Library service in Kenya is changing. Addressing evolving community needs has rapidly led to adoption of new formats. Technology plays a major role in providing instant access to information. Librarians are moving away from their desks to engage patrons in activities that suit specific local communities. Librarians are addressing development agenda by actively reaching out to communities, bringing them on board mobile learning by integrating traditional librarianship with mobile platforms.

For the past five years Worldreader has worked to deliver the largest culturally relevant library, currently at 31,901 digital titles, to the developing world. E-readers are cost effective while mobile phones are commonly found, even in rural households.¹

E-reading programmes reach over 127,865 families and patrons in Worldreader’s school and library² programs in Kenya, Uganda, Tanzania, Rwanda, Ethiopia, Zimbabwe, Zambia, Malawi, South Africa, Sierra Leon, Nigeria, Ghana. Information on health, agriculture, education, other subjects, reading for pleasure, reaches as far as mobile phones can go. Since 2010, Worldreader has reached 20 million people on the mobile phone App.

E-readers are an-easy-to-use device, increasingly available inexpensively, downloading books using either 3G technology or Wifi. The long battery life, ruggedness of the device, ability to charge using solar power makes it compelling technology to adopt, even in harsher environments.

Building on school-based programs that have continued to show significant positive impact on children’s reading skills and literacy acquisition in both English and local languages,³ Worldreader piloted Project LEAP (Libraries, E-reading, Activities, Partnership), March to December 2014. Funding was by Bill and Melinda Gates Foundation, implementation by Worldreader and Kenya National Library Services.

The LEAP pilot equipped eight libraries in Kenya with 250 e-readers creating immediate supply of 50,000 books of varying genres, suitable for patrons of all ages. The pilot attempted to answer questions such as how libraries adopt services and spaces to meet patron needs.

From the pilot’s learning, Worldreader in partnership with Kenya National Library Services, is scaling LEAP across KNLS’s network of 61 libraries.

¹ http://unesdoc.unesco.org/images/0022/002274/227436E.pdf
This presentation will discuss the potential for digital reading programmes in communities through libraries.

**Key words: Libraries, digital, cost, content, communities, activities, partnership**

**BIO**

Joan Mwachi-Amolo manages the Worldreader portfolio in Kenya and greater East Africa. She is responsible for the strategic objectives and policies in the country office. Joan is an experienced educator, designer and implementer of training programs and capacity-building initiatives around non-formal school systems in impoverished communities. She has expertise in designing programs and tools for start-up organizations. Prior to joining Worldreader, Joan was the Regional Support Manager, Operations, at Bridge International Academies, a Nairobi-based organization that builds a network of ultra-low cost private primary schools. Joan received a Bachelor of Education degree and a Master in Education Administration degree, both from Kenyatta University.
Worldreader Profile
Worldreader is creating a future where everyone can be a reader. Using low-cost technology, a personalized digital library, and a worldwide network of corporate and nonprofit partners, we help millions of people reach their potential.

Access to information through reading and books is transformative – it increases earning potential, improves health outcomes, breaks the cycle of poverty, and strengthens society. However, libraries in low-resource settings struggle to maintain relevant and current reading material. 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, at an average cost of US$25 per copy.” In contrast, it costs just $16 to put an entire library of hundreds of digital books into the hands of a new reader. 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 21st century. Africa has 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%. 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.

Our research shows that students enrolled in Worldreader’s program dramatically increased reading ability (measured by improvements in the words they were able to correctly read per minute) leading to the number of students who couldn’t read a single word in their mother tongue dropped from 65% down to a mere 9%! This joins our other research that has shown girls learn to read at the same rate as boys (a rarity in most schools), and that when girls are given access to e-books, they read five-to-six times more than boys.

Worldreader empowers people throughout the developing world, from children reading on parents’ laps to primary-school students learning to read, to adults looking to improve their lives.

Knowing the readers

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Technology
Technology creates new opportunities. The increasing ubiquity and diminishing costs of digital technology enable Worldreader to work in an efficient and economical way. E-readers that cost over $300 when we started now cost less than $50, and digital books cost about a dollar each. On average, it costs just $16 to put an entire library of hundreds of books into the hands of a new reader and get them reading. And thanks to Moore’s Law and economies of scale, these costs will only continue to fall.

E-readers and mobile phone are fast gaining competitiveness against traditional delivery of print material.

Digital Library

Worldreader’s digital library contains over 30,000 titles from over 330 publishers in 30 countries. It aims to become the world’s most comprehensive, personalized digital library for the Global South. There are 70 genres of books in 43 languages.

LEAP 1.0

Project LEAP⁴—“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 would 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 excerpts from the final report for the year long 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 over 20,000 patrons trained on e-reader usage.

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

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 paper will 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 paper 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 paper 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.

The results from Project LEAP indicated that library e-reading programs are relatively low cost: A simple to implement technology intervention that leads to increased patronage and patron interest in the library. The pilot attracted a wider age range of patrons and increased the amount they were reading, in addition to rapidly expanding the library collection of books.
“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. Knls has 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 that has been shown to widen knls’ access and to bring libraries to the centre 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 Services, 2015.

A) Results & Lessons Learned

1. 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.

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. 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.

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 relevance of the content provided 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 is at least partially due to the age appropriate and culturally relevant content on the e-readers.
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.

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.

2. 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.

4. 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).

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 model being used, along with an emphasis on device handling during training sessions.

5. 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 these and other challenges. Additionally, solutions are proposed in the Recommendations section.

6. 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.

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.

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 resource intensive.

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. Patron demographic shifts - Young people are the most active users of libraries across Kenya.

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.

7. 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.

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.

8. 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.

Many libraries incorporated e-readers into their existing programs to improve the effectiveness of these programs.

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

- 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

9. Librarian Habits & Attitudes

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.

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

10. 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.

11. 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 BLUE Box (Building Literacy Using E-Readers) for Libraries 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.

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, this comes out to less than $15 per person impacted (over 3 years of project implementation).
It should be noted that the estimated retail value of the content alone exceeds the total project cost. 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

1. 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.

2. 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.

3. 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.

4. 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.

The two libraries that participated in the study reported significant additional effort to charge their devices, before the solar charging solution was incorporated. 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.

B) 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.

Librarians

- 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.
- 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 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.
- **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.
From the pilot’s learning, Worldreader in partnership with Kenya National Library Services, is scaling LEAP across knls’s network of 61 libraries.

LEAP 2.0s long term goal is to create a digital reading program that not only increases patronage and reading, but is well integrated into knls services. Worldreader aims to have a framework for a sustainable digital reading programme to be adopted by knls post 2017.

**Key take aways from this session:**

1. Identify strategies for integrating e-readers in libraries.
2. List networking partnerships for scalability
3. Identify interfaces for collaboration towards the common goal using innovations to enhance reading.