

Kenal Newsletter

Tunachop: **New elearning web
application for students**



*knls Embracing Digital
learning Interventions*

Editor's Note

In this issue, we delight in sharing with you some of our programmes and achievements. We include the exciting reading promotion interventions that knls Board in partnership with donors and development partners have employed across the knls libraries. We also acknowledge and congratulate the winners of various awards that have been won by some of the knls libraries based on innovative reading promotion strategies. We hope you will have exciting and informative moments as you read these and many more stories covered in this issue! enjoy!

Nancy Ngugi

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Thanks to all who sent their contributions towards the publication of this (18th) Issue. We continue to encourage branches to share information on activities they are undertaking to enhance a positive reading culture in their areas of jurisdiction.

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From Left: Sam Madoka, Hon. Sheik Aden, Loise Kaburu, Hon. Katana Ngala (Boardchairman), Dr. Zeddy Rop, Kipkorir Keter, Symon Yatich Arap Namba, Richard Atuti (CEO), Patrisha Nekayia, Abshiro Halake and Florence Warimu of SCAC (Photo taken in September 2017)



From Left: Dr. Zeddy Rop, Sam Madoka, Loise Kaburu, Richard Atuti (CEO), Hon. Katana Ngala (Board Chairman) Abshiro Halake, Pastor Patrisha Nekayia, Wenslas Ong'ayo, Symon Yatich Arap Namba and David Imana (Photo taken in November 2016)

knls Vision:

The hub of information and knowledge for empowerment

knls Mission:

To enable access to information for knowledge and transformation of livelihoods

Core Values

- **C**ustomer centered
- **K**nowledge driven
- **P**assion
- **I**nnovation

ADAPTING DISTINCTIVE INTERVENTIONS to Close the **DIGITAL** and **LITERACY GAPS**



Mr. Richard Atuti OGW, CEO

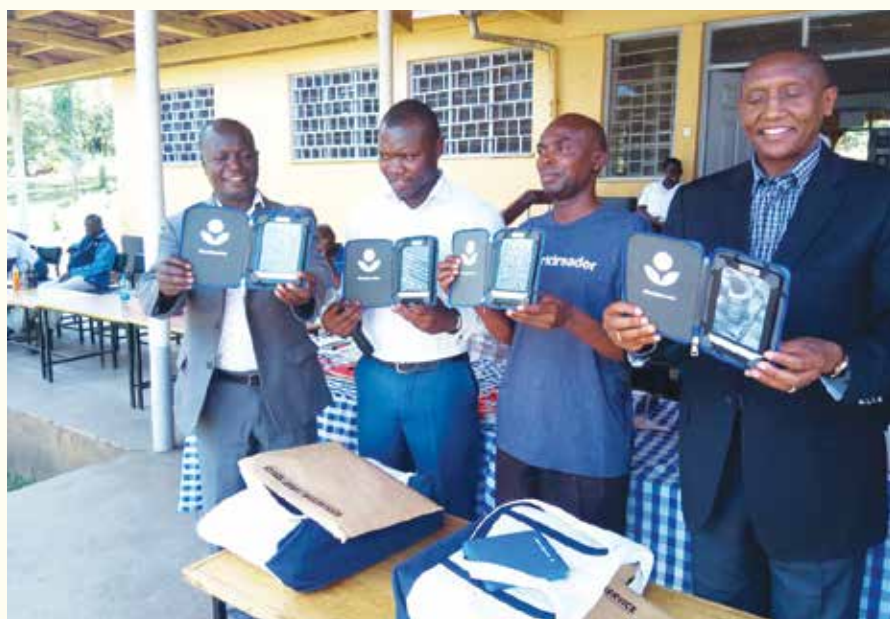
Kenya National Library Service (knls) has increasingly adopted the use of technology in the promotion of literacy and reading programs. Technology has equally accelerated open access to information sources and resources while enabling diverse library clientele to meet their ever changing information seeking habits. For instance, library users are allowed to bring their devices to the library and are provided with free Wi-Fi and access to content available by subscription through the library's IP Address. Similar government initiatives have been implemented to support delivery of content and learning to support education in primary school programs by use of varied and appropriate technology devices.

Reading has truly seen major changes in the recent past with the government strengthening its commitment in promoting

access to education by all for improved literacy levels. The use of technology in reading cannot be discussed without incorporating the electronic page which found its way on the computers, tablets, e-readers and mobile phones. In line with these government initiatives,

knls has intensified its literacy initiatives by working with like-minded partners where significant achievements have been made in the acquisition and utilization of devices at the different libraries.

A partnership with Communication Authority of Kenya (CA) saw knls equip libraries with 10 computers each and provide free internet access in those centres. That initiative made it possible to provide computers and internet connection in all 61 branches of knls. Residents of regions like Mbalambala in Garissa County no longer have to travel 70 kilometres to Garissa town to access internet or get printing and reprographic services. The use of e-reader devices has also made it easier for librarians to conduct outreach services since each of the devices contain at least 200 books as opposed to carrying the physical books which



knls Director Mr Atuti (on the right) displays the e-reader device in the company of other key guests during the launch of the e-readers program at Awendo Branch



Guests during the launch of the Peer to Peer Learning initiative at knls Nakuru. Seated from Right is Chief Kariuki of Nakuru (popularly known as tweeting Chief), of Peer to Peer University and Knls Director Richard Atuti

are bulky. On average, each library has received between thirty-five and one hundred devices depending on their size and envisaged level of utilization. The e-readers were provided by Worldreader, an international not-for-profit organization under the program Libraries E-reading and Partnerships (LEAP).

As a way of supporting achievement of primary schools' educational goals, knls libraries have identified gaps in the provision of school library programs. It is evident that many public primary schools do not have functional libraries to support learning at the institutional level beyond the normal classroom learning environment. To this end knls in partnership with Book Aid International (BAI) developed an intervention program of donating books in boxes to primary schools. Over 200 schools so far have benefited with one lockable book box containing a minimum of 1000 books. The program has proved to be popular with children who have received the books with lots of excitement. Adult learners too have benefited from the books that provide them with a learning guide. Kids easily

identify with the characters in those story books and are even asking for more titles since some of them have already read all the titles available in their school. Teachers too have testified that the pupils' ability to read and write has improved especially when it comes to the difficult words. Overall, more than five hundred thousand children have benefited from this program that was implemented in 20 knls branches in ten counties.

These books have proved beneficial and are heavily supplementing the "Tusome Program" that targets children and adult learners. Most of those books are phonic oriented, which is the same approach being used under tusome program. Students are able to learn how to easily pronounce words through a proper sound guide. Similarly, the books have equally been good to the adult learners and have made it possible for them to learn much faster. In addition to the above initiatives, knls and BAI rolled out yet another new initiative using the tablet devices in the storage of content and dissemination of information.

The library has also recognized

the existing gaps in providing services to learners with visual impairment. These learners have been integrated in the normal learning institutions and often lag behind due their slowness in learning new things by print which are mainly through normal classroom lessons. Schools are equally not able to purchase or procure assistive devices to aid in the learning process of pupils. knls together with Electronic Information for Libraries (EIFL) have introduced a program dubbed "iBreaking the Barrier;" use of assistive technology that seeks to improve access to information including audio books and print braille materials by the visually impaired persons. Approximately, 100 books scanned, 80 edited and over 50 transcribed to audio, printed in braille and well bound. A total of 12 Electronic audio book reader devices were acquired to facilitate these services. This adds to the existing audio book players that were available to support Visually Impaired Persons Section. Use of assistive technology (AT) to aid children with Visual impairment has had a great positive impact. Since this initiative started, an estimated 2000 visually impaired users have been reached.

Literacy is the base on which learning is built and it provides a way to climb out of poverty, get a revenue stream and be a productive citizen. Learning never stops and even at old age, it is never too late to learn while at the same time, constructively spend leisure time. knls aspires to provide interventions to the struggling readers to catch up with the most fundamental challenges educators face.

Inspired to Inspire! BOOK AID INTERNATIONAL (UK) Sponsors the Inspiring Readers Programme in 25 Primary Schools spread across five Counties



Pupils of Moi Primary in Kabartonjo reading one of the Phonic Books donated by Book Aid International through Kenya National Library Service

received approximately 1,350 relevant books (1200 UK donated books + 150 locally purchased books). The schools are guided by the knls librarians on how to become regular readers and gain maximum benefits from reading. Among the direct benefits accrued from the project by the participating schools is that each of them has managed to establish their own school library using the project books. Teachers from each of these schools were trained by knls librarians on basic library management so as to ensure effective usage and proper handling of the books. Most of them have been quite enthusiastic about the programme, which they say has enabled them gain a lot of knowledge in promotion of reading. They have noted significant improvement of

by Caroline Kayoro

The inspiring readers programme sponsored by BAI since June 2016 has received a lot of accolade from pupils, teachers, parents, county education officials and commissioners. It has been described as a game-changer in the promotion of reading and specifically in inspiring young readers in the 25 local needy government primary schools that have been covered under phase 1 of the project. The programme was spread in five counties under the coordination of five knls libraries namely: Nyeri, Lagam, Rumuruti, Kisii and Kabarnet branches, with each library coordinating five schools that are within their area of jurisdiction. The project was aimed at providing children and teachers access to appropriate

books to enhance their classroom learning experience in this new outreach service, delivered through the five hub libraries in Kenya.

Each school in the project



Some of the Adult Learners of Murkutwo Primary School in Lagam reading books donated by Book Aid International through Kenya National Library Service

English language and a liking towards reading among their students.

It is true to say that the BAI-sponsored Inspiring readers programme has notably surpassed its expected limits. The exciting children programme activities are not only promoting reading among the young ones but also among the adults. Feedback derived from various schools indicate that parents and teachers are also great beneficiaries of these programme. As the children improve their English language through reading, it is becoming increasingly important for their teachers and parents to keep up as well.

In some of the participating schools, the teachers have come up with innovative ways of ensuring sustainability of the precious acquired love for reading by their students, even after the life of the project. In Lagam, for example, a group of adult education learners are also using some of the project books from one of the schools i.e. Murkutwo Primary School in Elgeyo Marakwet County to learn how to read. Teacher Isaac of Murkutwo Primary school has set up a fully fledged Library using all available books in the school. He has also created various records and set aside library books for pupils, with one of the library rules being "Come to the library thoughtfully!" The adult learners in their 60s and 80s on the other hand have found the books to be exciting and user-friendly.

They have since agreed on a



knls Rumuruti Branch Head Librarian Agnes Karegi appreciating pupils who have been consistent in the using of the library.

reading plan with the school teacher where they use the lower ECDE classroom in the afternoon to learn how to read and write after the children have gone home. However, majority of these learners are women. They find the books easy to read since they are meant for early child education learners. These adult learners missed out on going to school during their early years because they had no one to encourage or guide them. Their parents did not value education and they wanted them to take care of livestock.

With the introduction of the Inspiring Readers programme in a school in their locality, they have made significant strides as they are able to read the Bible, simple letters from their grandchildren and even write their names. They say they feel more comfortable among the literate groups of people.

In another episode in Nyeri County, the Head Teacher at Nyamachaki Primary school has established a school library in what was formerly a males' toilet

block inside the main school building. He developed a school library out of it and one would be mistaken to even imagine that it was once a toilet block. The Head Teacher also consulted with parents and they each bought at least two story books to enhance the library stock. As way of motivating students to continue reading, the school keeps track of the student(s) who read more books, and parade them on the 'Achievers pavilion' during assembly for recognition.

Teachers appreciate that the Inspiring Readers Project books are of high quality and have relevant content that make the children more creative. The illustrations expose the children to the outside world. Pupils also confess that they feel more confident while speaking English, something that has also raised their self-esteem. Following the successful implementation of phase 1 of the Inspiring Readers Project, BAI will support Phase 2 comprising an additional 25 schools to be served by the same libraries.

Rotarians reach out to **BEER-HALL-TURNED INTO A LIBRARY:** *knls Gilgil Branch*



Guests who included Rorary Club President Dr David Githanga, Joe Wanjui an influential businessman, Wenslas Ong'ayo Director of Administration at Ministry of Sports and Culture and Richard Atuti knls CEO

by J. Njeru

In May 2017, Gilgil community library was a beehive of activities. On this day a conglomeration of donors came to donate their resources worth millions of shillings to our library, which otherwise by now would be a bar selling bootleg second generation alcohol. This is the story; the building that houses the Gilgil library was once a bar selling the local brew 'busaa.' Yes!! A beer hall it was. The story as told by Mr. David Mwangi, the current library committee chairman, who has it that they used to take beer in the hall that today houses the library. Mr. Mwangi now a teetotaler, points at one of the rooms and says, "I used to drink in this small room here, and sleep in that corner whenever I passed out after having taken one too many." The story of the knls Gilgil Library is thus a complete metamorphosis that gives meaning to the word that "the stone that the builders rejected became the head of the cornerstone."

Back to the events of the day: As benefactors from all walks of life trooped with basketful of goodies to our library, anyone who knew that part of our history could only marvel at the sudden turn of fortune and events. We thank

God. The journey to have donors fund our library, let me admit, was initially by default, though subsequently a lot of deliberate effort was put in to make sure that the funds kept on coming. Peers, there is no customer in the library who is insignificant. The funding was a culmination of a simple visit by a 'simple' looking client who came to the library like an ordinary client, but with rather 'many' questions enough to easily fatigue an intolerant person. Lucky me grace was sufficient to me on that day. I introduced him to our services and a chit chat with him saw me share with him the vision I had for the library, especially the junior library. I somehow discerned that he was getting wowed any time I mentioned matters concerning children.

The 'ordinary' client thereafter turned out to be a Dr. David Githanga, Head Pediatrician at the Nairobi Hospital and also the President of the Rotary Club. That simple visit marked the turning point for our library. The next time he called he was asking us whether we require any help in meeting the aspirations I had shared with him. In a short span, I prepared a wish list on various areas where we desired to be assisted and 'voila' the next time Daktari came calling was with a coterie of guests who brought to us loads and loads of

donations. Let me say that we were simply spoilt of choices. And as the guests started trooping to our library compound for the occasion led by a representative of our Parent Ministry's Principal Secretary, Mr. Wenslas Ong'ayo, a prominent businessman and a Rotarian Mr. Joe Wanjui, knls CEO Richard Atuti, the Rotary Club President Dr. David Githanga, Desai memorial Patron Suli Shah, the local opinion leaders and administrative officers. The library compound, I would say, was a beehive of activities. When all was done and the dust was settled our worthy guests left in the wake of their visit, items valued at a total of Ksh. 1,555,000. These included: Books; Samsung HD 40" Television; DVD; outdoor children play equipment i.e. swings, seesaw and slides; book shelves and book ends. The donations were given by Desai Memorial, Dr. Githanga, Larry Donahoo and Rotary Club, Nairobi. The day was successful because of the input of a number of people that contributed immensely towards hosting our guests. It is said that misery loves company, and so is abundance and that is why I always chose the latter. Coming on board to facilitate the event in different ways was the local corporate world led by Equity Bank, Co-op Bank, Nafuu Supermarket, and Spear Supermarket. We can never thank them enough.

“The phrase ‘Mgeni njoo mwenyenji apone’ brought a true meaning to our library building, which was for a long time in dire need of a fresh coat of paint. And so the building ‘benefited’ with a facelift courtesy of our Director, Mr. Atuti who honored our request to have the building spruced up in readiness for the visitors. We thank you Sir.

We commit to put what we received into good use to continue attracting more clients and giving them value for their time and resources.

Importance of *Play Equipment* in a Library

by J. Njeru, Gilgil Branch

“Too much work without play makes Jack a dull boy.” And here at Gilgil Library we can as well say that too much reading without play makes Jack a dull reader. But then one may ask, is there too much reading or is there too much playing at the Gilgil library? This is because from a distance one would mistake our compound for a nursery school field. In fact, some of the nearby schools are drooling with envy because of the outdoor play equipment that are fixed in our compound. The reason we have them is as a result of being beneficiaries of sound advice from a top notch Pediatrician from Nairobi Hospital but with a bias in education, one Dr. David Githanga, who's also a member of our library.

In a detailed conversation that I had with Dr. Githanga, I gained important knowledge on “Play and Cognitive Development in children.” The Doctor explained that children use fine and gross motor skills in their play. They react to each other socially when playing. They think about what they are doing or going to do. They use language to talk to each other or to themselves and they very often respond emotionally to the play activity. The Doctor opined that the integration of different types of games is important to the cognitive development of children. And that because children's play draws upon all of these behaviors, it is a very effective vehicle to help in reading and learning. He continued to say that “excessive play does not result in children becoming



New Play equipment donated by the Rotary Club at knls Gilgil Library

bored. Instead, it prompts children to become involved in more complex, more productive activities like reading.” The play equipment at our library include: Swings, Seesaw and Slides.

To ensure proper management of the play equipment and avoid disaster, we developed a strict timetable on when children are allowed to swing, and we ensure they don't swing for prolonged period of time. Usually, they swing for one hour only on weekdays and two hours on weekends. Believe you me, the children stick in the library reading as they wait for the stipulated swinging time. Our clarion call which they also cite

is “No reading No swinging.” Children are known to follow rules and regulations religiously so they actually are aware that swinging is not allowed before the specified time. Worth noting also is that the children here are also very keen not to break other library rules like making noise, retaining books for long periods of time, lest they be denied a chance to use the play equipment. To control noise and misbehavior we assign team leaders amongst themselves to maintain order. By and large, the play facilities have increased patronage in our library and we would recommend them to other libraries as they have a positive impact on reading.



knls Nakuru - Kids get training on how to play chess 3

Digital Learning Interventions *in knls* *Libraries Bear Much Fruit*

by Nancy Ngugi

Introduction of digital learning programs in knls libraries has taken usage of knls library services a notch higher. In deed learning environments in the 21st century require that learners are adequately equipped with information and digital literacy skills. Also, the digital revolution experienced in today's world, is pushing governments in developing countries to significantly go digital in their operations. In Kenya, introduction of e-government platform demands that citizens can only access key government services/information online. We also have the introduction of laptop program for pupils in lower public primary schools to facilitate them embrace digital learning at an early age. Moreover, evolution in technology has been exceptionally fast in the 21st century. At a time when the amount of information is growing exponentially, the shift to computers and an information-based society has been rapid as well as spectacular. It is against this backdrop that knls Board in partnership with both local and international development partners has introduced diverse digital learning programs in its branch libraries countrywide. Beyond loaning books to library clients, knls libraries are providing opportunities for students and the youth to engage in digital learning opportunities not just to boost their academic achievements but to inculcate a positive reading culture in them.

Actually, children today are born into a world where digital access to information is no longer just simply considered "technology" but rather the norm – "it is the normal way of interacting."

"In the recent years, knls has progressively integrated technological advances including Internet use to its service provision to the public."

Technology-based hands-on activities are organized for young children and the youth to enable them gain interest-driven learning and bring out their best practices in advancing their life skills. The groundwork to enable the integration of digital learning has been enabled by Communication Authority (K) who sponsored the establishment of e-Resource centres with internet connection in 56 knls libraries; World Reader who donated over 3,000 e-Readers distributed to 61 knls libraries ranging from 35 to 100 e-Readers per library based on population served. About 200 books mainly curriculum, story books and online educational games were uploaded in the e-Readers, each of which has a capacity to hold about 1,500 books. The knls Board in addition to ensuring security of the ICTs equipment is strategic in the sustainability of the programs and also ensuring maximum usage of the available digital and online services. Other key

players in laying the groundwork in specific libraries were: U.S. Embassy, Nairobi; EIFL-PLIP, Book Aid International (BAI)-UK, among others. Availability of computers and internet connection in knls branches has enabled the Board to provide e-Resources and online services to library clients. The Board subscribes to e-Books and online journals which are then freely accessed by the public as they visit the libraries. Researchers and professionals do find the e-Resources quite useful as they are able to get very current and relevant information at no charge. In deed introduction of e-Readers, computer tablets and kio kits in knls libraries has been a game-changer as far as pupil's and their attitude towards curriculum subjects is concerned. They are able to do their revision and quizzes independently and this has translated to improved education levels. Members of the public also access e-Government services once inside the knls libraries courtesy of free WiFi provided by the knls Board.

In addition, specific digital platforms sponsored by various partners have been introduced in some of the knls libraries aimed at addressing identified information needs in communities. These include: Mathwhizz, Peer to Peer University, online storytelling, among others.



Story telling activities at knls Nakuru Branch

Mattwhizz Online Platform **Blows it off** **in Nakuru Library!**

by Purity Kavuli

Pupils patronizing the knls Nakuru Library have drastically fallen in love with one of the “most dreaded” subjects i.e. Mathematics, after the introduction of Mathwhizz, which is a product of Book Wave digital learning. Mathwhizz is an online virtual Mathematics tutorial that provides access to highly interactive Math lessons and quizzes covering standard one to standard eight

Kenya Primary Mathematics curriculum. The platform enables learners to access up-to-date, relevant, adaptive and highly engaging digital content in a safe and secure internet environment.

This program was first introduced at knls Nakuru Library in partnership with Book Wave Digital Learning in September 2015, and it coincided with the public schools national-wide teacher’s

strike. As a result, the library’s junior section was overwhelmed by the ever increasing number of junior readers who visited the library daily since the schools were closed. The standard eight candidates who were due for their KCPE in a months’ time were in a panic mood as they tried to revise in the library on their own. The library staff however went out of their way to assist the candidates with revision. When the mathematics digital learning platform was introduced, the

staff embraced it, and they quickly embarked on guiding the pupils on to the platform. The most challenging part was introducing use of computers to the children most of who were in public schools where they had not had the “luxury” of using a computer. Others were seeing them for the very first time. The junior reader’s attention was automatically captured by the online math’s tutor and majority were able to concentrate with their revision work for long hours unlike before when they appeared to be restless in the library. The readers were grouped in ten and each reader would use the computer for 30 minutes. This motivated them to come early in the library with some opting to take late lunch rather than lose their chance of using the computer.

Today, the junior readers have adapted to use of the mathematics digital learning platform. They describe it as the best teacher in the world who never goes on strike nor punishes them when they go wrong but guides them with much “love.” They are able to follow the lessons as well as take notes with the help of the online tutor before embarking on the animated exercises/quizzes on their own. To date 1,600 pupils and 50 teachers from six primary schools within have been

enrolled in the programme.

Teachers, parents and children in general have completely changed their attitude towards the library and mathematics as well. Majority thought libraries were places for keeping books or passing time but now they see it as a learning space especially in ICT related skills. Mercy Wawira from Kenyatta primary school says that Mathswizz has not only boosted her confidence but has helped to change her attitude towards mathematics. Other pupils are excited because they have learnt how to use computers, a skill they envied in their counter parts from the private schools.

The readers have learnt new vocabularies from the inbuilt dictionary and this has helped them understand mathematics terms that seemed foreign to them, but were always afraid to ask their teachers. The climax of the Mathswizz is elicited by the fact that students are able to access their results as well as view or print certificates instantly bearing their names and scores for the completed exercises. Merlin Nyandit Benjamin a pupil at Kenyatta Primary school class 6 Blue couldn’t hide a joy after printing out a certificate upon completion of one exercise on percentages.

“The objects used to explain a mathematics theorem by Maths-whizz are easy to remember and internalize,” says Mr. Bushnell a Mathematics teacher at Mwariki Primary school. The teacher thanked knls for supporting teaching and learning of Mathematics among junior readers, saying, “this has helped to transform their attitude towards mathematics.”

Christine, an English teacher at Lakeview primary school asserts that the program is good as it caters for both the slow learners as well as fast learners. Currently, Nakuru library has in this project, a total of 600 pupils drawn from six public primary schools in Nakuru County namely: Kenyatta Primary School; St. Xavier’s Primary School; Race Track Primary School; Mwariki Primary School and Lake View Primary School.

Following its success in Nakuru, the program has been introduced in three other knls branches namely Kibera, Narok and Buruburu. We thank our partner EIFL-PLIP for facilitating introduction of this program in knls.

Pupils entertain guests during the launch of **Digital programme** at Kisii Library



Launch of the Digital programs at Kisii Library

by Sarah Ogembo, Librarian

The digital wave has piled pressure on so many institutions and organizations to ensure that they create digital platforms for their clientele. This has resulted to revolutionization of service provision in so many aspects. For a very long time, knls Kisii branch had encountered a number of challenges in as far as the digitization of its products and services was concerned. This included lack of modern computers and low/unreliable internet speeds. Sending and receiving work related emails and prompts was a herculean task. Therefore, the commitment by Communication Authority (CA) of Kenya to fund the establishment of e-resources in 46 knls libraries that had not been covered in phase 1 of the CA's e-resource project, was unreservedly acceptable to all staff in Kisii library. CA, an astute partner of knls, had an irresistible package that would link all knls branches to the digitized arena. All the branches would receive 10 modernized

computers, replacing the old models that had been in use for some time. CA would also ensure that the libraries had reliable internet connectivity. At times, the role of the librarian had been greatly devalued. The modern day librarian is not an individual that is bored, rude, uneducated and in the said profession to pass time. He or she is enthusiastic about information needs, highly courteous, and professionally endowed. The modern day librarian cannot also afford to be technologically ignorant, given the critical role played by IT in enhancing information access. Training on E-resource access and utilization was the first step to the implementation of the project. After all, it would make absolutely no sense to have computers and internet connectivity that could not be effectively utilized by members of staff and library clients as well.

The CA project posed the challenge and exposure that our library had lacked for a very long time. The access to electronic information materials has been drastically heightened. In

retrospect, it is a fact that there is a great challenge in as far as keeping up with printed book stock is concerned. It would take a lot of funds and space for knls to ensure up to date book stock.

“E-resources are the way to go as they take up very limited space, and they have an impressive array of information materials that are realistically current. Our clients are impressed by the changes they find in the library in as far as technological adaptations are concerned. Using their laptops within the library to access online journals, information materials and just link up on social media pages has improved the overall stature of libraries.”

Project implementation involved training of knls staff in readiness to train the library clients to ensure optimal utilization of e-resources and also usage of available ICTs. They have improved their search techniques and can now actively participate in various online discussions. Library clients have expressed optimism that public libraries will survive the test of time if they adapt technology and ICT in service provision. We salute CA for partnering with knls and funding this successful initiative.

***Tunachop Study Forum:* New E-Learning Web Application for Students Launched in at knls Meru Library on 15th August 2017**



During the tunachop website launch at knls Meru

Reported by Richard Wanjohi

Head Librarian and Joan Njogu – ICT Officer, knls Meru Library.

Welcome to an exciting new e-Learning program for students dubbed “Tunachop” which is a web application designed to connect primary and secondary/high school students to educational opportunities. Students who sign up will be able to ask questions, get answers and learn about prospective careers. The platform also allows students access to free non-curricular online classes

offered in other universities.

Tunachop program was developed by Kenneth Mutethia Nturibi, a computer science student in Stanford university. He worked on the program with Eric Mwiti (Rongo University), Belinda Muthuri (Kenyatta University), and Allan Mwirigi (Jomo Kenyatta university). Tunachop is funded by the Donald Kennedy Fellowship via Stanford’s Center for Public Service. Tunachop has partnered with the Kenya National Library Services, Meru branch to enable primary and high/secondary students to improve their academics.

Kenneth narrated that the idea to develop an online learning program came to his mind when he was doing voluntary community service during the school holidays at Kenya National Library Services Meru, as a Alliance Boys High school. He was also a member of knls Meru branch shiners youth club which comprises students in form 1 to 4. He observed that sometimes students were struggling a lot while doing their school assignments in the sense that, looking for information in books and internet was a bit tedious especially when the Internet’s speed was slow or not there at all. He therefore

thought of a way that would assist students do assignments faster while learning from one another through online discussion. Kenneth says that Tunachop enables young members (especially those in primary and high schools) to engage in academic discussions. The service is accessible from any phone, tablet and computer. Through the forum, students can post challenging assignment questions and they can get answers from their peers who know the answer. There is also has an opportunities section on the website where students learn of the various opportunities available for them like scholarships and upcoming student events. In addition, members are encouraged to explore new subject

areas like programming and entrepreneurship to compliment the knowledge that they gain from school.

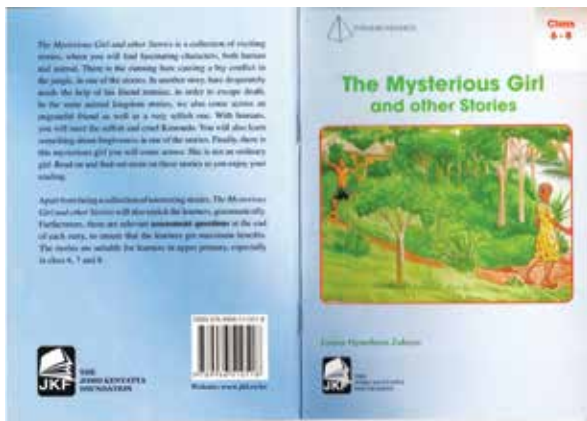
To honour the library that allowed him to enhance his community service skills, Kenneth travelled all the way from Stanford University to join his other co-developers to launch the Tunachop Web Application website at the knls Meru library on 15th August 2017. The event was graced by shiners club and students from the surrounding schools. As publicize the program, Meru Library has since trained librarians from other knls branches i.e. Isiolo, Timau, Embu, Mikumbune and Gatimbi where 20 librarians were nominated to be ambassadors. So far some of the schools have

already agreed on a timetable with the Meru Librarian and are using the library's computer tablets to access the Tunachop Web application to do their school assignments. For example, Meru junior primary school visits the library every Tuesday.

***“Are you a primary/ high school student or do you know one? Tell them to sign up at www.tunachop.com and they will unlock the unlimited world of educational opportunities and resources in Kenya including applications for scholarships, discussion forums, and past papers.*”**



Training librarians how tunachop works



A book Written by a knls Librarian Eunice Zakayo. Eunice is stationed at knls Buruburu



(from left) Mr Muriuki of Mathwhizz, Purity Kavuri knls Nakuru, Joan Mwachi Worldreader Country Director & knls Director Richard Atuti during e-readers launch at Nakuru Library



Children of AIC Kabartonjo Academy having fun with books under a tree during the afternoon session



knls Nairobi Area Library junior book club members and librarians during a fun day at Nairobi Club



A CSR activity at Arap Moi Children's Home in Nakuru. The donations were done by knls Nakuru Staff



Junior library customers receiving training on the use of e-readers at knls Nyeri Branch



knls Buruburu Customers queue to enter the library in April 2017 which is a peak season for library service demand after closure of schools



Moses Imbayi the knls Kisumu American Corner Co-ordinator receives recognition award for Kisumu Library from Madam Ramune of EIFL



Pupils of Kilimani Primary School being taught how to use the Daisy audio book readers through an outreach service by knls Nairobi area Library



Pupils during debate session at knls Meru Branch



knls Meru Branch Head Mr Wanjohi together with Ms Rhoda (Head Mistress), Ms Keziah (Deputy Head mistress) & pupils of Kaaga School for the Deaf receive books donated by Book Aid

Digital Opportunity Trust (DOT) spreads its wings to *knls Kangema Library*

by Jemimah Ihura, Kangema

The numerous privileges brought out by the library projects across the country cannot go unmentioned. There has been huge impact through dissemination of information to the Kenyan communities, courtesy of Knls Board and its partners. Knls-Kangema branch, which opened its doors to the public in 2015 has not be left behind. Since then, the branch has empowered the local readers with digital information covering agriculture, politics, entrepreneurship, health, law, religion, just to mention but a few.

Digital opportunity trust (DOT), an International NGO that has been working with a number of knls branches, has been of

great help in training youth in both computer and life skills. In Kangema branch more than 120 youths have been trained. The first training is usually conducted in 3 months, and it covers different topics such as; Microsoft Office, CV writing, project proposal wring, online access of reliable information and entrepreneurship skills. During their last lesson, the library organizes for a talk for yough who are about to join college, on how to balance between studies and social life and time management.

Nduta a lady who had a small business before joining the training had this to say. "My expectation on this training is that I will be able to manage my profits, and that I will also create awareness about my business

online since most of my clients are digital and I would like to match with their standards."

Munywa who gave the vote of thanks had the following to say: "The training has been of great help to us especially those who are about to join college. The computer training has kept us busy especially after completing form 4, the tree planting and the educative talk in the last class were really exciting. I wish to thank Knls fraternity and DOT for planning and organizing such a wonderful training. I myself have been changed a lot and I believe my fellow trainees too."

We encourage the youth including those who are learning small businesses to come for more information and enroll for DOT training in our library.



Junior Library members participate in children activitis at Kangema knls library

Participation in International Meetings/Conferences



Purity Kavuri, Head Librarian knls Nakuru (second row from the back) together with some of the participants of the Next Library Conference that was held in Aarhus Denmark June-2017

Following successful implementation of various donor-funded projects, a number of knls staff were sponsored by respective partners to represent knls in different international conferences. The staff showcased some of the successfully implemented donor-funded innovative projects running in knls branches. Below is an overview of some of the conferences attended.

a) Next Library International Festival in Denmark from 11th–14th June 2017: Sponsored by EIFL. Purity Kavuri-Mutuku, the Librarian-in-Charge, Nakuru branch won a scholarship to attend the Next Library International Festival in Aarhus, Denmark. Purity was among other six winners drawn from Cameroon, Croatia, Ghana, St.

Lucia, Macedonia and South Africa. A "NEXT LIBRARY" event is an international gathering of forward-thinking library professionals, innovators and decision-makers who are pushing boundaries and making changes that support learning in the 21st century.

To emerge a winner, Purity demonstrated an innovative project i.e. the Book-Wave Digital Learning project in Nakuru Library, a program that seeks to change the children's attitude towards mathematics. The project was among the best seven selected from developing countries after a vigorous competitive process. As a result, Purity who was spearheading the project was awarded a scholarship by EIFL to attend the conference and share innovative

ideas that were transforming the community around Nakuru.

At the conference, Purity presented a paper on the "impact of the mathematics e-learning program among primary schools' children in Nakuru County." She was also requested to share on 'how to make online learning work for your community.' There were 350 participants drawn from different countries across the globe. Purity outlines some of the key lessons that she learnt as follows:

1. Democracy is not about winning; it is about learning –statement made by Peter MacLeod Canadian Citizen Engagement Expert.
2. You engage the community and citizens effectively by asking them the right "how" question. "Formulating

the right question is the key to initiating dialogue” - statement by HRH Princess Laurentien of Netherlands.

3. iii. Libraries create an infrastructure for learning. There are 4 Ps of creative learning; Projects, Passion, Peers and Play. “Hacking is a theory of learning and innovation, as well as an act of kindness. Demo or die” - statement by Phillip Schmidt from MIT Media Lab.
4. Public Libraries are retreat centers that provide a haven for the community to escape from the stress of modern life. Many people like solitude places but they don't want to feel lonely.
5. Public Libraries are people universities hence should develop a curriculum that seeks to address specific community needs or gap.
6. Change needs development of the young leaders - by Deborah Jacobs, Bill and Melinda gates foundation closing remarks on day three as the keynote speaker.



Juliana Muchai the knls Resource Mobilization Head makes a presentation during the AFLIA Conference held in Cameroon May 2017

b) Fourth (4th) African Library Summit & 2nd AFLIA Conference in Cameroon: 14th - 19th May 2017

Three (3) members of staff i.e. Julian Muchai, Mary Kinyanjui and Miriam Mureithi, were sponsored by EIFL to participate in the 4th African Library & Information Associations and Institutions

(AFLIA) held on 14th - 19th May 2017 in Yaounde, Cameroon. The theme of the conference was 'Libraries in the development Agenda: Repositioning African Libraries to deliver on the future

we want.' Two of the knls staff presented papers featuring knls-EIFL's work and its impact in Kenya as follows:

1. 'The role of Information and Communication Technology in knowledge development in Africa: The case study of Kenya ICT sector partnering with Public libraries' by Mary Kinyanjui, librarian-in-charge at knls Kibera Library, which was the first to introduce Computer Tablets in knls network.
2. 'Learning Circles Support Online Learning in Kenya' by Grif Peterson (P2PU), Janet Sawaya, (EIFL-PLIP) and Juliana Muchai (knls). This was another case study on knls pilot project (peer to peer learning) that tests the learning circle model in an African context.



Mary Kinyanjui together with participants of the International Network of Emerging Library innovators Sub Saharan Africa at Berjaya Hotel, Mahe Island – Seychelles

c) International Network of Emerging Library Innovators Sub Saharan Africa

(INELI SSAF) 2nd convening by Mary Wangui Kinyanjui-Kiarie – sponsored by EIFL

Mary Kinyanjui, Librarian-In-Charge, Kibera Library, participated in the International Network of Emerging Library Innovators Sub Saharan Africa (INELI SSAF) 2nd convening held from 19th to 24th February 2017 at Mahe Island, Seychelles. In attendance were the INELI management committee, Innovators, AfLIA executive committee members and fellow mentors. The convening brought together 32 library innovators and 8 mentors from African public libraries in different countries. It was meant to inspire the participants as innovators through mentorship by fellow librarians; and also support the transformation of libraries as engines of development. The emphasis was on how public libraries relate to the development agenda (National Development Plan, UN Agenda 2030 and AU Agenda 2063) and how they can best support the implementation of the Sustainable Development Goals.

d) Advocacy workshop in Pretoria South Africa

Caroline Kayoro, Projects Coordinator participated in an international Advocacy programme on 23-24 November 2017 organized by International Federation of Library Associations (IFLA), in Pretoria, South Africa which was attended by 20 participants from 10 countries. The goals of the workshop were to familiarize participants with the steps needed to understand the development agenda at global, regional and national levels and build their knowledge and understanding of advocacy. The Advocacy Programme aimed at addressing the information gap of library workers at community, national and regional levels and raise awareness of the important role libraries can play in development by contributing to the United Nations 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs).

d) Reading Tent in Senegal – March



Caroline Kayoro Makes a presentation on the Strategic Development Goals in South Africa in November 2016

15th – 16th March 2017

knls participated in an international reading tent event in Dakar Senegal that was organized by the Association for the Development of Education in Africa (ADEA). ADEA is a forum for policy dialogue on educational policies. Moses Imbayi a librarian in Kisumu who is also the American Corner Coordinator was sponsored by ALADIN to attend and share knowledge on how libraries in Kenya are contributing to education and lifelong reading through various programs and activities. The event brought together librarians with a view of sharing success stories and best practices in reading promotion in Africa. Moses used the opportunity to showcase some of the activities that knls Kisumu implements for children, youth and adults to promote their reading, writing, drawing and application of creativity in information literacy activities. Other activities at the reading tent included storytelling and picture narratives.

e) Worldreader Digital Reading Summit in Nairobi

World-reader held an annual "Digital Reading Summit" at the Weston Hotel, Nairobi on 25th and 26th April, 2017. The summit themed "The power of digital in learning" brought together the most important voices in the digital reading revolution that are shaping Africa's future. These included: educators, government representatives, corporations, NGOs publishers, librarians,

project managers. Discussions focussed on the opportunities and challenges around a robust, digital reading platform to the next generation of readers and learners. World-reader sponsored a librarian (i.e. head of branch) from each of the knls libraries. Panellists and Key note speakers were drawn from Worldreader, Intel, knls, Kenya Publishers Association, Goethe Institut, African Library and Information Association and Institutions (AFLIA), Amani Community Library, Shinning Hope for Communities (SHOFCO) Kibera school for girls and second chance, Book Aid International and Safaricom Foundation. The over 200 Participants at the Summit came from Kenya and different parts of the world including; Spain, Zimbabwe, South Africa, Rwanda, Uganda, Tanzania, Ghana, India, US and Zanzibar. Some of the key topics discussed included:

- Best practices for fundraising - how organizations should position themselves and how to articulate on value addition.
- What donors/partners like to see in proposals and what makes a project attractive.
- E-reader project successes and challenges
- How to optimize service delivery with the available technology?
- Troubleshooting mechanisms

knls Director Mr. Richard Atuti shared perspectives on how digital technology could contribute to lifelong learning and how he envisioned digital libraries in the future.

Thika knls Library declared winner of the **EFL Public Library** *Innovation Award*



Mirriam Mureithi Head Librarian knls Thika receives a Certificate and an Award from Ramune Petuchovaite EIFL Program Manager during the AFLIA Conference held in Cameroon 2017

Thika Library was declared the 2017 African winner of the EIFL Public Library Innovation Award for Improving Lives. The award was in recognition of the Library's outreach service that provides access to educational content on Kio kit tablets, to children with disabilities and poor children living in slums. Mirriam Mureithi, the Librarian in charge of Thika received the award.

Thika Library is one of the five knls branches that benefited from the BAI-sponsored "Open Doors Children and Teen's Corners (ODCC)." Other libraries were Lagam, Narok, Kithasyu and Kabarnet. Feedback from the project libraries indicate that there has been transformation brought about by implementation of the

key project components which included: training of librarians; acquisition of additional books; provision of child friendly furniture; educational games and toys; and painting of murals to beautify the children corners to make them more attractive. Thika Library was however, privileged to also receive 40 Kio Tablets with preloaded educational content, which the librarian confesses has helped the library to "ensure that disadvantaged children in Thika have access to digital information through the library." The portability of the Kio kits enabled the library staff to reach out to disadvantaged schools for children with disabilities, especially those living in the slums.

Some of the reading promotion

activities that Thika Library has continued to embrace many months after the expiry of the ODCC project implementation period in December 2016, include:

1. Debate clubs: these have helped the pupils to improve in spoken English and critical thinking.
2. Reading aloud sessions: These are activities conducted especially during school holidays to develop children confidence in reading and encourage others. It improves on the listening skills of the participants and breaks the monotony of prolonged silent reading.
3. Story telling sessions for the younger children: The children get carried away by the stories. They are eager to read a story on their own after it has already been told to them.
4. Talent shows: children are given a chance to show off their talents in singing, comedy, fashion show, poetry, tongue twisters, drawing among other activities. Individual winners are the awarded prizes.
5. Games: Both indoor and outdoor activities are used to engage the children more. For the outdoor activities, there are footballs, skipping ropes, hooter hoops and singing activities. The indoor games for younger children include building blocks, drawing and painting, chess, scrabble and abacus. These activities improve on the brain reception of children and critical thinking. The games are provided at different times and children are always eager and waiting to play those games after reading. This has helped to keep them busy in the library during school holidays.

Empowering the Youth at knls Kibera Library

by Mary Kinyanjui

Kenya Youth Employment and Skill (KYES) in partnership with knls Kibera library conducted a Youth training program on entrepreneurship skills. The training was held from 7th to 11th November 2016. The Program, which targets youths aged 18-34 years old, was attended by 62 participants. The entrepreneurship youth training is a program for capacity building and skills impartation with the objective of creating employment or enhancing self-employment among youths without secondary education.

Training on small business management targets youths who are running businesses plus those who want to start businesses. The training also equips with practical



Mary Kinyanjui knls Kibera makes a presentation during a training session

knowledge to effectively and efficiently run their businesses thus increase self-employment and create more employment opportunities to their fellow youths due to business growth. Topics such as Money Management, Record Keeping, Financial Planning,

Gender in Business, Decision Making and Problem Solving in Business are sufficiently emphasized during the youth empowerment training. Participants who come for the training at the library are also given an opportunity to learn basic computer skills.



Story-telling session for children at knls Kibera

Reading Extravaganza at **the Nairobi National Museum** – *1st April 2017*

The Kenya National Library Service participated in a reading extravaganza dubbed “Kiddies Cup” through the involvement of knls Buruburu and Kibera branches. The event was organized in partnership with publishers of the Kiddies Magazine, The Museums of Kenya and Kenya National Library Service. The event involved bringing together children from class one to six from selected 36 schools. Suitable story books were identified for each student according to their class and given to them two weeks

earlier where they were to read the stories and understand them. The story books were selected from the vast variety available at knls Buruburu branch. The event involved question and answers for children about the stories they had read starting with class one children all the way to class six children. They were also asked to give an explanation as to why certain characters did certain thing or acted in a particular manner. It was indeed exciting to hear the children apply their creativity in their explanations. They

were also challenged to give an imaginary continuation to the stories which they did very well. Lastly they were asked to share about the lessons they had learnt from the various characters they had learnt in the stories and indeed there were many lessons learnt. Winners were awarded certificates and the best performing school received a trophy. Parents and teachers present lauded the event for encouraging children to read and also make use of their creativity.



Providing Solutions of Food Shortage Cycle and Poverty in Kenya: *Human-Centered Design (Hcd) Toolkit* - 2nd March 2017

A toolkit dubbed solutions to food shortage cycle and poverty in Kenya. The handing over ceremony of the toolkit was held in Kisumu Library on 2nd March 2017. It was presided over by the Cabinet Secretary Dr. Hassan Wario who was accompanied by the Permanent Secretary for Arts and Culture, Mr. Joe Okudo, Chairman knls Board - Hon. Noah Katana Ngala and the knls Director Mr. Richard Atuti. The US Government was represented by a team led by USAID office of Economic Growth Chief Mr. Mark Carrato. Feed the future Kenya innovation engine programme will benefit peasant farmers in 22 counties in a bid to alleviate food shortage in Kenya. Online toolkit is available through knls e-resource portal.



Graduands of the Peer to Peer Learning together with the Director (seated on the left)

Introduction of New Services in the Library- *a knls Kithasyu branch experience*

by Margaret Mbithuka,
Librarian-in-Charge

Through the knls/BAI partnership, Kithasyu Library has implemented various programmes among them: school outreach programme, booktime give away and Open Doors Children and Teen's Corners (ODCC) project. In Kithasyu, the open doors children and teens project has really outstood out due to its diversity by focusing not only on books and other information materials, but it also covered refurbishment of Children and teens' spaces in the library. The main objective of the "open doors to children and teens corner" was to create a vibrant library by inspiring young readers. This also calls for a clear understanding of the needs of the children and teens in order to serve them better. Thus, Children librarians have to understand things from a child's point of view.

For me, Children keep me very busy. They are playful, adventurous and always keen to discover new things. This keeps me on toes because I have to be ahead of them. The training we have received as part of implementation of the various donor-funded projects has challenged us to be more creative in how we deal with the children that we serve. We have had to integrate even outdoor games to ensure children are not bored with coming to the library. A case in point is the football which I and other library staff have to physically play with the children so that as we show interest to some of the things they love doing such as play, they in turn show interest in what we want them to do i.e. to read. And this has worked quite well in motivating them to frequently visit the library. They know after reading, they will also engage in other extra-curriculum/leisure activities.

The librarian therefore must play a key role in helping the young people to discover the joy of reading as we target to improve and develop a reading culture and thus accelerate national development. The open doors project has no doubt helped in creating a welcoming, inspiring and safe spaces for children in the library. Through the diverse library activities, that include inter-schools challenge week where we organize various competitions in debates, book reviews, public speaking and oral quizzes, we have seen the children and teenagers become more confident and also gain improved skills reading and writing.

My challenge to fellow librarians "information and knowledge does not get used up in the process of sharing" and "a reader lives a thousand lives" let all get out of that terrorism of librarianship and think out of the box so that we can march the 21st Century Librarian.



(from Right) James Kimani the Regional Rep of BAI and knls Kithasyu Head Librarian Margaret Mbithuka cutting the cake to signify the Launch of the Open doors Program



Participants at knls Boardroom during the HIV awareness session

Role of Libraries in **Fighting Drugs and Substance Abuse among Teenagers**

by Monicah Wangui, knls Kangema

The abuse of drugs and other substances is one of the greatest concerns in the modern society, both in the rural and urban setups. Libraries should be in the forefront in the fight against this monster that is taking

over our tweens, teens, young adults and senior citizens. It is in that perspective that on 22nd August, 2017 we organized a library event under the theme “LOVE LIBRARY; BE EMPOWERED.” Activities conducted included: A talk on drug and substance abuse; Introduction of a computer

program “learn my way”; and entertainment to spice up the event. Participants were taken through the most commonly abused drugs, reasons for indulgence in drugs, factors that contribute to drug abuse, implications of drug abuse and how to avoid abusing drugs and other substances.

“Participants were also introduced to basic computer skills and how to access online information resources. These skills were aimed at enabling them use the information on drug and substance abuse available online to fight the menace. We plan to continue to educate the youth by organizing such events and also disseminating information on drug and substance abuse.”

Isiolo Celebrates the World Literacy Day at the *knls Isiolo Library Compound*



The Chief guest M M Chaunga going through the exhibition mounted at Isiolo Library Junior Section by the Adult Education Department

by Rebecca Wangechi, Corporate Communication

This year, International Literacy Day (8 September 2017) was celebrated across the world under the theme 'Literacy in a digital world.' Various knls branches marked the day at their local level through different activities. In Isiolo, for example, the day was spiced up through the generous support from BAI. The Isiolo County Ministry of Education - Adult Education Department also came in a notable way to partner with knls in the event that was celebrated at the knls Isiolo grounds. Although the event focus majorly on adult learners, some primary and secondary schools were invited to participate in the day's activities together with the adult learners. The winning individuals were awarded with pricing for which the ones for the children/pupils were donated from UK by BAI. Different members of the community attended the function.

Speaking to one George kobia

who attended the event, he acknowledged that the event had changed the way he perceived adult literacy. He noted that educating morans would reduce cases of insecurity in the county. Many of the guests also shared similar views that early childhood reading is of importance, saying that it is easier to cultivate reading habits of children once instilled from an early age. There were different activities aimed at promoting reading for both adults and children.

Richard wanjohi, the Librarian in Charge of Meru Library read a speech on behalf of Alison Tweed, BAI's Chief Executive. In the speech, Alison noted that "Community libraries such as Isiolo are places where literacy can grant those living around the library the freedom to grow and develop their personal, social and professional goals. Community libraries are striving to ensure that they can meet the needs and ambitions of their communities, using literacy as a key to unlock the potential of its surrounding inhabitants. Our parents have a

special role in helping our children read." Alison also stressed that parents can help children read by adopting three strategies:

Read to your child. Reading with your child is one of the best ways to encourage reading and build a reading culture inside and outside of your home.

Listen to your child read. This will help them develop the confidence to practice reading, make mistakes, and learn from them.

Bring your child to the library or having books in your home. Bringing your child to the library gives you both an opportunity to spend time in a place where you can access information of all kinds.

These three strategies when adopted will help develop the habit of reading which research tells us, will help a child perform well at school. For adults, reading for pleasure or to upgrade their skills will improve life chances and opportunities.

Kama Nakuru Ni Kenya.....

(Written by LUVUNGU W. MUSIMBI (2017) –
a library customer at Nakuru Branch)

Tetesi kanifikia, wakenya sio wasomi
Kalamu nikafikia, kwa shairi kujiami
Shororo ukisikia, nyororo tena sikwami
Ujuzi nimepakia, na ulimi sijiumi
Kama Nakuru ni Kenya, wakenya basi twasoma

Maktaba ya Nakuru, ya kisasa tena huru
Imejengwa na ushuru, walolipa nashukuru
Wengi wameona nuru, wasomi imenusuru
Watu wengi wanazuru, shule pia msururu
Kama Nakuru ni Kenya, wakenya basi twasoma

Saa mbili kitimia, foleni watu kapanga
Vitabu wanavamia, kimasomo kujijenga
Majarida wazamia, magazeti wanalenga
Mitandao watumia, hakuna wakuwapinga
Kama Nakuru ni Kenya, wakenya basi twasoma

Wale wasiojiweza, muundo yawawezesha
Huku wanafululiza, maisha kunufaisha
Vitabu wanaagiza, waomba na kurejesha
Mbele wanatoa giza, maisha wanaboresha
Kama Nakuru ni Kenya, wakenya basi twasoma

Nakuru si kusoma tu, mafunzo huku ni tele
Tena si ya shule tu, ya maisha iko pale
Jua si ya vijana tu, mama, baba, yao tele
Na sio analogi tu, digitali wako mbele
Kama Nakuru ni Kenya, wakenya basi twasoma

Wanafunza kutangaza, na amani kudumisha
Mitandao kutengeza, na umma kuhamasisha
Uchochole kumaliza, kosi za kutamanisha
Tena si ya kulipiza, pesa hawataitisha
Kama Nakuru ni Kenya, wakenya basi twasoma

Mandhari yake ni shwari, fika kama una swali
Soma kama una ari, kungoja usikubali
Ninakupa ushauri, fika pale ukubali
Nakujua kwa fahari, tetesi uweke mbali
Kama Nakuru ni Kenya, wakenya basi twasoma

Kongole kwake Atuti, kwa kazi bila utani
Wafanyi kazi wasiti, heko sio wasitani
Kwa ukweli wako fiti, waelewa kwa undani
Kwa wino na kwa sauti, narudisha shukurani
Kama Nakuru ni Kenya, Wakenya basi twasoma

knls Mombasa Library at the ASK Show

by Augustine Mutiso, Head Librarian

“Mombasa Library participated at this year’s Mombasa ASK show (30th August - 3rd September, 2017) through the department of Education and children, Mombasa County.”

This was possible owing to the very good working relationship the Library has established with the county through the department as a key stakeholder in Library provision service in the region and the Maktaba Service initiative that the department has started. This year’s theme was “Promoting Innovation and Technology in Agriculture and Trade.”

The county through the department of Education and Children met all show related costs. Through the Maktaba Service a pilot membership card was introduced and issued to 180 members during the show. The members will use the knls Mombasa library as the county does not have one.



Book fair Exhibition at Sarit Centre

The National Library of Kenya & knls headquarters: The new look



Library customers at the new library building at community



Newspapers and Magazines Section



New Library - Community



Short Loan Section



Junior Section of the new library



Junior Section



The new knls Headquarters building as at May 2017



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library service

Kenya National Library Service

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