# TABLE OF CONTENTS

Acronyms ............................................................................................................................................ 4  
Introductory Letter ................................................................................................................................ 5  
I. Executive Summary .......................................................................................................................... 6  
II. Background ....................................................................................................................................... 7  
III. Strategy and Mobilization ............................................................................................................ 7  
   A. Clustered Rollout ............................................................................................................................ 8  
   B. Training ......................................................................................................................................... 9  
   C. E-Reader Content ............................................................................................................................ 11  
   D. National knls Involvement ........................................................................................................... 13  
IV. Activation and Engagement .......................................................................................................... 14  
   A. Borrowing .................................................................................................................................... 14  
   B. Outreach Activities ....................................................................................................................... 16  
   C. Mobile Phone Reading .................................................................................................................. 18  
V. Findings and Metrics ...................................................................................................................... 19  
   A. Impact .......................................................................................................................................... 19  
   B. Learnings ...................................................................................................................................... 20  
VI. Conclusion ..................................................................................................................................... 22  
   A. Close-Out and Sustainability ......................................................................................................... 22  
   B. What’s Next ................................................................................................................................... 23  
LEAP 2.0 Final Report Annex ............................................................................................................. 24
ACRONYMS

- knls – Kenya National Library Service
- LEAP – Libraries, E-Reading, Activities, and Partnerships
- ICT – Information and Communication Technology
- ToT – Training of Trainers
- DRS – Digital Reading Summit
Dear Reader,

Worldreader began our partnership with the Kenya National Library Service in 2014 with a shared vision of empowering Kenyan libraries as hubs of information and technology. Armed with a library of digital books, cost-effective and portable electronic reading devices, and dedicated library staff, Worldreader and knls launched a pilot program in eight libraries to test the feasibility of a national digital reading project in Kenyan libraries. The positive results and impact of this pilot, LEAP (Libraries, E-Reading, Activities, and Partnerships), led us to grow our collaborative partnership with knls, and scale the digital reading project nationwide with LEAP 2.0 from 2016-2017. This was the first program to be implemented in all of knls’ public libraries, and a huge step forward for knls, as key contributor the country’s master plan, Kenya’s Vision 2030.

Both LEAP and LEAP 2.0, which brought digital reading to 61 knls public libraries, were built on the premise that libraries are part and parcel of a knowledge economy, and cornerstones of information in the community. Worldreader and knls strongly believed that in order to move the needle on Kenya’s national ICT strategy, and catapult Kenya to a new level of digital access and information sharing, it was necessary to harness and enhance the power of libraries. With access to thousands of new reading materials and innovative digital reading technology, often brought outside of the library walls during outreach activities, communities developed and improved upon digital literacy in ways that would not have been possible before. The new technology was exciting, helping librarians to market their library services, motivating librarians in their roles, and building the capacity of the library system as a whole.

Worldreader is proud of the success and impact of the LEAP 2.0 project, and of knls’ dedication to its libraries, librarians, and patrons. The project showcases the benefits of a strong and collaborative government partner responsive to the Public, Private Partnership Strategy encapsulated in Vision 2030, and access to knowledge and technology. We look forward to a continued partnership with knls, and the future and sustainability of the LEAP 2.0 project in Kenya under knls’ full management and expertise. In the coming years, Worldreader plans to iterate upon the lessons of LEAP 2.0 and our knls partnership, to launch nationwide library digital reading projects in new geographies. We are excited to see the continued impact, on individuals, communities, and countries, of digital reading.

Joan Mwachi-Amolo
East Africa Director
Worldreader
The LEAP 2.0 project brought Worldreader’s digital reading platform to 61 national public libraries in Kenya. A collaboration between Worldreader and the Kenya National Library Service (knls), the project delivered 3,000 e-readers and more than 600,000 e-books to libraries across Kenya over 1.5 years. In the process, Worldreader and knls established a new forum for librarians across the region to convene and share knowledge, hosted five formal e-reader trainings, trained more than 200 librarians and library staff, conducted at least 500 library support visits, and loaned e-readers out to patrons more than 500,000 times.

The LEAP initiative (Libraries, E-Reading, Activities, & Partnerships) took place in two phases between 2014-2017. LEAP 1.0 was an eight-library pilot project funded by the Bill & Melinda Gates Foundation between 2014 and 2015, where knls and Worldreader first collaborated to bring e-readers to Kenyan libraries. LEAP 2.0, funded by the Stavros Niarchos Foundation, built upon the lessons from the pilot and took the project to a national scale. With the success of LEAP 2.0, knls is poised to maintain the digital reading program well into the next decade, while Worldreader is eager to take the lessons learned to form new partnerships with library services throughout Sub-Saharan Africa. To ensure the success of the project Worldreader and knls collaborated every step of the way. The partners spent the time between LEAP 1.0 and LEAP 2.0, as well as the early part of the project, planning for national scale, including establishing the four-cluster structure for deployment and training that served to organize the project. Once a cluster of libraries was trained and received e-readers, Worldreader provided continuous support to each library, connecting with librarians to ensure they had the support they needed to use the e-readers and meet their library’s unique needs.

In addition to the exciting numbers, the national scale-up of LEAP provided librarians across Kenya the opportunity to put their unique spin on a digital reading project. Librarians reported using the e-readers in incredible ways, from engaging school-aged children in reading activities to reaching out to prisons in their areas. This gave librarians a new way to engage with their communities, both within and beyond the walls of their institutions.
II. BACKGROUND

In 2014 Worldreader received a grant from the Bill & Melinda Gates Foundation to pilot a library-based digital reading project in Kenya. The goal of the pilot—LEAP 1.0—was to increase the availability of reading materials in Kenyan libraries, test the adoption of digital reading, and to demonstrate positive effects on librarian, library patrons, the library itself, and the larger library system. Worldreader selected eight libraries in Western Kenya—three knls public libraries and five community-based libraries— to participate in the inaugural project. A total of 200 e-readers (25 per library) and 44,000 e-books (225 per e-reader) were deployed between March and December 2014. The results were encouraging: patronage nearly tripled in all libraries, e-reader trainings reached over 20,000 patrons, and libraries initiated and held over 254 community events.

The pilot project’s success led Worldreader and knls to pursue funding to bring the digital reading project to every knls supported library. This would be the first project of its kind for knls, and a significant step towards the country’s digitization goals as laid out in The Kenya National ICT Masterplan 2012-2017, which sought in part to “provide the integrated infrastructure backbone required to enable cost effective delivery of ICT products and services to Kenyans”. Because the project and its contributions aligned directly with these national targets, adapting the pilot for scale was the next logical step, and knls was eager to collaborate.

In order to ensure the ability to deliver digital reading services at scale, LEAP 2.0 was designed with flexibility and innovation at its core. Before and during the 61-library project’s phased rollout, Worldreader and knls adjusted the training length and structure, the content on the deployed e-readers, and the roles and responsibilities of knls staff to name a few. This flexible approach allowed knls and Worldreader to continuously improve the project and make crucial adjustments to improve activities in real time.

III. STRATEGY AND MOBILIZATION

Before the start of in-library e-reader activities, Worldreader and knls invested heavily in project preparation and strategic deployment plans. At the national level, knls collaborated with Worldreader to delineate roles and responsibilities, build shared project costs into its annual budget, and set a foundation for project sustainability.

Prior to each of the four deployments Worldreader and knls headquarters also cooperated on key project components including: the booklist, training topics and schedules, and monitoring.

1 There are a variety of library types in Kenya including public and community-run libraries. LEAP 1.0 reached public and community-run libraries while LEAP 2.0 focussed exclusively on, public libraries under the knls umbrella
A. CLUSTERED ROLLOUT

At the start of the project knls divided their 61 libraries into four geographical clusters. The project was designed to launch sequentially in each of the four clusters in order to create a system that was easier to train, support, and manage. This grouping also allowed for a slower, phased deployment, wherein Worldreader and knls could adapt the project cluster-by-cluster and focus on operational and financial sustainability measures.

Each knls cluster was larger than the original pilot of eight libraries. Cluster 1 launched in June 2016 with 18 libraries in the greater Nairobi area. Cluster 2 was the largest, reaching 22 new libraries in Kenya’s Western Region in November 2016. Cluster 3’s 10 Coastal Region libraries were next to roll out, expanding the project to 50 libraries in February 2017. Cluster 4 in the NorthEast was the final group to receive e-readers and training in September 2017, bringing the total to 61.

Another benefit of the Cluster approach was in streamlining continuous support throughout the project. Worldreader assigned staff to Clusters 1, 2, and 3 to provide in-person and remote support to library staff. With libraries clustered by geography, Project Assistants – Worldreader staff dedicated to supporting each cluster - could dedicate more of their time to fewer libraries, increasing the frequency of visits and familiarity with the staff and operating environment of each library. More contact with librarians meant more feedback, which was then channeled back to Worldreader and knls to inform programmatic changes. On average, Clusters 1-3 were visited once per month. Cluster 4 didn’t receive in-person library visits as part of the transition of technical capacity from Worldreader to knls, but Project Assistants provided support via phone calls and a Cluster 4 WhatsApp group.

Each Library Received:

- Up to 50 Kindle e-readers, each loaded with 200 books.
- Cases, charging cables, and plugs for the devices.
- Printed and digital copies of training manuals.
- Banners promoting the project and Worldreader’s mobile phone reading application.
B. TRAINING

The goal of the training components of the project was to efficiently and rapidly help librarians acquire the knowledge and comfort to integrate e-readers into their libraries. There were three distinct phases to training: cluster training, continuous support, and Training of Trainers (ToT).

The largest of these training phases was the cluster trainings for librarians. The goal of these trainings was to provide librarians with necessary knowledge and resources to use e-readers with their patrons and train their fellow librarians who weren’t able to attend the training how to utilize the device. Librarians were also trained to manage and monitor the project, and collect data on e-reader related library activities. Each library sent two staff members to the training, for a total of 122 librarians directly trained. To minimize disruption to the regular library schedule and save costs, trainings were held in a single day in a central location convenient for each cluster.

These trainings covered a wide range of topics librarians needed to establish and manage their own e-reading programs. After the training the librarians returned and trained their colleagues who were unable to attend. In this way, over 200 librarians and ICT officers were trained on how to run a digital reading project in their libraries.

Finally, Worldreader Project Assistants provided in-person and phone support to libraries throughout the project. Project Assistants used these opportunities to answer questions librarians had, provide technical support (including e-reader troubleshooting), and generally monitor progress in the library. This support also allowed Worldreader staff to learn from established clusters, in order to make adjustments to training and approach for future clusters.

3 See full training agenda for Cluster 4 in Annex 1.
Worldreader adapted Cluster 4’s training format and content, following feedback from previous cluster trainings. The biggest change was in length. Cluster 4 training was two days long, as opposed to just one day for Clusters 1-3, allowing for more time spent on each topic, group discussions and partner work, and hands-on experience and practice. Librarians also spoke positively about sharing with and learning from their colleagues. As a result, during the Cluster 4 training librarians had “one-on-ones” and peer homework assignments, including practice using the Worldreader mobile app. Additionally, in an effort to make reference materials easier to use, the Worldreader team created one-page “cheat sheets” from each training guide that highlighted major takeaways and points. These were then shared with Clusters 1-3 as well.

Digital Reading Summit Librarian Track

Worldreader staff and knls librarians in a library panel discussion at the Digital Reading Summit.
In order to further feed the interlibrary relationships and continue building the capacity of knls staff, Worldreader established the first Librarian Track at the 4th annual Digital Reading Summit (DRS) in Nairobi in April 2017. The Digital Reading Summit is Worldreader’s two-day conference in Accra and Nairobi where e-reading project participants, managers, and publishers gather to discuss issues and innovations pertaining to digital literacy and education technology. To fund these inaugural library-specific sessions, Worldreader secured a donation of devices from Amazon, meaning project funds that were originally allocated for devices could be spent on this capacity building activity. During the half-day of panel discussions and sessions by and for librarians, topics ranged from e-Reading Project Successes and Challenges, to The Future of Libraries and Mobilizing and Maintaining Community Support. The dedicated track generated excitement and enthusiasm among librarians, providing another point of contact with their peers, reinforcing e-reader and sustainability training, and contributing to their capacity growth as librarians and professionals.

Training of Trainers

In addition to the four Cluster trainings, Worldreader and knls hosted a Training of Trainers (ToT) in October 2017. The focus of this training was project sustainability, training new staff members, and integrating e-reader training into knls’ existing structure and systems. Attendees included 12 ICT officers, 18 librarian ambassadors from Clusters 1-4, and four members of the knls technical team. The ICT Officers at knls are responsible for the e-reading program at project handover, including visiting libraries to provide continuous support and troubleshooting to the librarians. The ToT training offered the chance for experienced LEAP librarians to refresh their skills and build linkages with ICT officers who were new to the LEAP project.

C. E-READER CONTENT

Worldreader and knls curated a list of 200 storybooks, textbooks, and non-fiction titles to include on the e-readers. The booklist was geared towards school-going patrons and focused heavily on content for primary and secondary school level, followed by adults and elders. Knls reported that schools were libraries’ largest partners and most frequent visitors. With this in mind knls and Worldreader built a balanced booklist, paying extra attention to content for young learners.

“The last summit we attended, we really shared a lot. How we got to learn what is happening in other countries, sharing challenges… it was really eye opening.” – Colly Sitima, Librarian, knls Kakamega


\[^6\] See full DRS Librarian Track training agenda in Annex 2.
\[^5\] See full ToT training agenda in Annex 3.
The e-readers provided an infusion of new and exciting reading materials for librarians to use. Despite a balanced booklist of 200 titles, there was still demand from patrons for additional content. In surveys conducted by Worldreader, as well as in conversation with Project Assistants, librarians consistently expressed a desire for a wider range of content. Specifically, librarians were interested in additional content targeting their youngest patrons as well as further resources for patrons pursuing higher education. To increase their selections, some librarians were able to connect their e-readers to Wi-Fi and download additional free content from Amazon’s store.

This content feedback also helped Worldreader and knls to re-evaluate and update the e-reader booklist before each new cluster deployment. In total, Worldreader substituted 27 books from the original Cluster 1 booklist throughout the project. Notably, the Qur’an was added to meet the needs of patrons served by Cluster 4 libraries that are in a predominantly Muslim part of Kenya. Cluster 4 also had significantly more content for younger students, with 20 A-B level books (lower primary reading levels) as opposed to five on Cluster 1-2 devices and four on Cluster 3 devices.

In an effort to get more insight into book usage, Worldreader conducted a device survey in 17 libraries in January 2018. Worldreader staff recorded the six most recently read books on 10% of the devices at each of the 17 libraries. These data provided interesting insight into reading patterns and reader behaviors. One insight was into how the Kindle functionality can serve to promote certain content. On many devices library patrons sorted books alphabetically by title. On these devices nearly 40% of most recently read books were alphabetically ordered by title.

### Balancing Digital in a Print World

Librarians worked with their patrons to ensure digital books complemented their collection and weren’t seen as a replacement.

- During school visits to knls Kibera, librarians and teachers require at least 30 minutes of reading with print books after an e-reader session.
- The Head Librarian at knls Rumuruti carries both e-readers and print books during her outreach visits, and discusses the importance of both.

![Book Selection by Reading Level](image-url)
opened books began with a number, or the letters A-C. This is despite the fact that only 18% of the titles on those devices started with a number or the letters A-C. One hypothesis is that due to content discoverability issues with the Kindle, many patrons were only choosing books that appeared first alphabetically, rather than searching through all books on devices and making their selections accordingly. The survey also displayed that patrons most frequently used secondary level curriculum, revision books for both primary and secondary school, stories written by or about politicians with ties to the African continent, and Swahili-language content.

D. NATIONAL KNLS INVOLVEMENT

As part of project maintenance plans, Worldreader and knls each committed to financial and operational responsibilities throughout the duration of the project. This would set knls up to successfully manage the project after close-out.

During the LEAP pilot, Worldreader covered all costs associated with implementation. Both parties agreed that in order to plan for sustainability from the start of LEAP 2.0, knls would need to cover additional project costs from day one. This included covering customs fees at port for the e-readers, paying for librarian training, and paying for community launch events. By staggering the deployment across four clusters the partners ensured that costs could be spread out and predictable, thus ensuring knls could plan accordingly with their budgeting processes.

Knls also committed to allocate part of its annual book procurement funding to digital resources post project close-out. In sustainability meetings with Worldreader staff, knls’ Director confirmed plans to move to a 50% digital and 50% paper book collection over the next five years. Worldreader has observed that Kindles in libraries have about a five-year lifetime, and additional digital content will help ensure the devices are utilized through at least 2022. By budgeting for additional content and a more digital collection in the future, knls can help maintain this improvement, keep the momentum going, and display their dedication to sustaining the project.

The partners mapped out operational roles as well. Worldreader managed device production and deployment. The booklists were curated in tandem with knls, as they would be responsible for choosing new books in the future. Worldreader facilitated trainings but planned to increase knls’ leadership throughout the project. Worldreader led the Cluster 1 formal training event, but knls took on more of a leadership role for Clusters 2 and 3, facilitating sessions and working groups. Because Worldreader and knls decided to make changes to Cluster 4 training, including extending the training to two days, Worldreader took a more active role in training. Combined with the ToT, this prepared knls to facilitate trainings for newly hired librarians in future project years.
IV. ACTIVATION AND ENGAGEMENT

After receiving devices and training, libraries immediately began project activities and community engagement. Librarians set up policies for in-library and overnight borrowing, created partnerships with neighboring schools and institutions, conducted outreach activities, and promoted mobile phone reading. They used digital reading as a method of marketing library services and reached new and existing patrons in innovative ways.

A. BORROWING

Once devices were deployed to libraries, they were made available for patrons to borrow for in-library use, just like print books or other library resources. Library visitors could borrow e-readers for individual reading and studying, or in bulk for group library sessions. Each library built its own borrowing policy and inventory system, based on its own capacity and infrastructure. During training, Worldreader worked with librarians to develop policies around borrowing and storage that worked best for their institutions and communities.

“A book doesn’t have a dictionary – an e-reader has. A book doesn’t have a highlighter – an e-reader has. An e-reader has a library of its own. It has inspired us with the storybooks it holds.”

Angelo, Upper Primary, Meru Junior

An outdoor school reading session at KNLS Naivasha.
Almost all device borrowing happened under librarian supervision, either during library hours or as part of outreach activities. Rarely, libraries would let staff or individuals bring e-readers home for the night, although in some cases libraries set up school lending policies. One-way libraries accomplished this was to create agreements with neighboring schools for bulk device borrowing. Knls Kibera developed a Memorandum of Understanding between the library and six local schools that allowed the schools to borrow a set number of e-readers for two weeks at a time. Despite concerns for device safety, no devices were lost, stolen, or broken as part of this outreach.

This kind of borrowing not only strengthened relationships between the library and local institutions, but librarians reported it increased library revenue after changes were made to individual membership and borrowing fees. Knls stopped requiring individual membership fees in 2015, but began charging adult members a daily access fee of KES 20. They also charged both adults and children fees for print book borrowing, KES 20 and KES 5 respectively. Knls reported that these new daily costs caused patronage to drop, ultimately decreasing revenue and making libraries more reliant on institutional partnerships for raising money. Schools took advantage of the opportunity for institutional borrowing, which costs an annual fee of 3,000 Kenyan Shillings (approximately $30.00. Librarians reported that the e-readers were helpful to justify the costs to schools and institutions. These fees contribute to library operating expenses and maintenance, the yearly memberships were therefore huge contributors to annual library earnings and sustainability.

Librarians reported that school aged children were the most frequent patrons to libraries, borrowed e-readers more than older patrons, and were the majority of individual library members. During the day, librarians reported seeing the most patrons in the morning and after 3:00 pm at the close of school on weekdays, and on the weekends. To increase library utilization, knls created programming for schools to visit libraries. In order to further leverage this time, Worldreader worked with knls to build e-reader training, sensitization, and activities into these in-library school sessions. Overall, junior (primary school students) borrowing surpassed adult (secondary school students and older) borrowing during the project. Juniors borrowed e-readers an average of 19,134 times per month across the project, while adults were at an average of 7,068 per month.8

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8 Librarians reported drops in patronage and borrowing at the end of each calendar. This is when school vacations and student membership renewal cycles take place.
8 See additional data and graphs in Annex 7
B. OUTREACH ACTIVITIES

Knls librarians conducted outreach as a way to connect with institutions and community members who were unable to come to the library. Outreach typically involved a librarian traveling outside of the library with as many books as they could carry. The introduction of e-readers changed outreach opportunities, as librarians were now able to travel with hundreds of books at a time instead of dozens. E-reader outreach was a critical lesson from the pilot, and Worldreader and knls sought to make it a key component of LEAP 2.0. Knls librarians used e-readers to conduct outreach activities with local schools and learning institutions. This was especially meaningful for those schools that were located far from their closest library and for whom visiting wasn’t an option.

Ademasisjida Secondary School students use e-readers during a knls Habaswein outreach visit.

Spotlight on Outreach: Knls Meru

Knls Meru has a very active relationship with Meru Junior School. Meru Junior’s lower primary students visit the library every Tuesday for e-reader sessions, facilitated by teachers and librarians. Since the start of the digital reading project, Meru Junior teachers report students’ improved self-confidence, and that students can better express themselves.

A typical first outreach visit to a school or resource center involved library service education and e-reader training, the most common outreach activity. During subsequent visits, librarians conducted e-reading activities, the most frequent of which were storytelling groups, discussion and Q&A sessions, and free reading time. Frequency of library outreach varied depending on staff capacity, school availability, funding, and proximity of a school or institution to the library. Some libraries conducted outreach a few times per month, while others had upwards of 25 visits per month. For example, knls Kibera facilitated up to 22 outreach activities per month, knls Kericho conducted up to 28, and knls Lelechnonik reported outreach up to 31 times per month, more than one outreach activity per library operating day.

Community outreach had additional positive consequences: growth of partnerships and increased programming. The e-reading project opened up opportunities for knls libraries to diversify their funding and partnerships, attract new patrons, and develop stronger relationships with community-based institutions and NGOs.

Ademasisjida Secondary School students use e-readers during a knls Habaswein outreach visit.

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Knls Kericho’s outreach vehicle.

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Knls Kericho’s outreach vehicle.

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Several libraries conducted outreach at local prisons. Prisoners responded very positively to the projects, many requesting that devices remain at their prisons for more frequent use. Librarians reported that the prisoners felt respected by the community at large and deserving of using the same technology as those not imprisoned. At least nine libraries are now engaged with prisons, including knls Naivasha, Kakamega, Mombasa, Buruburu, Laikipia, Narok, Wundanyi, Kilifi, and Thika.

For example, knls Kakamega reported that their e-reader lending program with Kakamega School for the Deaf highlighted the benefits of ICT for special needs students and helped secure additional funding and support for the school. The project at knls Meru helped engage I Choose Life Africa (ICLA), an NGO working with marginalized girls. The library and organization signed an MOU to bring digital reading groups to ICLA’s existing initiatives. At knls Gilgil, a local member of parliament was impressed by the e-reading project and has committed to raise funds to expand digital reading in Gilgil in 2018. At knls Rumuriti, the librarian frequently brings e-readers to county government meetings to advocate for additional library funding.

The primary constraint on outreach was limited funds. Nearly every librarian surveyed mentioned that they wanted to do more outreach, but that they were limited by lack of money to pay for transportation to sites. Knls allocated a small portion of funds for outreach transportation but librarians reported these funds only allowed for limited activities. While a small number of libraries had dedicated modes of transportation, the majority relied on matatus, other public transport, or walking to get to outreach sites. Occasionally schools were able to provide vehicles or funds for library outreach, but many librarians reported spending their own money to finance these visits. The knls technical team noted that motivated librarians are a huge key to success for an e-reading project, and library operations in general, and knls has therefore committed to future re-budgeting for outreach.

Libraries made efforts to conduct outreach with students and community members with special needs. For many, this was their first chance to utilize e-reading technology in their institutions. Outreach to special needs communities reached Kakamega School for the Deaf, Kaaga School for the Deaf, and Kibani School for the Deaf, and groups of street children in Isiolo, among others.
C. MOBILE PHONE READING

The Worldreader app provides free access to tens of thousands of books to anyone with a mobile phone. All LEAP 2.0 librarians were trained on Worldreader app, including ways to promote the application in their libraries. The goal of incorporating mobile reading into the project was to increase access to a wide variety of content for library patrons to access on their own.

Worldreader app uptake among library patrons was lower than desired. There was a handful of active libraries, but the majority had infrequent mobile participation. Some librarians happily engaged with the mobile app, promoting it with patrons and during outreach, specifically focusing on university students, teachers, parents, and those with easy access to a feature phone or smartphone.

At knls Meru, the ICT officer initiated a program with post-Secondary students called “My Phone, My Book” that encouraged adults to use their mobile phones as alternatives to e-readers. The librarians at knls Kisumu engaged parents through a parent-to-child program that promoted mobile reading with children in the home.

Librarians gave a few reasons for why they thought the mobile component was not more popular. Several librarians reported that they did not promote the app actively, or that they did not display promotional materials such as banners that promoted the service. All librarians reported that accessibility, specifically the high cost of data or lack of reliable Wi-Fi, were the main suppressors of users. To access the app outside of the library, patrons required mobile data to browse and download. Worldreader saw higher app downloads in larger libraries in more affluent areas of Kenya, but low overall usage. As part of the project’s sustainability plan for 2018 and beyond, knls will reassess the mobile component and rescope its role and how to approach training and advocacy based on these results.

**Worldreader App Utilization**

- Libraries Reached With Mobile: 28
- Unique Books Opened: 727
- Total Pages Read: 201,530
- 53% of pages read were by patrons in Nairobi and Buruburu Libraries
V. FINDINGS AND METRICS

“A-readers gave us more vigor to move out with a new product into the community.”
Wellington, Librarian, knls Dzitsoni

A. IMPACT

The results of the LEAP 2.0 Project were promising. Worldreader and knls deployed 3,000 e-readers and 600,000 e-books to 61 libraries, and the community responded positively to the growth of digital reading. Over the course of the project, 314,424 patrons checked out e-readers. All libraries conducted outreach activities, and several facilitated 30 or more monthly visits. Through outreach activities, libraries were able to loan out e-readers 250,807 times. Libraries also registered 38,604 new members. Youths made up the majority of e-reader usage and membership, borrowing e-readers an average of 1,200 times per month, followed by adult patrons who borrowed an average of 480 times per month. Librarians also promoted the use of Worldreader’s app within the community, and among the 28 libraries that utilized this technology, 727 books were opened, and over 200,000 pages read. Finally, Worldreader Project Assistants provided ample support to libraries, visiting upwards of 500 times throughout the duration of the project.

LEAP 2.0’s impact went beyond quantifiable library services. Individual librarians expressed professional development and job capacity growth as a result of the digital reading training and support they received. The Head Librarian from knls Kwale credits the e-reading project’s impact with his selection as one of the Young African Library Innovators Initiative’s (YALI) 19 program winners in 2017. At knls Kakamega, the staff was able to receive training in sign language specifically to improve digital reading outreach for hearing impaired students. Librarians also reported increased interest in the library, with community members recognizing the relevance of new materials and technology and placing more trust in the libraries than previously. Librarians utilized the devices to promote library services within the community, and to create new partnerships with NGOs and government systems. For many, the digital reading project was a topic of interest and excitement that helped librarians secure challenging meetings, relationships, and funding. The LEAP 2.0 project not only reached library patrons and increased access to relevant reading materials, but also had significant professional and institutional benefits for librarians, libraries, and the national knls system as a whole.

See Data Integrity statement in Annex 5.
B. LEARNINGS

Throughout the 1.5-year project lifetime, learnings, limitations, and best practices emerged. Specifically, Worldreader learned lessons on project elements that did not go as planned, and gathered experiences on how to partner with a government body, and bring a project to nationwide scale.

There was a six-month delay at the start of LEAP 2.0. It launched about half a year later than planned. Worldreader expected LEAP 2.0 to have a similar preparatory and planning phase to the LEAP pilot, which was relatively quick. In practice, this piece of the project required further conversations, logistics meetings, planning sessions, financial set-up, and a lengthier all-around start-up time. The delay was unexpected and not ideal for either partner. Worldreader’s future project timelines will better reflect the reality of nationwide implementation, and the need for longer lead times in the planning phase.

Going forward, Worldreader will also change the approach to cluster selection used in LEAP 2.0. While knls grouped the libraries geographically, several clusters had libraries that were much further from the rest of their cohort, which made it difficult for Project Assistants to visit easily or with as much frequency as other libraries. In-person library support could have run smoother, and provided the same level of support to all libraries, with more in-depth cluster selection criteria and travel considerations.
Likewise, Worldreader and knls gleaned learnings from the library device allocation process. The partners allocated e-readers to libraries based on current membership and reported library traffic. However, this information ultimately did not determine a library’s device needs or project activities. Many libraries that received fewer devices were in fact more active project participants, and required more devices than libraries that initially received a larger amount. For future projects, Worldreader will either allocate an equal number of devices to each library, or develop a different and more accurate method for determining device needs and capacity.

The Worldreader app also proved to be an area for improvement within the project. Mobile application promotion and user uptake was low, and implementation was challenging. It did not have the engagement or excitement Worldreader had expected. High data costs, slow wireless speeds at knls libraries, and overall lack of interest in mobile phone reading were contributing factors. Together with knls, Worldreader will continue to analyze and extract learnings, and improve upon the current model of mobile reading project design to ensure social, economic, and environmental factors are taken into full consideration.

Finally, Worldreader and knls encountered challenges with data collection. Worldreader Project Assistants collected monthly library data using paper forms, and this method led to reporting issues. Hand-written data was difficult to decipher, hard to analyze, and time-consuming to input digitally. There was also a lack of communication between Worldreader and knls’ monitoring and evaluation teams early on. LEAP 2.0 lacked an integrated, collaborative M&E approach until partway through the project. Inconsistencies between the language Worldreader and knls used on their respective monitoring forms also caused confusion for the librarians. Based on these limitations and learnings, Worldreader will implement a digital data collection in the future based on a co-created comprehensive monitoring and evaluation plans with project partners.
VI. CONCLUSION

A. CLOSE-OUT AND SUSTAINABILITY

Government partnership and sustainability planning anchored the development of LEAP 2.0. From the start, the project took steps to hand over full ownership and management to knls. This officially took place on March 31, 2018, and many of LEAP 2.0’s activities and support systems were specifically designed as means to that end. The partners’ collaborative steps towards this goal – knls’ financial buy-in, joint leadership trainings, co-created booklists, close-out and sustainability planning sessions, a final training the trainer event – led to the overall success and encouraging future of the project. Worldreader and knls walked together in lock step throughout the project, and in doing so developed a set of best practices for nationwide project scale with a government partner, and project sustainability for years to come.

While Worldreader remains a knls partner, the day-to-day management is knls’ responsibility moving forward. Worldreader took several sustainability measures throughout the duration of the project, and especially towards the end, to ensure knls success both financially and programmatically. These included creating a close-out plan, hiring additional staff, refresher training and M&E materials.

With support from knls, Worldreader developed a demobilization plan for project closeout to ensure that Worldreader-led loose ends were tied up and knls took charge of all programmatic work. Project Assistants conducted their final library visits, ensuring that every single library within their designated clusters received a last support session. Worldreader held a meeting with the knls Director and Technical Team - including Projects Coordination, Resource Mobilization, ICT, Marketing and Communications, Planning, and Book Development staff - to plan for their withdrawal of active support. The final Project Assistant visits were opportunities to communicate this change to individual library staff as well. Worldreader also worked closely with knls’ Monitoring and Evaluation Team to refresh the monthly monitoring forms and plan for continued data collection and reporting. Knls will

keep Worldreader abreast of future results and impact.

Knls budgeted for sustainability as well, including the hiring of seven new ICT officers from 2016-2017, to support libraries with hardware and troubleshooting and continue the active support provided by Project Assistants. Additionally Worldreader produced a suite of short training videos highlighting three main e-reader modules: device navigation, user experience, and troubleshooting. The videos complement existing training resources, and knls staff at both the headquarters and library level can use them to refresh their own training, instruct new librarians, or guide patrons. Knls will disseminate these videos in the coming months.

B. WHAT’S NEXT

LEAP 2.0 was Worldreader’s first national scale library-based project. In collaboration with knls, Worldreader designed and deployed a digital reading project that reached all 61 national public libraries in Kenya. Once up and running, LEAP 2.0 delivered more than 600,000 e-books for Kenyans of all ages to use in their libraries.

Worldreader and knls planned for scale and sustainability from the first day of the project. The partners designed a phased cluster approach, hardware deployment, and financial and management structures with purpose, in order for Worldreader to support the project launch and knls to maintain project management and sustainability into the future. At the end of the project, librarians reported feeling increased trust and respect from their communities and new levels of relevance and innovation, for both themselves and their libraries as institutions.

The next phase of Worldreader’s library work is already in progress, building from these learnings. Worldreader launched the library-based LOCAL project earlier in 2018, and has sights set on the next nationwide library implementation. The LOCAL (Local Content for African Libraries) Project, funded by the Bill & Melinda Gates Foundation and in collaboration with AfLIA (African Library and Information Association and Institution), is focused on local language content and library activities for young children. This will roll out in three Sub-Saharan African countries in direct partnership with their national library services. The project began with nine libraries in Ghana in February 2018, and will expand to Zambia and then Uganda through the end of 2019. Armed with findings on systems integration, national advocacy, and library support, Worldreader also plans to pursue its next iteration of library-based digital reading at scale. Worldreader will seek funding to replicate and improve upon the knls e-reading project in another geography, collaborating with a new library service to sustainably bring library-based digital reading to scale.
LEAP 2.0 FINAL REPORT ANNEX
# ANNEX 1 – CLUSTER 4 TRAINING SCHEDULE

## Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 AM - 9.00 AM</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>9.00 AM - 9.10 AM</td>
<td>Establishing Norms</td>
</tr>
<tr>
<td>9.10 AM - 9.30 AM</td>
<td>LEAP 2.0 Background, Purpose/Overview Learning objectives</td>
</tr>
<tr>
<td>9.30 AM - 10.00 AM</td>
<td>Training on E-Reader Care and E-Reader Training Tips</td>
</tr>
<tr>
<td>10.00 AM - 10.30 AM</td>
<td>BREAK</td>
</tr>
<tr>
<td>10.30 AM - 12.50 PM</td>
<td>E-Reader Basics (Module 1)</td>
</tr>
<tr>
<td>1.00 PM - 2.00 PM</td>
<td>BREAK (LUNCH)</td>
</tr>
<tr>
<td>2.00 PM - 2.15 PM</td>
<td>Review of E-Reader Basics (Module 1)</td>
</tr>
<tr>
<td>2.15 PM - 4.00 PM</td>
<td>E-Reader Basics (Module 2)</td>
</tr>
<tr>
<td>4.00 PM - 4.15 PM</td>
<td>BREAK</td>
</tr>
<tr>
<td>4.15 PM - 4.45 PM</td>
<td>Worldreader Mobile</td>
</tr>
<tr>
<td>4.45 PM - 5.00 PM</td>
<td>Assignments</td>
</tr>
</tbody>
</table>

## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 AM - 10.00 AM</td>
<td>Librarian One-On-Ones</td>
</tr>
<tr>
<td>10.00 AM - 10.30 AM</td>
<td>BREAK</td>
</tr>
<tr>
<td>10.30 AM - 11.45 PM</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>11.45 AM - 12.45 PM</td>
<td>Community Outreach and Activities</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1.00 PM - 2.00 PM</td>
<td>BREAK (LUNCH)</td>
</tr>
<tr>
<td>2.00 PM - 2.30 PM</td>
<td>Community Launch</td>
</tr>
<tr>
<td>2.30 PM - 3.00 PM</td>
<td>Sustainability and Fundraising</td>
</tr>
<tr>
<td>3.00 PM - 3.15 PM</td>
<td>Group Activity: Project Implementation Plan</td>
</tr>
<tr>
<td>3.15 PM - 3.45 PM</td>
<td>Presentation of Implementation Plans</td>
</tr>
<tr>
<td>3.45 PM - 4.00 PM</td>
<td>Training Feedback Survey</td>
</tr>
<tr>
<td>4.00 PM - 4.30 PM</td>
<td>Closure</td>
</tr>
</tbody>
</table>
## ANNEX 2 – DIGITAL READING SUMMIT LIBRARIAN TRACK

### DAY 2

<table>
<thead>
<tr>
<th>TIME</th>
<th>LIBRARIAN WORKSHOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:30 AM</td>
<td><strong>Health Break</strong></td>
</tr>
<tr>
<td>10:30 - 12:00 PM</td>
<td><strong>E-Reader Project Successes and Challenges.</strong> Moderator: Austin Ciseth, Programs Assistant, Worldreader. Speakers: Joan Nipu - ICT Head, KNLS Meni, Kaaga School For The Deaf and Agnes Keagi - KNLS Rumuruti. How do you optimize service delivery with the available technology? Feedback sessions where peers articulate their successes and challenges. Participants learn from each other.</td>
</tr>
<tr>
<td>12:00 - 1:00 PM</td>
<td><strong>Future of Libraries - How do e-books and digital technology contribute to lifelong learning?</strong> Moderator: Jennifer Ita, Librarian, Worldreader. Speakers: Richard Abru, Director, KNLS, Gertrude Mulinowa, National Librarian, Uganda, Jacinta Were, East Africa Program Representative, ALIA. The role of libraries is undergoing massive change with the rise of digital technology. Our distinguished panel of library leaders will share perspectives on how these technologies can contribute to lifelong learning and how they envision libraries will look as the digital future continues to unfold.</td>
</tr>
<tr>
<td>1:00 - 2:00 PM</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>2:00 - 3:30 PM</td>
<td><strong>Mobilizing and Sustaining Community Support.</strong> Moderator: Navvin Omendi Ogutu, Operations Assistant, Worldreader. Speakers: Purity Kaweru, Head Librarian, KNLS Nakuru, Mary Kinyanjui - KNLS Kiambu, Mirem Mwireth, Head Librarian, KNLS Thika. This session will feature a panel discussion focused on how librarians can gain community support in order to implement the many great ideas shared throughout the past two days.</td>
</tr>
<tr>
<td>3:30 - 4:00 PM</td>
<td><strong>Feedback Sharing</strong></td>
</tr>
<tr>
<td>4:00 - 4:45 PM</td>
<td><strong>Closing Ceremony, Certificates</strong></td>
</tr>
<tr>
<td>4:45 - 5:00 PM</td>
<td><strong>Health Break</strong></td>
</tr>
</tbody>
</table>
## ANNEX 3 – TOT TRAINING SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 Training 17th October 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00 AM - 8.30 AM</td>
<td>Arrival</td>
<td>Austin</td>
</tr>
<tr>
<td>8.30 AM - 9.00 AM</td>
<td>Welcome and Introduction</td>
<td>Juliana/Mustafa</td>
</tr>
<tr>
<td></td>
<td>Establishing of norms</td>
<td></td>
</tr>
<tr>
<td>9.00 AM - 9.15 AM</td>
<td>Training Expectations</td>
<td>Joan</td>
</tr>
<tr>
<td>9.15 AM - 9.45 AM</td>
<td>Introduction to LEAO 1 &amp; 2</td>
<td>Joan</td>
</tr>
<tr>
<td>9.45 AM - 10.00 AM</td>
<td>Q&amp;A</td>
<td>Joan</td>
</tr>
<tr>
<td></td>
<td><strong>Tea break 10:00 am - 10:30 am</strong></td>
<td></td>
</tr>
<tr>
<td>10.30 AM - 11.15 AM</td>
<td>LEAP 2 Status Report</td>
<td>Wanjiku</td>
</tr>
<tr>
<td>11.15 AM - 11.45 AM</td>
<td>TOT Roles</td>
<td>Joan</td>
</tr>
<tr>
<td>11.45 AM - 1.00 PM</td>
<td>TOT 101</td>
<td>Joan</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch break 1:00 pm - 2:00 pm</strong></td>
<td></td>
</tr>
<tr>
<td>2.00 PM - 2.45 PM</td>
<td>TOT Mentorship</td>
<td>Joan</td>
</tr>
<tr>
<td>2.45 PM - 4.00 PM</td>
<td>Project Management Review</td>
<td>Martine</td>
</tr>
<tr>
<td></td>
<td><strong>Tea break 4:00 pm - 4:15 pm</strong></td>
<td></td>
</tr>
<tr>
<td>4.15 PM - 4.45 PM</td>
<td>Project Management Review</td>
<td>Marvin/Austin</td>
</tr>
<tr>
<td>4.45 PM - 5.00 PM</td>
<td>Worldreader Mobile</td>
<td>Marvin/Austin</td>
</tr>
<tr>
<td></td>
<td><strong>5:00 pm Closure day 1</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Title</td>
<td>LEAD</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>8.00 AM - 8.15 AM</td>
<td>Arrival and Registration</td>
<td>Mustafa</td>
</tr>
<tr>
<td>8.15 AM - 9.00 AM</td>
<td>Worldreader Mobile</td>
<td>Marvin/Martine</td>
</tr>
<tr>
<td>9.00 AM - 10.00 AM</td>
<td>M&amp;E (Reporting Data)</td>
<td>Wanjiku</td>
</tr>
<tr>
<td></td>
<td>Tea break 10:00 am - 10:30 am</td>
<td></td>
</tr>
<tr>
<td>10.30 AM - 11.15 AM</td>
<td>Mobilizing Resources</td>
<td>Marvin/Juliana</td>
</tr>
<tr>
<td>11.15 AM - 11.45 AM</td>
<td>Outreach</td>
<td>Austin/Martine</td>
</tr>
<tr>
<td>11.45 AM - 1.00 PM</td>
<td>Adding content &amp; Devices</td>
<td>Martine/Mustafa(knls)</td>
</tr>
<tr>
<td></td>
<td>Lunch break 1:00 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>11.15 AM - 11.45 AM</td>
<td>TOT Roles</td>
<td>Joan</td>
</tr>
<tr>
<td>11.45 AM - 1.00 PM</td>
<td>TOT 101</td>
<td>Joan</td>
</tr>
<tr>
<td></td>
<td>Lunch break 1:00 pm - 2:00 pm</td>
<td></td>
</tr>
<tr>
<td>2.00 PM - 3.00 PM</td>
<td>Review of training expectations</td>
<td>Joan</td>
</tr>
<tr>
<td></td>
<td>&amp; general Q&amp;A</td>
<td></td>
</tr>
<tr>
<td>3.00 PM - 3.15 PM</td>
<td>Surveys</td>
<td>Mustafa</td>
</tr>
<tr>
<td>3.15 PM - 4.00 PM</td>
<td>Closure</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 4 — WORLDREADER BOOK LEVELING SYSTEM

A. Emerging Readers
- Pictures are dominant
- Up to 2 lines of text per page
- 5-10 words per page
- Includes ABC books, decodables and phonics
- Preschool—Early Primary School

B. Beginning Readers
- Pictures remain dominant
- Up to 4 lines of text per page
- 11-20 words per page
- Includes early leveled readers
- Locations up to 50
- Early Primary School

C. Intermediate Early Readers
- Pictures remain dominant
- 4+ lines of text per page
- Simple grammar and dialogue
- Includes middle leveled readers
- Locations 50+
- Early—Middle Primary School

D. Advanced Primary Readers
- Fewer pictures
- Some full pages of text
- Includes advanced leveled readers
- Locations 100+
- Middle Primary School

E. Primary Chapter Books
- Minimal pictures
- Usually includes a table of contents
- Locations 300-1000
- Upper Primary School

F. Advanced Chapter Books
- Aimed at teens/young adults
- Locations 1000+
- Secondary School

G. Adult
- All classics and adult titles
- Locations 2,000+ (generally)
- Upper Secondary School and beyond
ANNEX 5 — DATA NOTES

The LEAP 2.0 project collected data reported from librarians in each of the 61 libraries on a monthly basis. The librarians reported quantitative data on visiting, new membership, total membership, and device borrowing both in and outside of the library.

Worldreader began data analysis in earnest Q4 2017 and completed the analysis in Q1 2018. The analysis uncovered several data quality issues that, while not unexpected for user generated paper data, present limitations for reporting and interpretation.

Worldreader focused analysis on three of the four quantitative indicators - leaving out visiting based on data quality issues reported by staff in December 2017. The remaining indicators - borrowing, current membership, and new membership, were organized for analysis.

Throughout the analysis Worldreader discovered a higher than expected number of values outside of what we would consider the normal range. We defined normal range as within 3 standard deviations of the mean within each library. Anytime Worldreader observed a value greater than 3 standard deviations of the mean for each library that figure was removed.

In addition, one library consistently reported data that was extraordinarily higher for borrowing than other libraries. While these numbers were high, they did not meet the standard for removal with a single data point as beyond 3 standard deviations from the mean within that library. However, the figures for that library alone made up nearly 50% of borrowing within each age/sex group. Worldreader determined these figures were unreliable and removed that library from all borrowing.

Finally, Worldreader found inconsistencies in new member data in relation to current membership. Reasonably we would expect that, for example, Current Membership in November could be derived by adding New Members for November with Current Membership from October. That has not proven true. Worldreader has not been able to observe any relationship between these two figures.

Additionally, it was reported by knls that current membership data was unreliable and a confusing measure for librarians. For this reason it is not surprising that these two figures have differed. With this in mind, Worldreader has decided to utilize the cleaned data for New Members and Borrowing only for statistical reporting.
**ANNEX 6 – MONTHLY MONITORING FORM**

Library Name: ____________________________  
Reported by: _____ Designation: ___________ Gender of reporting officer: _________  
Reporting Date: _________ Month Covered: ______________

**SECTION ONE: LIBRARY PATRONAGE**

1. How many visits did you receive in the last month?

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is your current Membership?

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How many new patrons did you register as members in the last month?

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How many patrons did you register as having borrowed the e-readers in the last month?

<table>
<thead>
<tr>
<th>Library Patrons</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outreach Activity Patrons</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION TWO: E-READER PROGRAM

1. How many e-readers did you receive at the beginning of the program? ____________________________

2. Monthly e-reader inventory. Fill in the details in numbers

<table>
<thead>
<tr>
<th>Broken</th>
<th>Lost / Stolen</th>
<th>Any Technical Issues</th>
<th>Replaced E-readers</th>
<th>Functional E-readers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **E-reader activities.** These include outreach and group activities within or outside the library. These do not include normal e-reader borrowing in the library.

   a. How many e-reader related activities did you carry out in the last month? ____________________________

   b. Kindly list them and indicate the number of times you have conducted this activity.

   I. ____________________________________________________________
   II. ____________________________________________________________
   III. ____________________________________________________________
   IV. ____________________________________________________________
   V. ____________________________________________________________

SECTION THREE: ADDITIONAL FEEDBACK

1. Are there any positive results you have seen in your library as a result of LEAP 2.0? ____________________________

2. What are some of the challenges you faced in the last one month as a result of implementing LEAP 2.0? ___

3. Do you have any recommendations to Worldreader or KNLS about the programme? ____________________________
ANNEX 7: ADDITIONAL DATA VISUALIZATIONS

Booklist by Genre

Cluster 1 Average – New Junior Members
United States

**Worldreader Headquarters**

40 Ringold St.  
San Francisco, CA 94103 USA  
Phone: +1 (415) 562-4840

**Washington, DC Area**

1521 Westbranch Drive, Suite 410  
McLean, VA 22102 USA  
Phone: +1 (703) 653-0081

Africa

**Worldreader Ghana**

No. 334, Salem Avenue  
Kuku Hill, OSU  
Accra, GHANA  
Phone: +233 540 122490

**Worldreader Kenya**

Phone: +254 722 785 006

Europe

**Worldreader Spain**

Mallorca 318, 3º 1ª  
08037 Barcelona SPAIN  
Phone: +34 930 131 276

**Worldreader UK**

20 Dartmouth Park Road  
London, England NW5 1SX  
UNITED KINGDOM

Asia

**Worldreader India**

House No. B 242, Lower Ground  
Floor, Greater Kailash, Part-I  
New Delhi, 110048 INDIA  
Phone: +91 968 686 2387

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For more information about Worldreader’s programs please contact info@worldreader.org

To read books on your mobile phone download the Worldreader app on the Google Playstore or go to read.worldreader.org.