

Literacy and Democracy

**“Building capacity to address literacy challenges in
Mombasa and Västernorrland”**

**A study report on methods developed to increase
reading ability through cross-sectorial collaboration in
Mombasa.**

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1. SUMMARY

Literacy and Democracy is a project where Västernorrland, Sweden and Mombasa, Kenya exchange experiences from reading promotion. The goal of the project is to increase capacity in the partner organisations to address rapid changes of reading habits and abilities of youth in the society.

Football being the primary sport in Mombasa, serves as a framework for advocating for reading promotion in the project activities. The project has seen close partnerships and collaborations with the following key stakeholders: FKF (Football Kenya Federation) Mombasa sub-branch, football legends, the Kenya National Library (Mombasa branch), Mombasa County Government, Vocational Training institutions' Associations (MOCOVOTITA), both public & private schools, Mombasa sports club, B2B teams, the Rotary club, among other stakeholders. In the three-year period, project partners in Kenya and Sweden have been developing joint methods for cross sectoral cooperation between regional authorities and other stakeholders working with children and young youth in both formal and informal education in both counties.

Before presenting an overview of the activities and methods to promote reading that were introduced and developed in Mombasa the report briefly touches on the theoretical considerations of reading promotion and a suggested model for looking at reading promotion activity design. The purpose of the report is to illustrate lessons learnt from the activities and includes practical considerations, cooperation between relevant stakeholders and connecting with the target group. Ultimately the sustainability of a project is in the hands of enthusiasts who see the importance of the task – the promotion of reading as a democracy issue. The report will provide information that might be helpful to others who would like to work with reading promotion and sports.

2. INTRODUCTION

The Project

A question of democracy

In 2016 the Swedish International Centre for Local Democracy (ICLD) granted funding for a project entitled “Building capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa”. As part of Swedish development co-operation, ICLD promotes local democracy by supporting projects whose overall objectives contribute to poverty reduction. The idea is that through establishing municipal partnerships, local and regional politically controlled organizations will better be able to meet the needs of their residents.

Identified problem and the project objectives

Mombasa County education standards are low compared with other urban counties. There has been a low transition rate within the different levels of education (early year’s education – primary education – secondary education – tertiary school education)

<http://educationnews.co.ke/2017/05/08/high-dropout-rate-of-pupils-worries-govt/>. The implication of the mentioned problem is that the county might not get the benefits of an educated population, hence a draw back to economic development and degradation of social structures. Other studies have also shown that both literacy and numeracy rates amongst school going children in Mombasa has been declining over the years. These children are unable to read and comprehend simple texts/ passages for their ages and class grade. The identified problem was that these children were neither reading as much as they ought to nor having the motivation to read.

The key to literacy is reading. The problem of poor reading skills is a democracy problem and a gender equality problem that risks having serious repercussions on society while encouraging social exclusion. This means that both formal and informal education would benefit from assistance in promoting reading from other sectors. In the inception phase of the project, the partners identified young people’s participation in a democratic society as an area of mutual interest.

The main problem that the project aims to solve: The project emanates from identified Insufficiencies at organizational level to cope with rapid changes in literacy proficiency of children and youth in society. Poor reading proficiency and pedagogy is a threat to equity and inclusion and may have severe consequences both for the individual and for the society.

Project objective: Increased capacity in the partner organizations to address rapid changes of reading habits and abilities of youth in the society

Intermediate objectives:

1. Increased knowledge about “cause and effect” in the field
2. Develop methods to increase reading abilities by cross-sectoral collaboration
3. Enhance collaboration between stakeholders to increase motivation and allocate time for reading among young people.

Why reading and sports?

There are many points of similarity between sports and reading. Both begin with play and both benefit from training that does not feel like training. The more you do each, the easier they become. Both sports and reading require some support and encouragement from adults. Both contribute to building self-confidence. The feeling of mastering one’s language increases chances of being able to influence your situation. When sports functions at its best the result is in the same feeling: success in making that goal and sharing your happiness with others. The benefits of both continue throughout life. The chance of making a lifelong foundation for sports is more about enjoyment than performance. The same is true about reading.

Research has been done by a few scholars who have proven reading and sports are inseparable:

One scholar, **Danny Scott**, is the author of Scotland Stars F.C., a series of six football-filled chapter books aimed at young readers aged six to eight. He says that:

- **Reading is fitness for the brain:**

So much of football training focuses on the heart and lungs. But mental fitness cannot be overlooked. The brain is the most complex organ in the human body and reading is proven to actively increase its power. If young players want to make better decisions on the pitch and quickly process their coach’s instructions, then they should read regularly. Think of reading as a brain fitness session. As the late, great Johann Cruyff said: “You play football with your head, and your legs are just there to help you.”

- **To be a good tactical player you must be a good reader and a problem solver:**

11-a-side football is an intense experience. Problem solving while 19 outfield players swirl and shout around you is a massive challenge. Perhaps coaches could help their young players to better process this incredible amount of information by setting them reading assignments away from the pitch. Each match of football is a complete story in itself. By reading, young players can

take control of each moment and make this book a 'Choose Your Own Adventure'.

- **High concentration is key both at play and reading:**

It's not just footballers for whom concentration is key: All athletes work hard to develop the ability to block everything else out and focus on the ball in front of them. Many of them work with sports psychologists to make this possible. For the rest of us, the most affordable way for aspiring footballers to practice the art of focus and concentration is to switch off their screens, and read a book.

Hillary Tubin also suggests that a reading coach:

- Plans ahead their reading habit strategy
- Shares their reading expectations with the player
- Models reading and explains its purpose
- Provides support finding books prior to reading time
- Explicitly shows the readers what reading time looks like
- And then watches as they practice/read so they can provide specific feedback to help them become better at what they are doing.

Tubin's conclusion is that the application of a football coach's approach to reading promotion has a positive effect on promoting reading among young players. She came to this conclusion after watching her boy students at football practice. Where they had seemed unfocussed and distracted and uninterested during reading periods at school, they were focused, goal oriented and interested during football practice.

Getting to a level where reading is more than decoding words requires at least 6000 hours of practice. Within the context of the Swedish school it is difficult to reach that level. Libraries have an important role to play, but some children and adolescents never find their way to the library. Parents also have an important role to play, both as facilitators and as role models, but the trend is that less and less time is spent on reading in the home. Including sports in the mix is a method that has been tried in Sweden and abroad. Sports can offer an opportunity to create space for reading through the synergy available in utilising the innate qualities of both to assist schools, libraries and parents in promoting reading.

[Mombasa experience from previous cooperation projects](#)

The Literacy and Democracy Project was to focus on the connection between reading promotion and sports based on past experience from collaborations and partnerships between the Department of Education and stakeholders such as The Kenya National Library Services, the Aga Khan Academy, the Rotary Club of

Mombasa and Story Moja. These collaborations sought to motivate children to read more, provide and promote conducive environment to encourage reading through establishment of school libraries & reading competitions, and to make reading fun. All over Mombasa, school events (public & private schools) and libraries, were working together to improve young people's appetite for reading.

Previous projects looked at both reading promotion and sports in isolation. However, since the co-operation agreement with Vasternorrland County through the Literacy and Democracy project, Mombasa has learnt to incorporate reading with sports and this has seen an increase of children and youth participating in different sports develop an interest towards reading. This has seen an increase in reading comprehension and expansion of language. All our school calendar of events in regard to sports and book fairs / competition has this project incorporated and supported by the County Government of Mombasa amongst other cross-sectorial collaboration. This has increased reading habits during sports hence meeting the set goal.

The scope of the report

This report on reading promotion activities carried out during 2018-2019 within and supported by the project framework consists of three main parts:

1. First of all, the conclusions drawn from examination of the activities and methods regarding further development of and collaboration between the stakeholders are presented.
2. The second part of the report includes recommendations for the future development and implementation of methods and concepts that both the sports movement and libraries can use and integrate into existing structures.
3. Thirdly, the report includes an annex that consists of an inventory of reading promotion methods in football team activities, including electronic reading promotion activities with partner teams in Vasternorrland, an activity like skyping (use of Skype communication) and hospital outreach amongst others. These activities have been included for their potential of offering relevant lessons for working with reading promotion in a sports environment. The methods were validated, developed or introduced by the various participants and collaborators in the project. Some of the methods included here have been used successfully for some years.

This report is based on the information submitted by project participants found in the annex and interviews carried out with different people involved in the project.

3. CONCLUSIONS: A LOOK AT THE METHODS AND ACTIVITIES

What is reading promotion?

- Liaising the information found in a text with our experience and our thoughts for a reader to find interest in reading.
- Interconnecting past experiences and what we have already read into a complex net in a reader's mind.
- Making the experience of the first reading to be interesting and captivating.
- Creating reading spaces away from the normal environment.
- Creating reading champions amongst the peers.
- Identifying the problems which have characterised the reading culture at pivotal roles of the teacher-librarian in an effort to promote reading culture.

Activity design

The definition of reading promotion above provides an important starting point for the Literacy and Democracy Project. However, more useful in method and activity design are the strategies found essential in reading promotion for children and adolescents. To what extent are the various activities and methods developed and created in the project based on these strategies?

Essential Strategies in reading promotion for children and adolescents

Encouraging children to read has been a challenge as long as there have been kids and books. Reading is essential not only in education, but in the modern business world where so much communication takes place digitally, over email and text-based messaging systems. Because of this, the ability to read for comprehension and to communicate effectively is vital, and needs to be taught at a young age. Beyond that, reading for pleasure provides a wealth of benefits for kids as they go through school and into adulthood. [A study of more than 17,000 people](#), recording their reading habits and academic success as children, found that those students who read for pleasure not only did better with their vocabulary and spelling, but also in math. The connection was four times as strong as that of students whose parents had graduate level degrees.

Here are some strategies to encourage children and adolescents to read and turn a young reader's reluctance into enthusiasm as identified by Tayyab Babar:

- Develop children's oral language
- Read several stories every day
- Surround the children with reading material
- Encourage a wide variety of reading activities
- Use technology to increase self-esteem
- Let children use e-readers
- Let children choose what they read

- Help children choose age-appropriate books
- Make use of gadgets and creative apps
- Parents to show interest in their child's reading
- Invite a local author
- Set up a book club

Essential Strategies in reading promotion for children and adolescents in the Literacy and Democracy Project

Not all of the above strategies are present in all of the methods and activities provided in this report. However, most of the methods and activities are based on several of the strategies. Below is a selection of how different strategies have been incorporated into different activities and methods. It is important to also note that several strategies may be included in an activity, but in varying degrees. That is, some are central to the activity and some are a side effect.

Strategy 1: Develop children's oral language

Depending on the child's language skill level, give him a story to read or have a story read to them. When the story is finished, ask your child to pinpoint favorite parts of the story. This can enable children to have fun picking out words and develop an interest to move to the next page.

This strategy was seen during the ECDE sports events where we held project activities with the Kindergarten children where short stories were read to them and these children were able to engage and say which part of the story they liked the most.

Strategy 2: Read several stories every day

The more children are exposed to literature, the more reading will become part of their daily life. A child is introduced to new information, concepts, and phonemic awareness with every story.

Through the project we have sensitised parents and teachers on the importance of reading to children daily, both at home and at school.

Strategy 3: Surround the children with reading material

Children with a large collection of reading resources in their homes and school score higher and perform better on standardized tests. Provoke a reading habit in your child by having a large array of interesting books and magazines at her reading level.

The project has seen an increase in reading materials either purchased or donated by the County Government of Mombasa, the Region Vasternorrland, the Rotary Club of Mombasa and the Kenya Literature Bureau (KLB). The

Department of Education has also issued out books as gifts in partnership with the KLB during organised sports events for both kindergarten children and vocational training students. This has increased reading motivation due to more book and title options available, more so during sports events, matches and practices especially from the availability of more sports books donated by Region Vasternorrland.

Strategy 4: Encourage a wide variety of reading activities

Make reading an essential part of children's lives. Let them read menus, movie name, roadside signs, game guides, weather reports, and other practical everyday information. Always try to make sure your children have something to read in their spare time.

The project has carried out a number of reading activities such as: reading story books; read aloud competitions during school assemblies; reading translated chapters from books during sports practice; reading instagram posts; engaging in skype conversations; reading and writing poems; story telling; drawing & coloring for the kindergarten children during ECDE sports competitions; and writing & drawing competition for the children through JICA.

Strategy 5: Use technology to increase self-esteem

Technology is changing the way we all learn, and it can have a positive impact on kids and their reading. By adding technology like tablet e-readers to the classroom, [students' self-esteem and confidence rises](#). Technology also gives students who have grown up in an age of smartphones and ubiquitous computers another outlet with which they are familiar to grow and learn. Building self-esteem through applied technology and increased reading skills can have a positive ripple-effect on every other area of a student's life.

This has been evidenced through the use of the 14 tablets donated by Region Vasternorrland during the sports events. The Hassan Joho Foundation also issued a total of 110 tablets that were distributed to 2 schools as follows: 40 tablets issued to Hassan Joho Girls Secondary School and 70 tablets issued to Coast Girls High Schools. This has increased the level of interaction of children with technology boosting self-esteem, confidence and academic performance during national examinations.

Strategy 6: Let children use e-readers

E-readers can be adapted to each person's specific needs. If you have a kid who needs larger font or less lines per page in order to improve their reading ability, e-readers are perfectly suited to this kind of tailoring. E-readers are adaptive for students with learning disabilities as well, and can help level the playing field for children who learn differently.

Through partnership with the Kenya National Library Services (Mombasa branch), e-readers have been used in a number of project activities where children have been given an opportunity to read content that is age-appropriate for them. There has also been an increase on the number of children visiting the library and developing an interest to read using the e-readers as they are more appealing to the children as compared to books.

Strategy 7: Let children choose what they read

Reading for pleasure is one of the best ways for a child to improve his performance at school, but teaching a child to love reading involves a lot more than simply handing him a book. Letting children have choices in their reading material goes a long way in raising life-long readers. Kids who choose what they read, regardless of whether it's a novel, a comic book, or a magazine, are more engaged with what they are reading and more likely to retain the information.

Most of the project activities have involved carrying book boxes during sports events, having the mobile library from the Kenya National Library Service (Mombasa), use of e-readers, and regular visits to the library where accessibility to books has increased and children have been encouraged to choose for themselves the books they wish to read.

Strategy 8: Help children choose age-appropriate books

Help children choose age-appropriate books on topics that interest them to spark a passion for reading. Some of the activities involved: taking children to the library or even showing them e-readers that provide entire libraries of options at the touch of the screen; using relevant applications that are age appropriate and guiding; book fairs & exhibitions that drive the children through a reading adventure; using the orange book that is approved by KICD on age relevance; and interpretation of books through different approaches such as drama, play, short videos and poems.

Strategy 9: Make use of gadgets and creative apps

Your smartphone or tablets can be used to install useful reading apps where kids can have safe spaces for reading without parents and teachers worrying about what they might come across online. Parents and teachers were sensitised by the project and are now able to choose what their children can access, as well as how long they can do different activities with timer features.

Strategy 10: Parents to show interest in their child's reading

Parents response or feedback has a strong effect on how hard they will try to become good readers. The project has sensitised parents to always remember to give their children genuine praise for their efforts.

Strategy 11: Invite a local author

A great way to promote a love of reading is to invite a local author to discuss their book. This may be just the thing to inspire students/children to read or even be an author themselves someday. A local author, who's also a staff of the Department of Education, was involved in the project activities. He carried both course books and story books that featured his work and talked to the players about his writing journey. The young players were able to relate to his work since they use some of his course book in schools. Some players even mentioned that they enjoy writing poems, compositions (both in English and in Swahili) and were encouraged to continue writing. Some of the players were motivated by the talks and even narrated short stories and poems to the rest of the team.

Strategy 12: Set up a book club

Book clubs and reading groups are a great way for students to socialize and share their thoughts. This interaction makes reading so much more enjoyable, and it enhances their comprehension skills.

Summary of the strategies:

Reading for pleasure seems to give kids an advantage in school because they are used to be introduced to new ideas and can process them more quickly and effectively than their non-reading peers. [E-readers](#) have opened the doors to getting the next generation back into reading. Easy access to an array of topics and stories is sure to spark an interest in even a reluctant reader, and increasing technology provides better tailored learning opportunities while increasing self-esteem and confidence in the classroom.

Project Aims:

A look at the various activities carried out within the project reveals a great breadth. Most of the aims were related to the areas connected to reading promotion as illustrated in the table below. The activities can be divided into three main areas: building awareness, developing reading and encouraging literacy. Even if none of the activities and methods are exclusively in one area, the focus of each activity and method falls into one of these three main areas. Some of the goals stated in the various projects and activities were related to the subsidiary project goals such as inclusion and gender equality.

BUILDING AWARENESS	STIMULATING AND DEVELOPING READING	ENCOURAGING LANGUAGE DEVELOPMENT LITERACY
Access: <ul style="list-style-type: none">• Introducing library services and cards	<ul style="list-style-type: none">• Active Lectures• Reading out loud	- <ul style="list-style-type: none">• Writers' workshops• Homework support

<ul style="list-style-type: none"> • Book boxes • Book bus <p>Advertising Activities around reading:</p> <ul style="list-style-type: none"> • Slogan competition <p>Promoting Reading Role Models:</p> <ul style="list-style-type: none"> • Sports competitions at different levels • Player visits • Essay and writing competitions. • Rewards • A presence of book tables at events 	<ul style="list-style-type: none"> • Reading, writing and discussing books • Drawing and face painting 	<ul style="list-style-type: none"> • Tutoring • Team exchange on Internet-Skype • Team exchange on Internet-Instagram • Reading competitions
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What is being promoted? The activities and methods under the reading promotion umbrella fall into three categories that merge into each other.

Results, Assessments and Benefits

Most of the assessments made were based on the numbers in an activity rather than an estimate of quality. This was, for example, the number of library cards issued, the number of participants, the number of texts, the number of Instagram/ skype accounts. There were some attempts at evaluation using a questionnaire and other attempts at a more qualitative evaluation through discussions. The following 10 benefits of reading promotion are summarised:

- Children who read often and widely get better at it: after all, practice makes perfect in almost everything humans do, and reading is no different.
- Reading exercises our brain: reading is a much more complex task for the human brain rather than watching TV, for example. Reading strengthens brains connections and builds new connections.
- Reading improves concentration: children have to sit still and quietly so that they can focus on the story when they are reading. If they read often, they will develop the skill to do this for longer.
- Reading teaches children about the world around them: through reading a wide variety of books, children learn about people, places, and events outside their own experiences.
- Reading improves vocabulary and language skills: children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use language and other features effectively in their writing and speaking.

- Reading develops a child’s imagination: as we read, our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story, we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play.
- Reading helps children to develop empathy: as children develop, they begin to imagine how they would feel in that situation.
- Reading is fun: a book or an e-reader doesn’t take up much space and is light to carry, so you can take it anywhere, so you can never be bored if you have a book in your bag.
- Reading is a great way of spending time together: reading together on the sofa, bedtime stories, book clubs and visiting the library are just some ways of spending time together.
- Children who read achieve better in school: reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.

Lessons learned

Practical considerations

A lot of the lessons learned had to do with practical considerations. One of which was the importance of organizing transport when involving participants in activities away from home (hired school buses or “Matatus” a local name for public transport buses). This seemed to be crucial to whether or not an activity actually took place. This also meant that having activities directly connected with football practice was positive. However, a far more important practical consideration has to do with time. At different sports competitions (ECD sports, MOCOVOTITA, B2B Teams), for example, the mobile book bus was visited, reading tents, and book boxes but there were time constraints as playing was the focus of the players. In future we also need to have the teams compete in writing and reading and at the end of the session give awards to the best team just like we do to the team that wins the game.

When the time factor allowed for reading activities, reading and playing were no longer competing, but rather worked as a complement with results that were positive for both. Alternating physical exercise with mental exercise worked well in other contexts. The significant amount of time required of adults and youth leaders that are involved had to be taken into account. Another consideration was that most project activities had to take place during school calendar terms meaning these activities had to take a break during school holidays. We should therefore consider having more activities, especially for the teams during school holidays.

There is need to organise more training programmes for teachers and school librarians on basic library management skills. The training held created an opportunity for the participants to network and share ideas. The boys and girls appreciated the talk by the sports legends. We therefore need to invite more sports men and women to talk to the boys and girls since this motivates them a great deal.

Cooperation with sports clubs and the role of the coaches

The role of the coaches in reading promotion activities was mentioned often in the lessons learned. They can form the kind of security needed when pursuing activities away from their usual activities. Some other positive comments were that cooperation with a sports club facilitated communication with the players and that participation was on a voluntary basis. The coaches have direct contact with the football teams and should therefore encourage them to read as many books as possible and also ask them to share with the boys and girls what they have read. The boys and girls get motivated to read when they see the coaches reading.

Relevance

One of the conclusions drawn was the importance of choosing books the children were interested in. That could mean individual solutions for different sports clubs as interests varied from club to club. In one of the projects that was carried out one theme was the common struggle of women's football. Reading is a part of Active Lectures which the clubs have been using in their training. Active Lectures has become a platform for discussions that are woven into reading, reading comprehension and values. The factual subject matter of the lectures is relevant to the interests of football players and was experienced as easier for readers to develop discussions around than non-fiction texts and biographical texts.

Connecting with the target group

There were examples in the reports of activities, in spite of being deemed "good programmes", were still unable to connect with the target group. Sometimes this was the result of competition with other activities. On the other hand, there were activities that did not have that problem because the activity literally came to the participants. We should therefore involve team members to select the activities.

Electronic communication in partnership

Efforts were made to develop communication between players in Mombasa and players in Sundsvall. This way of working was new to projects promoting reading through sports so the experience drawn upon was unique to this project. The two channels that were chosen were Skype and Instagram. The lessons learned were that technology does not always work and that it is important to choose methods and channels carefully. It took a long time to establish contact between the

teams in Mombasa and Sundsvall. In Mombasa there was a local attempt of Skype communication between the B2B teams that was at 90% success that is (Kadzandani girls' team and Uwanja wa Mbuji Boys). Access to high-speed internet was also required to enable the young boys and girls access online reading materials.

Sustainability

Considerations having to do with sustainability emphasise the advantages of working within existing structures. For the librarian and the coaches it did not feel as if it would be sustainable with their present way of working. Some considerations had to do with the actual cost of the activities, for example the cost of building and refurbishing of libraries, replacement and purchase of books in the mobile book boxes and libraries or the cost incurred when organising writers' workshops, sporting activities among others. However, generally speaking the sustainability varied greatly among the different activities.

There's also need to purchase more sports kits, balls, etc., and upgrading of the sports grounds. We should also make provision of reading space at the stadium "resources centre", more especially in the envisaged new stadiums. With the assistance of the coaches, we should appoint a reading/writing **team captain** whose role should include distribution of reading materials to the teammates and also ensure that all the books are returned back to the resource centre.

4. RECOMMENDATIONS

Activity Aims:

When formulating the aims of the activity or method it is important to know where you are at the table above. Is the activity meant to increase awareness? Is the activity intended to stimulate or to actually improve the participant's reading ability? Is the effort focussed on language skills and literacy? The answers to these questions influence the way an activity is formed and would give greater clarity to the activity. It is not enough to have a good idea. You have to know what the aim is and how it is connected to reading promotion. This also has the advantage of facilitating assessment. It is easier to see if the activity actually achieves what it was intended to achieve. Formulating partial goals also helps in the planning and the implementation.

Results and Assessment

The overall results and assessment of the activities and methods were positive. A recommendation for people involved with initiating reading promotion activities is that a decision be made in advance about how the activity will be assessed. In general, a mixture of quantitative and qualitative measures ought to be used. This is a huge challenge: How do you best measure the success of a particular activity?

Lessons learned

Practical considerations

Because time is such an important consideration for everyone involved, it is important that activities are planned to be as efficient as possible, for example, by planning activities in conjunction with football practice and facilitating transport to activities at another venue. Making sure that there are communication channels to participants even if events are planned during the times of the year when it is impossible to play outside is not always easy but has to be emphasised. An essential part of this is making sure that everyone understands their role especially when working cross-sectorally.

Cooperation with sports clubs and the role of the coaches

The importance of understanding their roles was something that was reiterated in several interactions. The coaches and leaders were helpful, but they felt limited by not having a full understanding of their role. This was not a problem with ongoing activities and methods.

From our engagement the coaches and the leaders needed a clear understanding of the different roles they were to play in the activities and what was expected of them since they dedicate a lot of their time on voluntary basis. It was also noted that it is important to create relationships between the sports clubs and other actors who require the continuity of the participants to build up good relationship and trust. Basically the program is run on voluntary basis and there are cost

implication, from transportation of players to the venues every Sundays, football equipment and other materials for the program. The parents need an understanding of the future of the program and its achievements.

Relevance

We should involve the young boys, girls and coaches in the selection of books and other library materials and also the type of reading and writing activities. We also learned that we need more reading materials, especially on sports. This should include biographies of famous sportsmen and sportswomen.

Choose different reading materials and activities that the children and young adults are interested in. It is a question of involving direct and indirect target groups in the content they want to read and activities they want to engage in. Be open for individual solutions as different individuals have different preferences.

Connecting with the target group

The problem of poor participation in activities that were considered to be useful was not uncommon. It is important to ask whether the activities were appropriate, whether they could have been advertised better or if the efforts used to plan them could have been better spent in some other way. Where resources are limited it is important that the activities that are carried out as efficiently and effectively as possible. The easier it was for the young people to actually physically get to activities is important to keep in mind in the planning of activities. Simple things such as connecting reading activities to training or football camps seem to have been the most successful.

Electronic communication in partnership.

One lesson learned about working internationally was that it is important to set up the technical conditions first. What technology is available? What are the particular reading goals of the project? What form of technology is the appropriate for those goals?

Sustainability

The relationship between the sports clubs and other actors and the partnerships between existing structures were seen to contribute to the sustainability of the activities and the possibility of continued cross-sectoral cooperation. The value of working with “professionals” who bring expertise to the table such as librarians and sports coaches (FKF) was also considered important. The professionals are also expected to mentor and train others and also serve as role models. Of particular interest in the area of sustainability are the activities carried out in Mombasa Premier Women League which has been ongoing for the past four years. The team was established as a measure to curb social vices such as drug abuse,

early pregnancies, and early marriages, among others. This project introduces an angle of promoting literacy through sports and a few income generating activities that eradicate poverty since its members come from informal settlement area. They were rebranded Back to Basics (B2B) girls' team in the year 2018.

The boys' team is comprised of all the six sub-counties of Mombasa. Initially we had a tournament for U10 to U16 for the whole county, where we selected teams of U10, U12, U14 and U16; we engaged volunteer coaches and parents who gather together every Sundays from 2pm to 6.15pm at Mombasa Sports club. This is a private sports club for the elite. We requested the sports club to allow the less privileged in the society to use one of the grounds: this was treated as a CSR activity by the sports club. This is a big honour for the young boys from the informal settlement to use such a facility. The development of the football talent, bonding and the speed of appreciating the reading are being felt.

Financial support and structural support in the form of sports clubs and libraries are crucial to sustainability. However, at the end of the day sustainability depends on leaders who combine the qualities expressed in the motivation for the reading promoter of the year.

Annex

Individual project descriptions

Activity 1: STORYTELLING.

1. Aims:

We carried out story telling activities among the target group with an aim of:

- Developing an understanding, respect, and promoting cultural interactions.
- Enhancing communication skills.
- Encouraging creativity and imagination abilities.
- Developing self-confidence and public speaking skills within the target group

2. **Action Place:** Mombasa Sports Club and Swahili cultural center.

3. **Target groups:** Back to Basics Sports Team (B2B) and our kindergarten children (indirect target group).

4. Description of the action /Activity:

- The team leaders gave guidelines on the stories that were to be told as follows, by the few chosen students from the teams of the target group and old historians from Swahili cultural center.
- Stories that explicated good morals.
- Stories that promoted social interactions.
- Stories that promoted personal responsibility.
- Stories that had local characters
- Stories that taught cultural heritage (coastal culture)

5. Results:

The stories told were very interesting and were best told with references of people known in the society/ village to them, there was laughter and name calling after each story among the team members. Most stories were told in Kiswahili language.

6. Keys of success and lessons learnt:

Initially, fear and inferiority complex dominated among the story tellers, however after a short while due to the interesting stories told in a language they understood best (Kiswahili), confidence, fun, enjoyment, freedom of expression was observed among the story tellers and the audience.

Target groups wanted to hear more and more historical stories about the coastal culture from the old historians.

When given an opportunity to express yourself, talents are easily identified.

7. Sustainability of the action:

- Formulation of library based clubs that encourage story telling activities back in the institutions that are competitive.
- Stakeholder's involvement to award and support the events.

8. Assessment measures:

- Number of clubs formed in the learning institutions.
- Documentation of cultural heritage
- Demand for story telling sessions amongst the team members

9. Contacts:

- i) Bwanaheri Salim, Director Quality Assurance and Standards – Department of Education & an Author @ Jomo Kenyatta Foundation: Salim.basalim@gmail.com.
- ii) Barassa Kelvin - Swahili Cultural Centre: kelvin@swahilipothub.co.ke
- iii) Mahmoud Abbas – Former Harambee Stars Goalkeeper: +254 722 482 411

Activity 2: READING ALOUD

1. Aim:

To provide an enjoyable, shared experience of written language which can form the foundation for further language and reading development.

2. Action Place

Island City – All public schools.

3. Target Groups

Children aged between 10-14 years (6th – 8th grades in primary schools).

4. Description of the action /Activity.

- An extract from local content based story book named “ATTACK OF THE SHIDAS” by Story Moja Publishers.
- The participating students were encouraged to conduct warm ups in their classes or the assembly so as to prepare for the event.
- The students assembled in one place where they observed time so that the reading begun at exactly 8.00 a.m. They filled in the participation form which was used to tally the no of participants.

5. Results

The participating students enjoyed the exercise of reading together at the same time.

6. Keys to success and lessons learnt.

- The extract read aloud at the same time motivated the students to read the entire story book.
- Giving the children a democratic space to choose their reading champions creates an interest for personal effort to read aloud.

7. Sustainability

- Working with more publishers to have several read aloud sessions.
- County Government to purchase more story books equipping the public schools.

8. Assessment

Number of participation forms filled and number of story books borrowed for reading.

9. Contact

Betty Mutuma – Librarian Mombasa County, bettymu75@gmail.com

Activity 3: PANEL DISCUSSION FORUMS

1. **Aim:**

To have a free interaction amongst the target group on real life issues e.g. Social, Economic, Education and Political engagements for better understanding in the above mentioned aspects of their day to today lives and SDG's in general.

2. **Place:** Aga Khan Academy

3. **Target Groups:**

Boys and girls aged 13- 17 years and general public.

4. **Activity:**

- The panel discussions comprised of different stakeholders in Education Sector, Political and Social Economic experts in education.
- We also had young panelist from Aga khan Academy.
- There was a moderator who guided the audience on the engagement with the panelist.

5. **Results:**

Pertinent and emerging issues were discussed to both audience and panelist satisfaction.

6. **Keys to success and lessons learnt:**

- The audience was free to ask the most burning questions with no fear of intimidation.
- The aims of SDG's were well elaborated and understood by all.
- Such panel forums are platforms of educating the target groups on the pertinent and emerging issues. Such experiences build a sense of belonging, self-confidence and exposure.

7. **Sustainability**

- Holding more forums that will keep the target groups more informed of the pertinent and emerging issues.
- More engagements with stakeholders and policy makers

8. **Assessment:**

The number of participants, invitation letters to the panelist.

9. **Contact:**

Nuala Alibhai – Educate Africa, Aga khan Academy: nuala.alibhai@gmail.com

Activity 4: MOTIVATION SESSIONS

1. Aim:

To impel the target group to do what they do best.

2. Place :

Mombasa sports club and Uwanja wa Mbuli Stadium.

3. Target Group

Back to basics teams.

4. The Activity

- Before the games begun we had an invited guest who is a football legend and motivational speaker who asked both boys and girls to sit in a mixed manner to show each was equal to the other. He asked them to introduce themselves and state the positions they play to show equality as well.
- He narrated his life history as a former football professional and a legend.

5. Results:

- The target group was honored and excited to engage with a legend who is a fellow county man.
- Relevant questions were asked and answered at hand.
- The target groups set individual goals towards emulating the legend.
- They took notes as he spoke and guided as check points towards achieving their goals.

6. Keys to success and lessons learnt:

- Self-sacrifice, handwork and commitment were key points that the target group picked as their key to success from the legend motivation session.
- Discipline and obedience is key.

7. Sustainability:

- Organize frequent motivation sessions from football legends.
- Local and international trips for target groups as exchange program e.g. to Sweden.

8. Assessment measures:

Number of participants, and legends.

9. Contact:

Mahmoud Abbas – former Harambee stars (National Team) goal keeper: +254 722 482 411.

Activity 5: AUTHORS SESSION

1. Aim:

The aim of this activity was to motivate the back to basics players to create their own stories based on personal experiences or general occurrences.

2. Place:

Mombasa sports Club.

3. Target group: Back to Basics Teams

4. Activity:

Before the games begun the author engaged the teams in the following activities:

- A few scripts (hard copy) were passed round for the teams to see how the process of writing a book begins.
- A few students were asked to share their most memorable stories.
- The author encouraged those students to write the stories they shared with the others and present in the next session (24th march, 2019).

5. Results:

- Two students narrated their stories voluntarily and were given a guideline by the author to follow as they embarked on the write up.
- They exchanged contacts with the author for further consultation and reference.

6. Keys to success and lessons learnt:

- The students exhibited an interest in putting their stories in paper.
- Through guidance and exposure students realized the potential in them to express themselves through writing.

7. Sustainability:

- Authors and publishers to do CSR programs in learning institutions/ clubs/ libraries.

8. Assessment measures:

Number of articles and stories written by the students from the target groups.

9. Contact:

Bwanaheri Salim, Director Quality Assurance and Standards – Department of Education & an Author @ Jomo Kenyatta Foundation:
Salim.basalim@gmail.com.

Activity 6: VOCATIONAL TRAINING SPORTS DAY

1. Aim:

- To use sports activities as a way of identifying, nurturing and exposing individual talents.
- To promote mental well-being and physical fitness.

2. **Place:** Tudor Baptist High School and Mombasa Technical University (Mombasa).

3. Target Group:

15 years to 22 years (the young ones who may not have had a chance to transit to high school and joined the vocational training institutes).

4. Activity:

A tent for library activities was erected at the corner of the field, where the following activities were carried out:

- Registration of participants in order of the colleges they came from.
- Drawing activities
- Short term lending of story books with sporting content
- Poetry and essay writing
- Preparation of book marks

5. Results:

- Participants expressed great interest in all activities especially making bookmarks. Drawing attracted many who wanted to purchase the same.
- We discovered a girl who had several story scripts she had written and would have wanted to publish them as stories.
- Many requested for storybooks /lines with a variety of famous football players both local and international.

6. Keys to success and lessons learnt:

- Presence of relevant content encouraged participants to take part in our library activities.
- Realization of the devolvement of library services.
- Engaging literacy in sports was a good idea.

7. Sustainability of the action:

- Considering library activities during the budgetary allocation of sports events.
- Engaging relevant stakeholders in the activities.
- Creation of sports and library clubs that would be tasked to incorporate literacy in sports.

8. Assessment:

- Number of books borrowed on short term, drawings presented by the participants and attendance register to capture the interested participants.

9. Contacts:

- Nancy Gathigia – Vocational training officer: nancygats@yahoo.com

ACTIVITY 7: TRAINING OF SCHOOL LIBRARIANS ON BASIC LIBRARY MANAGEMENT SKILLS

1. Aims:

- To equip school librarians/teacher librarians with basic library management skills

2. Action Place:

- Kenya: Mombasa County

3. Target group:

- Teacher librarians
- School librarians

4. Activities:

- The training emphasized on the procedures and processes of setting up of a school library, selection and acquisition of information resources, processing of the resources from stamping, accessioning, classification and cataloguing, current awareness, circulation services and management of these resources.
- The role of the 21st century librarian was also discussed and the following was highlighted: A librarian is a school leader, a program administrator, an information navigator, a technology facilitator and a collaborative teacher and learner.
- The training was also hands on.

5. Results:

- Skilled teacher/ school librarians and librarians
- Effective school library management
- Participants shared Creative Library Reading Strategies

6. Keys of success and lessons learned:

- We provided an opportunity for school librarians/ teacher librarians to meet and exchange ideas on library management.
- One of the lessons learned is that librarians can access library resources that are freely available online.

7. Sustainability of the action:

- Participants exchanged e- mail and telephone numbers to enable them exchange ideas.
- We also plan to organize a follow-up training.

8. Assessment measures:

- Ensure the Participants are able to effectively manage library resources.

9. Contacts:

Hatua Likoni community based library – Librarian Mr. Evans Omondi: Tel. no. 0798982201.

Activity 8: ECDE (EARLY CHILDHOOD DEVELOPMENT EDUCATION) SPORTS

1. **Aim:**

Rooting and Nurturing of skills and talents for holistic development.

2. **Place** : Uwanja Wa Mbuzi stadium.

3. **Target:** Age groups 4 – 6 years.

4. **Activity:**

- The sports competition was carried out in two levels: Sub-county level and the county level. There were different sporting activities that the children were subjected to. The Sub-county levels schools competed against each other and the winners qualified for the county level sports competition.
- During the sports activities in both levels, we pitched a library tent where we carried out fun literacy activities, such as drawing, following numbers & alphabet order, storytelling, writing, reading, crosswords on sports, and face painting activities.

5. **Results:**

- Children expressed a lot of interest in the literacy activities we were engaging them with. They drew different images following the alphabets and numbers.

6. **Key to success and lessons learnt:**

- Innovative ways of disseminating different literacy activities are key in promoting literacy through sports.
- Children are quick in adapting to learning in different environments and they learn best at their own.

7. **Sustainability of the action:**

- Planning for similar events in our annual calendar so that required budgetary allocations are considered in time.

8. **Assessment measures:**

Drawing books used, books borrowed, concentration levels during story telling activities.

9. **Contacts:** Zelipha Muriithi – Assistant Director Quality Assurance and Standards (DOEIT): z.muriithi@mombasa.go.ke

ACTIVITY 9: LIBRARY DEVOLVEMENT STAKEHOLDER MEETING

1. **Aim:**

To sensitize the stakeholders on the handing over plans of Kenya National Libraries to the County Government of Mombasa (Devolved functions).

2. **Place** : Governor's Office

3. **Target:** County Government (Education Department), KNLS, and Board Members.

4. **Activity:**

The Kenya National Library Services Board of Management visited the Management of the County to inform them of the transfer of management from the National Level to County Level. They informed us that the handover plans are underway and are on the last planning stage. They are waiting for the go-ahead from the Kenyan Parliament so that they can go ahead and devolve the functions.

5. **Results:**

- Properly equipped public libraries that shall enable us reach vast number of users.
- The handover shall enable the county library services to deliver more services such as incorporating literacy in sports.

6. **Key to success and lessons learnt:**

Having direct management of library activities makes decision making processes easier. After the handover is carried out, the department shall be able to have more resources to carry out the different activities.

7. **Sustainability of the action:**

Proper legislative policies that shall enable the library unit to function as it should.

8. **Assessment measures:**

Work plans and Monitoring & Evaluation documents.

9. **Contacts:**

Deputy Governor, Dr. William Kingi and Chief Officer Education, Tuni Mwalukumbi: w.kingi@mombasa.go.ke & tmwalukumbi@mombasa.go.ke

Activity 10: BOYS FOOTBALL ACTIVITY

1. **Aim:**

The aim of this activity is to promote and encourage literacy activities through sports (soccer).

2. **Place:** Mombasa Sports Club and Uwanja Wa Mbuzi.

3. **Target:** Back 2 Basics boys team.

4. **Activity:**

- Two teams participated in a friendly match and had fellow cheering squad in the field to support them as they played.
- We had set a corner in the field where we had story books that had sporting content. Before the sports activity, we assembled all the players in our corner and informed them on the importance of studying while focusing on their football talent. We distributed books to them and gave them two hours to read the books.
- We gave them a brief on Zlatan Ibrahimović, a Swedish professional footballer and Victor Wanyama, a Kenyan professional footballer to read.
- A survey was conducted to measure the impact of library activities on sports. 10 boys were selected to fill in a survey template before the activities begun.
- Bio data of the students was also taken.

5. **Results:**

The participants expressed interest in reading during the football activity by asking questions on how they should manage their academic and sports time.

6. **Key to success and lessons learnt:**

- The presence of sporting books motivated the participants to read the books. They had a mentality of giving up in academics and focusing in sports.
- Supplying relevant books boosts the reading culture.

7. **Sustainability of the action:**

- Purchase of local and international story books that has sporting content.
- Engaging stakeholders that will support the initiative of literacy in sports.

8. **Assessment measures:**

- Number of books borrowed.
- Number of participants registered for book borrowing.

9. **Contacts:**

Rajab Babu, Chief Officer Sports: r.babu@mombasa.go.ke, +254-710 444 222

Activity 11: GIRLS FOOTBALL ACTIVITY

1. Aim:

The aim of this activity is to promote and encourage literacy activities through sports (soccer).

2. **Place** : Uwanja Wa Mbuzi Stadium and Mombasa Sports Club

3. **Target**: Back 2 Basics girls team

4. Activity:

- Two teams participated in a friendly match and had fellow cheering squad in the field to support them as they played. We had set a corner in the field where we had story books that had sporting content. Before the sports activity, we assembled all the players in our corner and informed them on the importance of studying while focusing on their football talent. We distributed books to them and gave them two hours to read the books.
- A survey was conducted to measure the impact of library activities in sports.
- 10 girls were selected to fill in a survey template before the activities begun.
- Bio data of the students was also taken.

5. Results:

- The participants expressed interest in reading during the football activity by asking questions on how they should manage their academics and sports time.

6. Key to success and lessons learnt:

- The presence of sporting books motivated the participants to read the books. They had a mentality of giving up in academics and focusing in sports. (Those in grade 8 inquired more on tips of writing good compositions as the national exam was underway), Robert Ondari assisted them on the same.
- Supplying relevant books boosts the reading culture.

7. Sustainability of the action:

- Purchase of local and international story books that has sporting content.
- Engaging stakeholders that will support the initiative of literacy in sports.

8. Assessment measures:

- Number of books borrowed.
- Number of participants registered for book borrowing.

9. Contacts:

Rajab Babu, Lucy Abuya and Robert Ondari – project team members.

Activity 12: SLUM OUTREACH READING

1. **Aim:**

Promotion of reading culture and nurture creativity in the slums (Bangladesh).

2. **Place:** Bangladesh primary school.

3. **Target:** ECDE to grade 6 children.

4. **Activity:**

- Four schools took part in the competition. Each school was to prepare 50 pupils to take part in the following activities; **storytelling, story writing, poem reciting, painting, cultural dances and drawing.**
- The winners were awarded with medals, trophies and story books.
- This was a unique event that had junior judges as students from the Aga Khan Academy as well as professional judges.
- The Aga Khan Academy students had a session of sharing their learning experiences with the slum school students that encouraged each other.

5. **Results:**

Talents were show cased in all the areas of participation.

6. **Key to success and lessons learnt:**

The books having been an individual donation by the students of Aga Khan Academy was a good gesture to the community and such initiatives should be encouraged so as to promote literacy levels in the slums.

7. **Sustainability of the action:**

- Demand for a similar outreach from the Aga Khan Academy students and other able schools.
- Request the publishers & stakeholders to donate/ purchase books to schools in the slum areas.

8. **Assessment measures:**

- Number of schools that participated
- Number of awards given.

9. **Contacts:**

Betty Mutuma (Project Team member) and Philip (+254 723 909 751) a music teacher and librarian at the Aga Khan Academy.

Activity 13: MOBILE LIBRARY

1. **Aim:**

- Provide books to the schools in the slum areas
- Process of library registration to students and adults
- Sensitize the students and adults on the need of library use
- Need for trained teacher librarians in the schools

2. **Place** : St. Mary's Bangladesh Grounds

3. **Target:** All school going children and young adults

4. **Activity:**

The following activities were followed out during the Tour:

- Borrowing of books on short term basis
- Registration of library membership where forms were filled and photos taken and bio-data captured.
- Facilitators took the students and other gathered audience on the importance of library use and the need for a library teacher in the schools, by stating the roles and duties.

5. **Results:**

- Several students registered and borrowed books.
- Parents and teachers present pledged to support their children on use of library. This was evident through registration and commitment forms signed by parents and head teachers.

6. **Key to success and lessons learnt:**

The experience of the mobile bus brought great excitement to all and especially those students, parents and teachers who got a chance to enter the bus and read inside using the spaces provided.

7. **Sustainability of the action:**

- Increasing the number of mobile libraries to reach other far marginalized areas that don't have libraries.
- The stakeholders to support the already existing bus and purchase more buses and books.
- County Government to help in maintenance of the already existing bus.

8. **Assessment measures:**

- Number of visitors to the bus during the activity
- Number of students, parents and other dwellers present
- Number of library cards issued.

9. **Contacts:**

Kenya National Library Services Chief Librarian, Augustine Mutiso, Mombasa County branch

Activity 14: LIBRARY REGISTRATION THROUGH UNIVERSAL LIBRARY CARD

1. **Aim:**

Enroll as many library users as possible and inform them of the existing library facilities and the devolvement of the library function as per the constitution of Kenya schedule IV.

2. **Place** : Agricultural Society of Kenya grounds

3. **Target:** Library users, 10 – 17 years old. And visitors to the stand.

4. **Activity:**

Bio data capture of the visitors at the exhibition stand who expressed interest in accessing the county and national library services.

5. **Results:**

There were over 300 registered persons with the new universal library card.

6. **Key to success and lessons learnt:**

- Since the show exhibited for a period of 7 days, the national library experienced more users than before. They wanted to make use of the library and the card as well.
- The children were excited to have a card that resembled a national identity card that made them boast of being adults.

7. **Sustainability of the action:**

- Repeat the process every ASK period that is an annual event.
- Sensitize the community through schools, and mobile library outreaches.

8. **Assessment measures:**

- Number of new registrations via universal library cards
- Number of visitors to the stand that was evident through the visitor's book.

9. **Contacts:**

Samuel Ngugi (Project Team member), and Chief Librarian, Augustine Mutiso, Mombasa County branch.

Activity 15: HOSPITAL LIBRARY OUTREACH

1. **Aim:**

The aim of the activity was to provide patients with books that they could read and keep themselves busy and forget their pain.

2. **Place:** Coast Provincial General Hospital.

3. **Target:** Patients with less pain who are willing to read and are deserted by their relatives.

4. **Activity:**

- We identified patients in different wards who were willing to read.
- We conducted a simple interview with the patients and they told us of the books they wish to read. The books were made available for them and conducive space was created for their reading.
- The reading exercise took approximately two hours.
- For those patients who were unable to read, a guitar was played to them so as to soothe them.

5. **Results:**

- Patients who were engaged in the activity became happy and forgot the pain they were going through, since the books were very encouraging to them and hope was restored.
- Other patients requested regular visits to them so as to eliminate the boredom they experience in the hospital. They all enjoyed the music from Aga Khan Academy music club students.

6. **Key to success and lessons learnt:**

- Proper planning of the activity made this activity successful.
- Patients who are admitted require a lot of care, love and encouragement. We discovered care and encouragement can easily be offered to them through books that illicit comfort emotion in them.

7. **Sustainability of the action:**

- Regular visits to the hospitals after prior planning with the hospital department.
- Purchase of relevant books that give hope and encouragement to the patients.

8. **Assessment measures:**

- Number of patients enrolled for the activity.
- Number of books borrowed.

9. **Contacts:**

Betty Mutuma (Project Team member) and Philip (+254 723 909 751) a music teacher and librarian at the Aga Khan Academy.

Activity 16: SKYPING

1. **Aim:**

Promote good communication skills through technology that promotes reading.

2. **Place:** Uwanja wa Mbuzi Stadium, Mombasa Sports Club and Kadzandani Grounds.

3. **Target:** B2B teams, Project members and coaches.

4. **Activity:**

- Making sure the WIFI gadgets were operational and connectivity with the program tablets.
- Once signals were available the boys at uwanja wa mbuzi stadium from B2B and girls at kadzandani grounds, called each other and chatted or talked through Skype application where they saw each other from both ends .

5. **Results:**

Great interest was created and there was demand for more conversations. Some reported they had used their parents' smartphones to join Skype.

6. **Key to success and lessons learnt:**

With proper training and provision of tablets and smart phones it was a good way of sharing experiences, both the B2B boys and girls. Those with parents /guardians with smartphones can be advised to encourage their children to keep active accounts with supervision.

7. **Sustainability of the action:**

- Provision of Wi-Fi services or hot spots by stakeholders and more so the County Government that will see continuity of the project even after the period ends.
- Asking teachers to introduce or assist the students with required knowledge during computer lessons.

8. **Assessment measures:**

- Number of accounts opened and active
- Number of B2B teams participating
- Number of tablets used in each session

9. **Contacts:**

Betty Mutuma and Samuel Ngugi, (Project Team members), Michael Ng'ang'a, Senior ICT officer, Department of Education.