baddoo, Barbara         | Sam-Woode Ltd.                      | Ghana        | C             | English                       | Literary Works               |
| 385   | The Bully  | Raubenheimer, Paula     | Big Bug Books                       | South Africa | B             | English                       | Literary Works               |
| 386   | The Bungle in the Jungle   |                         | Storytime Africa                    | South Africa | B             | English                       | Literary Works               |
| 387   | The Chattering Horror of the Ley House                                   | Lackey, Lee             | Grey Gecko Press, LLC               | US           | F             | English                       | Literary Works               |
| 388   | The Coldest Winter   | Kristopher, Jason       | Grey Gecko Press, LLC               | US           | F             | English                       | Literary Works               |
| 389   | The Coup Makers  | Konadu, Asare S.        | Adaex                               | Ghana        | D             | English                       | Literary Works               |

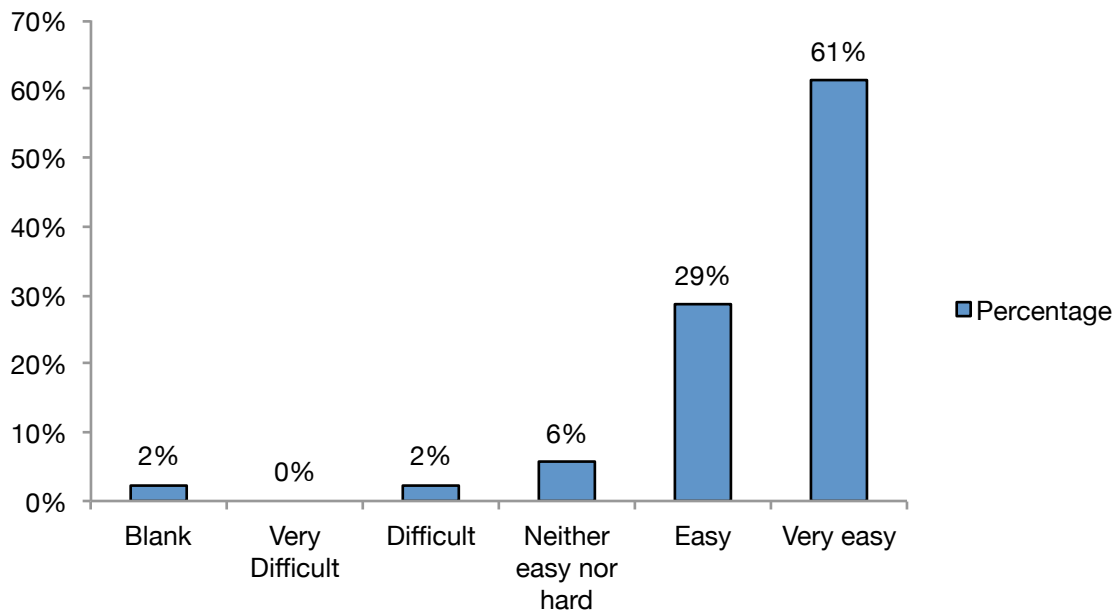
| Count | Title   | Author                  | Publisher                      | Country      | Reading Level | Language | Genre                        |
|-------|---|-------------------------|--------------------------------|--------------|---------------|----------|------------------------------|
| 390   | The Cruel King  |                         | Kenya Literature Bureau        | Kenya        |               | English  | Literary Works               |
| 391   | The Dying of the Light: Interval                                      | Kristopher, Jason       | Grey Gecko Press, LLC          | US           | F             | English  | Literary Works               |
| 392   | The Entrepreneurial Journey from Employment to Business               | Kiunga, Murori          | Queenex Publishers Limited     | Kenya        | F             | English  | Textbooks and Teacher Guides |
| 393   | The Fish  | Raubenheimer, Paula     | Big Bug Books                  | South Africa | A             | English  | Literary Works               |
| 394   | The Food We Eat   | Ngure, Jane             | The Jomo Kenyatta Foundation   | Kenya        | B             | English  | Textbooks and Teacher Guides |
| 395   | The Further Adventures of Jack Lime                                   | Leck, James             | Kids Can Press                 | Canada       | D             | English  | Literary Works               |
| 396   | The Giraffe Who Got in a Knot   | Bush, John              | Storytime Africa               | South Africa | B             | English  | Literary Works               |
| 397   | The Girl with the Magic Hands   |                         | Worldreader                    | US           |               | English  | Literary Works               |
| 398   | The Golden Principles: Life and Leadership Lessons from a Rescued Dog |                         | Blooming Twig Books LLC        | US           |               | English  | Literary Works               |
| 399   | The Holy Bible - English Standard Version                             |                         | Public Domain                  | US           |               | English  | Literary Works               |
| 400   | The Holy Bible, English Standard Version                              | Crossway Bibles         | Crossway                       | US           | F             | English  | Literary Works               |
| 401   | The Horse and his Boy: The Chronicles of Narnia (3)                   |                         |                                | US           |               | English  | Literary Works               |
| 402   | The Hunchback of Notre Dame   | Hugo, Victor            | Random House Inc.              | US           | F             | English  | Literary Works               |
| 403   | The Idiot   |                         | Random House Inc.              | US           |               | English  | Fiction                      |
| 404   | The Incredible Adventures of Pisho Pencil                             | Mohan, Vaishnavi Ram    | Storymoja                      | Kenya        | C             | English  | Literary Works               |
| 405   | The Jungle Book   |                         | Public Domain                  | US           |               | English  | Literary Works               |
| 406   | The Last Ginger   | Kristopher, Jason       | Grey Gecko Press, LLC          | US           | F             | English  | Literary Works               |
| 407   | The Legend of Lightning Larry   |                         |                                | US           |               | English  | Literary Works               |
| 408   | The Lightbringers   | Ritz, H.C.H             | Grey Gecko Press, LLC          | US           | F             | English  | Literary Works               |
| 409   | The Little Pink Frog  | Raubenheimer, Paula     | Big Bug Books                  | South Africa | B             | English  | Literary Works               |
| 410   | The Magic Goat  | Asare, Meshack          | Sub Saharan Publishers         | Ghana        | B             | English  | Literary Works               |
| 411   | The Mysterious Island   |                         | Public Domain                  | US           |               | English  | Literary Works               |
| 412   | The Narrow Path   | Selormey, Francis       | Adaex                          | Ghana        | E             | English  | Literary Works               |
| 413   | The Path of the Eagle   | Matau, Lemi J.          | The Jomo Kenyatta Foundation   | Kenya        | F             | English  | Literary Works               |
| 414   | The Peculiar Kenyan   | Bindra, Sunny           | Storymoja                      | Kenya        | F             | English  | Literary Works               |
| 415   | The Police in Our Life  |                         | Adaex Educational Publications | Ghana        |               | English  | Literary Works               |
| 416   | The Pursuit of God  |                         |                                | US           |               | English  | Literary Works               |
| 417   | The Red Badge of Courage  | Crane, Stephen          | Random House Inc.              | US           | F             | English  | Literary Works               |
| 418   | The Reunion   | Kibera Njanga, Leonard  | Longhorn Publishers            | Kenya        | F             | English  | Literary Works               |
| 419   | The River and The Source  | Ogola, Margaret A       | Focus Publishers Ltd.          | Kenya        | E             | English  | Literary Works               |
| 420   | The Seeds of Greatness  | Kiunga, Murori          | Queenex Publishers Limited     | Kenya        | F             | English  | Literary Works               |
| 421   | The Sign of the Four  | Doyle, Arthur Conan     | Public Domain                  | US           | E             | English  | Literary Works               |
| 422   | The Silver Chair: The Chronicles of Narnia (6)                        |                         | HarperCollins UK               | UK           |               | English  | Literary Works               |
| 423   | The Souls of Black Folk   | Du Bois, W.E.B.         | Public Domain                  | US           | F             | English  | Literary Works               |
| 424   | The Tale of a Whale   | Atkinson, Hilary        | Kidza Books                    | South Africa | C             | English  | Literary Works               |
| 425   | The Tangi Bridge - Common Core Standards Lesson Plan                  | Zafari, KM              | Zwoodle Books                  | US           | E             | English  | Textbooks and Teacher Guides |
| 426   | The Tangi Bridge (a very short story)                                 | Zafari, KM              | Zwoodle Books                  | US           | E             | English  | Literary Works               |
| 427   | The Tears You'll Never Cry  | Zafari, KM              | Zwoodle Books                  | US           | E             | English  | Literary Works               |
| 428   | The Thin Line   | Salafranca, Arja        | Modjaji Books                  | South Africa | F             | English  | Literary Works               |
| 429   | The Warthog's Tail  | Bush, John              | Storytime Africa               | South Africa | B             | English  | Literary Works               |
| 430   | The White Rat   | Raubenheimer, Paula     | Big Bug Books                  | South Africa | A             | English  | Literary Works               |
| 431   | The Winning Character: Succeeding Where Others Fail                   | Kiunga, Murori          | Queenex Publishers Limited     | Kenya        | F             | English  | Literary Works               |
| 432   | The Winning Habits: Succeeding Where Others Fail                      | Kiunga, Murori          | Queenex Publishers Limited     | Kenya        | F             | English  | Literary Works               |
| 433   | There's a Mouse in the House  |                         | Self                           | US           |               | English  | Fiction                      |
| 434   | This is My Home   | Konadu, Asare S.        | Adaex                          | Ghana        | B             | English  | Literary Works               |
| 435   | This Place I Call Home  | Vandermerwe, Meg        | Modjaji Books                  | South Africa | F             | English  | Literary Works               |
| 436   | Thread Words (A Free Word Game for Kindle)                            | Amazon Digital Services | Amazon Digital Services        | US           | B             | English  | Games                        |
| 437   | Three Musketeers, The   | Dumas, Alexandre        | Random House Inc.              | US           | F             | English  | Literary Works               |
| 438   | Tigers at Twilight (Magic Tree House #19)                             | Osborne, Mary Pope      | Random House Inc.              | US           | D             | English  | Literary Works               |
| 439   | To Build a Fire   | London, Jack            | Random House Inc.              | US           | F             | English  | Literary Works               |
| 440   | To Saint Patrick  | Imasuen, Eghosa         | Kachifo Limited (Farafina)     | Nigeria      | E             | English  | Literary Works               |
| 441   | TOEFL Words   | BrainMatrix Inc         | BrainMatriX, Inc.              | US           | F             | English  | Reference                    |
| 442   | Tomatoes for a Birthday   |                         | Kenya Literature Bureau        | Kenya        |               | English  | Literary Works               |
| 443   | Tonight on the Titanic (Magic Tree House #17)                         | Osborne, Mary Pope      | Random House Inc.              | US           | D             | English  | Literary Works               |
| 444   | Treasure Island   | Stevenson, Robert Louis | Random House Inc.              | US           | E             | English  | Literary Works               |
| 445   | Turn Away Wrath: Meditations to Control Anger and Bitterness          |                         | JourneyForth Books             | US           |               | English  | Literary Works               |
| 446   | Turtle Trouble (Learning Honesty)                                     | De Beezenac, Salem      | icharacter                     | France       | B             | English  | Literary Works               |
| 447   | Twister on Tuesday (Magic Tree House #23)                             | Osborne, Mary Pope      | Random House Inc.              | US           | D             | English  | Literary Works               |
| 448   | Uhalifu Haulipi   | Odera Omolo, Leo        | Longhorn Publishers            | Kenya        | E             | Swahili  | Literary Works               |
| 449   | Undisciplined Heart   | Katjavivi, Jane         | Modjaji Books                  | South Africa | F             | English  | Literary Works               |
| 450   | Unyielding Hope: The Life and Times of Koitaleel Somoei               |                         | Phoenix                        | Kenya        | E             | English  | Literary Works               |



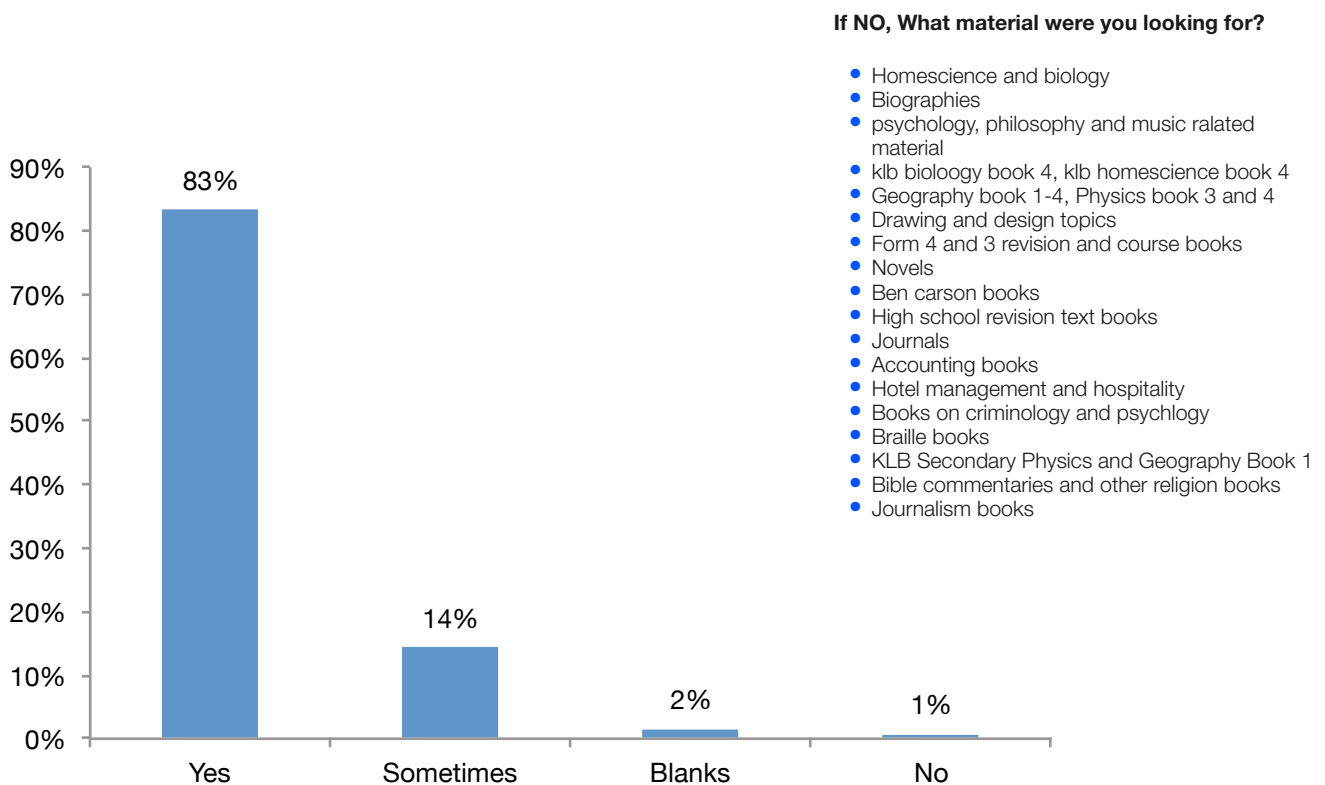
| Count | Title   | Author                | Publisher                           | Country      | Reading Level | Language                      | Genre                        |
|-------|---|-----------------------|-------------------------------------|--------------|---------------|-------------------------------|------------------------------|
| 451   | Vacation Under the Volcano (MTH #13)  | Osborne, Mary Pope    | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 452   | Vangavanga Mpgia Hadithi  | Mcharazo, Ali         | Longhorn Publishers                 | Kenya        | C             | Swahili                       | Literary Works               |
| 453   | Victims of circumstance   | Konadu, Asare S.      | Adaex                               | Ghana        | D             | English                       | Literary Works               |
| 454   | Viking Ships at Sunrise (MTH #15)   | Osborne, Mary Pope    | Random House Inc.                   | US           | D             | English                       | Literary Works               |
| 455   | Vipindi vya Maisha (Growth and Changes)                                     | Sommer, Marni         | Grow and Know, Inc.                 | US           | B             | English + Swahili (Bilingual) | Reference                    |
| 456   | Vitendo vya Kihesabu kwa Shule za Awali                                     |                       | Tanzania Educational Publishers Ltd | Tanzania     |               | Swahili                       | Literary Works               |
| 457   | Wake Up!  |                       | Sam-Woode Ltd.                      | Ghana        |               | English                       | Literary Works               |
| 458   | Water is Life   | Konadu, Asare S.      | Adaex                               | Ghana        | B             | English                       | Literary Works               |
| 459   | Wave, Wind and Blade (Tales from the Old Kingdom)                           | Kristopher, Jason     | Grey Gecko Press, LLC               | US           | F             | English                       | Literary Works               |
| 460   | Weaverbird: Collection  | Akin Adesokan         | Kachifo Limited                     | Nigeria      | F             | English                       | Literary Works               |
| 461   | West African Folk Tales   |                       | Worldreader                         | Kenya        |               | English                       | Literary Works               |
| 462   | What Do I Know About My God?  |                       | JourneyForth Books                  | US           |               | English                       | Literary Works               |
| 463   | What Do I See That Flies?   | Scherbrucker, Reviva  | New Africa Books                    | South Africa | A             | English                       | Literary Works               |
| 464   | What is Love? (Love and selflessness)                                       | De Beezenac, Salem    | icharacter                          | France       | B             | English                       | Literary Works               |
| 465   | What Katie Did Next   | Coolidge, Susan       | HarperCollins UK                    | UK           |               | English                       | Literary Works               |
| 466   | Whatever Happened to Thomas J. Reynolds?                                    | Kristopher, Jason     | Grey Gecko Press, LLC               | US           | F             | English                       | Literary Works               |
| 467   | Where Do Light and Sound Come From?   | Ngure, Jane           | The Jomo Kenyatta Foundation        | Kenya        | B             | English                       | Textbooks and Teacher Guides |
| 468   | Where There Is No Doctor  |                       | Hesperian Health Guides             | US           |               | English                       | Reference                    |
| 469   | Whisper   | Keighery, Chrissie    | Hardie Grant Egmont                 | UK           | E             | English                       | Literary Works               |
| 470   | Who Is Barack Obama?  | Edwards, Roberta      | Penguin                             | US           | B             | English                       | Literary Works               |
| 471   | Who is Frances Rain?  | Buffie, Margaret      | Kids Can Press                      | US           | D             | English                       | Literary Works               |
| 472   | Who Is Jane Goodall?  | Edwards, Roberta      | Penguin                             | US           | C             | English                       | Literary Works               |
| 473   | Who Was Albert Einstein?  | Brallier, Jess        | Penguin                             | US           | C             | English                       | Literary Works               |
| 474   | Who Was Ferdinand Magellan?   | Kramer, S.A.          | Penguin                             | US           | C             | English                       | Literary Works               |
| 475   | Who Was Harriet Tubman?   | Mcdonough, Zeldis     | Penguin                             | US           | C             | English                       | Literary Works               |
| 476   | Who Was King Tut?   | Edwards, Roberta      | Penguin                             | US           | B             | English                       | Literary Works               |
| 477   | Who was Pablo Picasso?  | Kelley, True          | Penguin                             | US           | B             | English                       | Literary Works               |
| 478   | Who was William Shakespeare?  | Mannis, Celeste       | Penguin                             | US           | B             | English                       | Literary Works               |
| 479   | Who Will Cry When You Die?: Life Lessons From The Monk Who Sold His Ferrari |                       | HarperCollins Publishers Ltd        | US           |               | English                       | Literary Works               |
| 480   | Wimbo Wa Matatu The Matatu Song   | Muchemi, Muthoni      | Storymoja                           | Kenya        | B             | Swahili                       | Literary Works               |
| 481   | Wolf, Wolf  | Raubenheimer, Paula   | Big Bug Books                       | South Africa | A             | English                       | Literary Works               |
| 482   | Workplace   | Muhoho, Njoki         | Moran Publishers                    | Kenya        | F             | English                       | Literary Works               |
| 483   | Writing Still   | Staunton, Irene [ed.] | Weaver                              | Ghana        | E             | English                       | Literary Works               |
| 484   | Wuthering Heights   | Bronte, Emily         | Random House Inc.                   | US           | F             | English                       | Literary Works               |
| 485   | You're a bad man, Mr Gum  | Stanton, Andy         | Egmont UK Limited                   | UK           | D             | English                       | Literary Works               |
| 486   | You're Born an Original: Don't Die a Copy!                                  | Mason, John L.        | WordAlive Publishers                | Kenya        | F             | English                       | Literary Works               |
| 487   | Zac Power Extreme Mission #1: Sand Storm                                    | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 488   | Zac Power Extreme Mission #2: Dark Tower                                    | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 489   | Zac Power Extreme Mission #3: Ice Patrol                                    | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 490   | Zac Power Extreme Mission #4: Water Blaster                                 | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 491   | Zac Power Extreme Missions: 4 Books in 1                                    | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 492   | Zac Power Test Drive: Zac's Bank Bust                                       |                       | Hardie Grant Egmont                 | Australia    |               | English                       | Fiction                      |
| 493   | Zac Power: Ultimate Mission   | Miles, Chris          | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |
| 494   | Zac Power: Volcanic Panic   | Morphew, Chris        | Hardie Grant Egmont                 | Australia    | C             | English                       | Literary Works               |

## Appendix 4. Additional Patron Survey Data

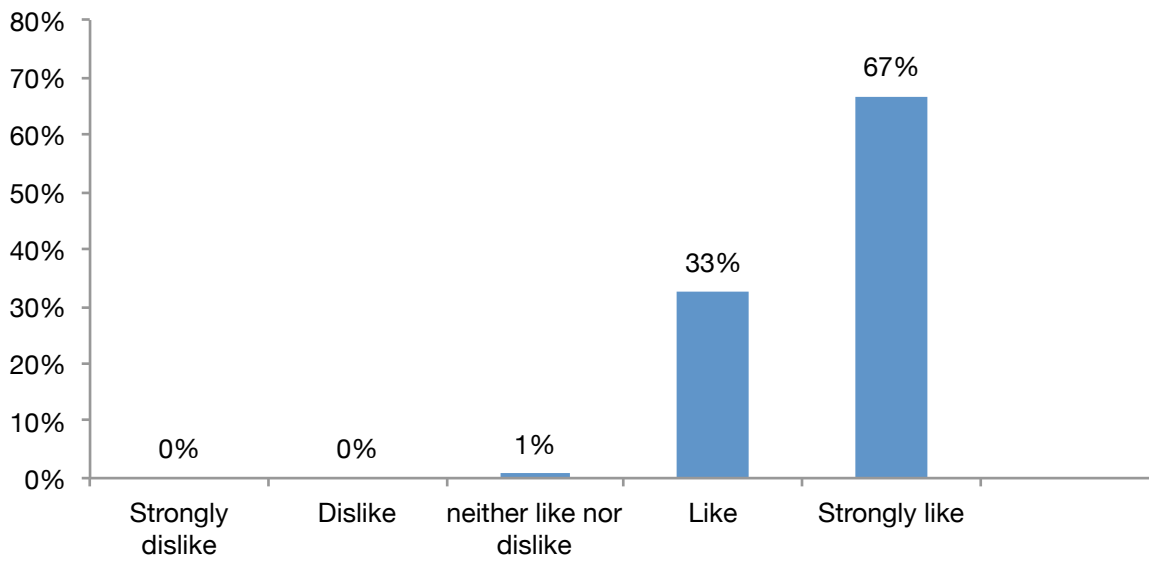
### Ease of using an e-reader



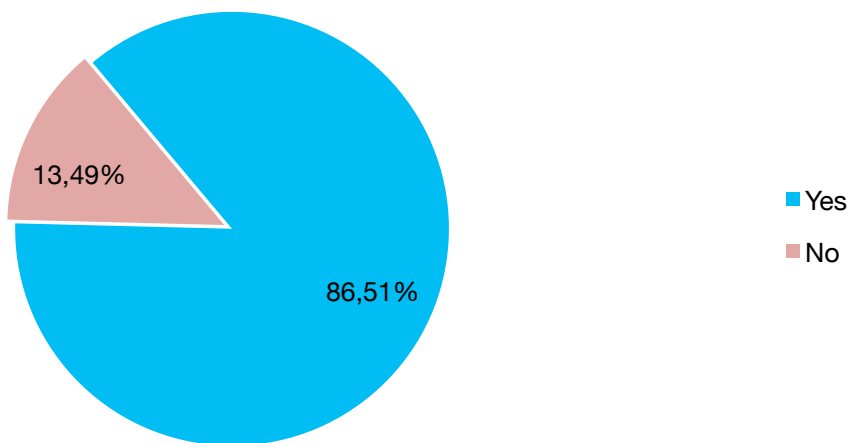
### Did you find the content you were looking for?



## Patron feelings towards e-readers



## Have you recommended the ereader to a friend or relative?



## Appendix 5. Additional Cost Information

It should be noted, these are average costs based on data from Project LEAP and other Worldreader projects. They are subject to change and fluctuation based on the market and project approaches. The purpose of this exercise is to show a) the full costs of different versions of our programs in a 3-year implementation period, and b) the full range of cost per impacted (upper limit and lower limit). Here, full costs include all costs incurred by a program, including costs to maintain the program in the field, regardless who's the funder.

| <b>Assumptions</b>   |     |                                      |      |
|--|-----|--------------------------------------|------|
| Number of libraries  | 1   | Breakage/loss rate                   | 0,03 |
| Number of devices  | 35  | Project managers per library         | 1    |
| Number of titles per e-reader (Y1)                           | 100 | Number of people impacted per device | 23   |
| Number of additional titles per year, per e-reader (Y2 & Y3) | 25  |                                      |      |

| <b>Stand alone project</b>   | <b>Amount</b>   | <b>Notes</b>   |
|--|-----------------|--|
| <b>Y1</b>  |                 |  |
| 1 BLUEBox  | \$6.500         | Includes 35 Kindle Paperwhite Wifi with 100 ebooks per device (3,500 books total), all hardware, chargers, cases & accessories |
| Customs clearance (Estimate, amount varies by country)                                   | \$350           |  |
| Lunch for librarian training (5 librarians/volunteers, 2 days)                           | \$50,00         |  |
| Refreshments for community launch (100 people)   | \$100,00        |  |
| Charging station   | \$125           |  |
| Project Manager Salary   | \$3.000         |  |
| Misc costs (transport for outreach, phone credit, additional power for charging devices) | \$200           |  |
| <b>Start-up Costs (Y1)</b>   | <b>\$10.325</b> |  |
| People Impacted  | 805             |  |
| <b>Y2</b>  |                 |  |
| Additional Content   | \$438           | Assumes 25 additional titles per e-reader at \$.50 per copy  |
| Project Manager  | \$3.000         |  |
| Replacement Devices  | \$63            |  |
| Misc costs (transport for outreach, phone credit, additional power for charging devices) | \$200           |  |
| <b>Y2 Cost</b>   | <b>\$3.701</b>  |  |
| Additional People Impacted   | 201             | Assumes a patron turnover rate of 25%  |
| <b>Y3</b>  |                 |  |
| Additional Content   | \$438           | Assumes 25 additional titles per e-reader at \$.50 per copy  |
| Project Manager  | \$3.000         |  |
| Replacement Devices  | \$63            | Assumes an annual breakage/loss rate of 3.0%   |
| Misc costs (transport for outreach, phone credit, additional power for charging devices) | \$200           |  |
| <b>Y3 Cost</b>   | <b>\$3.501</b>  |  |
| Additional People Impacted   | 201             | Assumes a patron turnover rate of 25%  |
| <b>Total Cost</b>  | <b>\$17.526</b> |  |
| <b>Total people impacted</b>   | <b>1.208</b>    |  |
| <b>Cost per person impacted</b>  | <b>\$14,51</b>  | Across three years of implementation   |
| Value of content (per e-reader):   | \$600           |  |
| Value of content (across all devices)  | \$21.000        |  |

| <b>Assumptions</b>                  |         |                              |     |
|-------------------------------------|---------|------------------------------|-----|
| Hardware+Case+Shipping (per device) | \$60    | Number of libraries          | 200 |
| Customs at scale (per device)       | \$3     | Devices per library          | 100 |
| 100 books (cost at scale)           | \$40    | Program managers/ library    | 1   |
| Service Fee (at scale)              | \$15    | Replacement rate             | 3%  |
| Program manager salary              | \$3.000 | Number of libraries          | 200 |
| Launch clusters                     | 5       | People impacted/ device      | 23  |
| Annual patron turnover rate         | 25%     | Additional content (Y2 & Y3) | 100 |

| <b>Total Cost: 20,000 devices</b> |              |  |
|-----------------------------------|--------------|--|
| Devices                           | 20.000,00    |  |
| H/W                               | \$1.260.000  |  |
| Content                           | \$800.000    |  |
| Service Fee                       | \$300.000    |  |
| Partner Costs (Y1)                | \$678.000    | 3.058.000,00                                 |
| Y2&Y3                             | \$2.152.000  |  |
| Subtotal                          | \$5.210.000  |  |
| Total Impacted                    | 690.000      |  |
| Cost per person Impacted          | \$8          | Across 3 years of implementation             |
| Cost per device                   | \$261        |  |
| Value of Content/Device           | \$800        | Assumes retail value average of \$4 per book |
| Total value of content            | \$16.000.000 | Across 22,000 devices                        |

| <b>Annual Breakdown of Costs</b> |         |                  |             |               |               |          |             |
|----------------------------------|---------|------------------|-------------|---------------|---------------|----------|-------------|
|                                  | Launch  | Charging Station | Project Mgr | Replace-ments | Add'l content | Misc     | Total       |
| Y1                               | \$8.000 | \$30.000         | \$600.000   | \$0           | \$0           | \$40.000 | \$678.000   |
| Y2&Y3                            | \$0     | \$0              | \$1.200.000 | \$72.000      | \$800.000     | \$80.000 | \$2.152.000 |

## Appendix 6. LEAP CASE STUDIES

### Reading Tent at Sigalagala Market

While Shikalakala Primary School Community Library had great success implementing e-reader programs among students and teachers at Shikalakala Primary School, the library realized that many people in the wider community did not realize that the library and its services were available to them. Therefore, the library pitched its first ever reading tent at Sigalagala Market to spread awareness of the library. The tent attracted students from more than 8 primary schools, Sigalagala Polytechnic, and Masinde Muliro University. University students were fascinated by the e-readers, and downloaded free books related to their fields of study. The library also showed university students that they could access digital books without e-readers by downloading the free Worldreader Mobile application. The library intended that the reading tent would be a half-day event; however, due to overwhelming interest, the tent was open for the entire day as people encouraged friends and relatives to experience e-readers for themselves. Community members recommended that the library provide a bigger reading tent during school holidays to attract more students to the library. Parents that with this new knowledge of all the library had to offer, they certainly planned on taking their children there more often.

### Writing and Debate Program for Youth in Kisumu Slums

In order to build youth's language, leadership, problem solving, and technology skills, Kisumu Public Library launched a two-month writing and debate program that reached over 25 primary and secondary schools in slum areas. The debate aspect of the program involved five students from each school who represented different ministries in a county. Using e-readers and computers, students researched their assigned counties and then presented recommendations to "parliament." The debates were held at the American Corner, and the library used the VSee application so that those at the American Embassy and Kenya could stream the debates. Youth volunteers recruited from a short course in journalism helped to manage the debates. The writing aspect of the program provided students with an opportunity to submit essays and stories, the best of which will be loaded onto Kisumu Public Library's e-readers, and possibly uploaded onto Worldreader's mobile app, which is available for free to readers internationally.

## Kakamega National Library Shares Books with Students and Teachers

Mr. Fabian Lwangu, the head of the children's section at Kakamega National Library, estimates that since the launch of the LEAP program, the number of children who regularly visit the library has grown by more than 50%, adding, "We now have regular patrons as young as eight years old who, instead of staying home in the afternoon, prefer to come [to the library] and read." Due to increased interest in reading, schools neighboring the library have requested that the library bring e-readers to their classes. When school closes at 3:45pm, students choose to spend their free time at school using e-readers. The project manager is impressed by how quiet and focused the students are when they are reading from the e-readers, even after a long day of school. Since there is a limited number of e-readers, students don't mind sharing, and sometimes up to four students share the same device. Teachers also benefit from accessing the e-readers alongside their students. An English teacher at Kakamega Muslim Primary School shared that she had been having challenges teaching specific grammar, until she discovered the book "Amazingly Easy Phrasal Verbs" on the e-reader, which sparked new ideas.

## Library Outreach: Sharing Books across Borders

Busia Community Library, an urban public library, is dedicated to sharing the 5,000 digital books it received as part of the LEAP project with less-resourced communities, including those in neighboring Uganda. Busia Community Library partnered with Six Community Library, a small library in rural Uganda, to implement a reading camp serving students from three rural Ugandan primary schools. Organizers observed that students were quickly absorbed in reading from the e-readers. Adults in the community also came to join the reading camp— two men downloaded free business books to help them in their personal businesses, sharing that the e-readers have motivated them to enroll in computer classes.

## Student Profile: Joyce Scovia Anyango

Joyce Scovia Anyango, a class 8 student at Karapul Primary School, regularly visits Siaya Community Library. Joyce's mother, a widow, cares for Joyce and her six siblings. Joyce says that her mother is her role model because even when her family is struggling, her mother always manages to meet their needs and raise their school fees. Joyce aspires to become a pilot. She is a top student at school and has qualified to enroll in a national

secondary school. Joyce shares, “e-readers have helped me, since I don’t need to carry a large bag of books when I come to do revision. All I need is a notebook and a pen, because it has a variety of books essential for my reading.”

## Siaya Community Library Starts a Weekend E-Reading Program

After the launch of Project LEAP, Siaya Community Library experienced an unprecedented increase in the number of students attending the library on Saturdays. In response, librarians created the library’s first Saturday reading program, where students read using the e-readers together with the guidance of trained teachers who lead reading comprehension and vocabulary-building activities. Some students come as far away as seven kilometers to attend the free program, encouraging their friends and neighbors to attend as well. In addition to the weekend program, the library also brings the e-readers to students’ schools on weekdays.

## School Hires Vehicles to Bring Students to Nyilima Community Library

A local member of parliament requested that Nyilima Community Library reach all schools in his constituency with e-reader programs. To facilitate transportation, one school located 15 kilometers away hires vans that drop off students in the morning and pick them up in the evening, allowing students to spend an entire day at the library.

## Nyilima Community Library

Head teachers from different schools say that the e-readers have helped build a reading culture in the schools and improve their reading skills. For example, students ask for permission to be excused to go to the library in the afternoons and at game time. The students that visit the library are mainly primary school students, with a number of secondary school students also coming to the library almost every day. While before LEAP students only came to the library during school hours, there is now so much interest that the library has started conducting outreach activities for students after school.





[www.worldreader.org](http://www.worldreader.org)