



Book Havens

Library spaces for children in Nairobi slums, Kenya

**Partners: Mathare Youths Sports Association and Kenya
National Library Service**

Final Evaluation Report 2017

Executive Summary

The overall goal of this evaluation was to assess the extent to which the *Book Havens* project has brought about anticipated changes in the provision of children library services in three libraries in Nairobi's slums. The main aim was to examine the extent to which the project has met its objectives and identify key lessons and provide recommendations.

The project has without doubt contributed to improving the quality of children's library services in the slums. Overall, the evaluation found that the *Book Havens* project has produced positive results and has achieved its objectives. Findings from the evaluation show that the different project components have contributed to increased use of the libraries. More children are drawn to the libraries because of increased book stock and refurbishment of the children's spaces.

Children love the new books which is evident in increased book borrowing in the three libraries. More books are read inside the library than borrowed out. Children are more comfortable reading in the refurbished spaces. The evaluation revealed that library staff are better equipped to run children's programmes as a result of the training element in the project. They are more confident and professional in running the libraries. They have also extended their library services beyond the library walls. Primary schools and children's homes have been served through an improved library outreach service. The marketing and awareness events held in all three centres helped to publicise the children's library service. The libraries have become more visible in the community and the improved children's spaces have drawn the attention of the local media. Githurai MYSA (Mathare Youth Sports Association) library was featured in a local national newspaper.

Some key challenges experienced in the course of implementation include political unrest during the election period in Kenya that greatly affected the slums. The libraries remained closed for several days and some project activities delayed. Insecurity continues to be a challenge in the slums affecting outreach programmes and security of books and staff.

These challenges did not hinder full implementation of the project. The libraries in the slums have truly become beacons of hope for children. The number of children visiting the libraries has notably increased. The trained staff have been able to engage all the children through regular scheduled reading programmes and using the library compound for outdoor activities.

On the whole the project was well designed and effective in meeting beneficiary needs, however there is high demand for more local books. The libraries need to employ aggressive local resource mobilisation strategies to build the local collection. In addition, insecurity in the slums calls for strident measures to safeguard library resources.

Background

Slums in Kenya are typically high density areas where little or poor infrastructure planning results in overcrowded living and a lack of basic services like regular and safe water supply, proper ablution facilities or lack of waste management. High unemployment and the consequences of a lack of positive and purposeful amenities for adults and youth alike make children in these communities vulnerable to being poorly educated and failing to reach their full potential. Slums are often high crime and high stress environments because of these challenges. Libraries can be

beacons of hope in many ways. Peaceful and safe, welcoming and enjoyable they can allow children to be children: playing and learning with their peers and building self-esteem through positive activities. Libraries can promote life-long learning and reading for pleasure. This project addressed this need by creating child friendly spaces in libraries in the slums.

Introduction

The *Book Havens* project ran for one year from September, 2016 to December, 2017. The project is a collaboration between Book Aid International (BAI), Kenya National Library Service (knls) and Mathare Youths Sports Association (MYSA). The project targeted three libraries in Nairobi's slums which include Kibera knls library, Mathare MYSA library and Githurai MYSA library. A total of 6,495 new UK donated books and 1,206 locally purchased books were donated to the three libraries. Each library received approximately 2000 UK donated books and 402 locally purchased books. The children's spaces were refurbished with colourful wall murals, new furniture, mats, cushions and educational toys and games. Eleven librarians from the three libraries underwent basic and advanced level training on library management skills and reading promotion with emphasis on children's library services. Each library conducted an event to increase awareness of the library in the community. The overall aim of the project was to create children's corners in the library, initiate a programme of activities for children visiting the library and deliver reading and library promotion activities through outreach services to surrounding schools.

The project addressed four key objectives:

- i. Upgrade the library space to make it more child friendly and refresh the collection with donated books in English and locally purchased books
- ii. Provide training to build the capacity of qualified and volunteer librarians to run children's corners
- iii. Equip librarians with knowledge and skills to develop outreach services to slum schools.
- iv. Increase the number of children visiting the library.

This evaluation was conducted on 19th and 20th December 2017 by Caroline Kayoro, Book Aid International Projects Officer in conjunction with Mary Kinyanjui, knls Kibera librarian. The two MYSA libraries combined recorded a monthly average of 46,115 child visits from July to November, 2017, while Kibera library reported and a monthly average of 167, 756 child visits from January to November, 2017. In addition 35 schools and six institutions in the slums were reached through outreach programmes. The evaluation included key informant interviews and focus group discussions with key staff and children from the three libraries. Nine library staff, 13 children and six adults were interviewed. Evaluation could not be conducted in October as planned because of the political climate in the country during the election period. Slums in Nairobi were particularly unsafe at this time. The country was calm in December which made it possible for the exercise to be conducted. Appropriate tools were developed to capture information on the outcome areas.

Key outcomes

In general the project has made significant progress towards the achievement of the outcomes and objectives.

Outcome 1: Increased use of the library by local children in their own time

i. Increased book stock

The project has provided 6,110 UK donated books and 1,206 locally purchased books with each of the three libraries receiving approximately 2,000 UK donated books and 402 locally purchased books. This donation has increased the book stock in the participating libraries and provided much needed leisure reading materials in the libraries. Librarians reported that the UK donated books are of good quality and attractive with durable covers and paper. Children find the illustrations very attractive. The local books are on high demand and have been read over and over again. Librarians in Mathare MYSA reported that children were so eager to read the new books and could collect up to 50 books at a time for fear of others getting the books first. Mathare MYSA and Githurai MYSA libraries have set aside a short loan section, to restrict borrowing of more popular texts. This has helped to address the issue of children collecting many books at a time. Children can easily relate with the local content. Librarians expressed their desire to have more local books. Library staff said the books have helped them market the library.



A child in Kibera enjoys reading the new books



Children reading the new books in Githurai

“The new books have marketed the library increasing usage. We also have books to show when we go for outreach. In addition, the books attract many children because they are unique and cannot be found anywhere else”. **Leah Muoki, library staff Githurai MYSA.**

Children who were interviewed said that they like the new books because they are easy to read and have many colourful and interesting pictures.

“I am really happy with the new books. They helped me when I had an interview in a new school. I read, revised and I passed with 431 marks out of 500”. **Kelly Waithera, 13, standard 7, Githurai MYSA library user.**

“The new books have helped me in spelling and my composition writing has greatly improved. The books have also assisted me to set up a book club where we read story books and exchange them. We also do homework together among other reading activities.” Sarah Maria, 11 years, Mathare MYSA library user.

ii. Increased borrowing of books to read in and out of the library

All the three libraries have reported increased borrowing of books by children. The book borrowing figures show that more books are read inside the library (*see Appendix I*). Children are



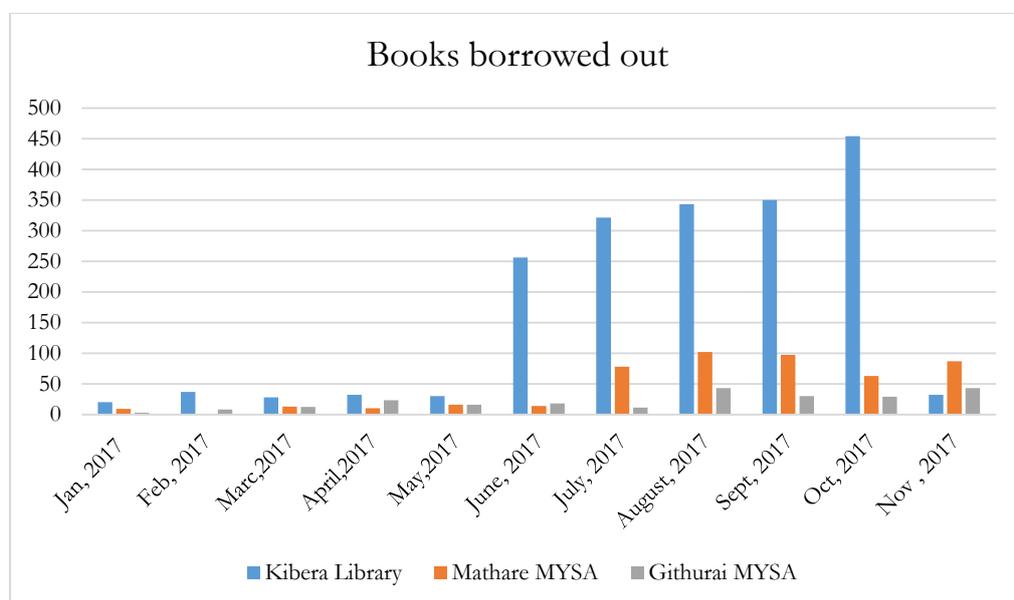
Children enjoy reading in Githurai MYSA library

more comfortable reading the books in the library than reading at home because of their poor living conditions. Children are also encouraged to read from the library because of insecurity challenges that are witnessed in the slums that may lead to book losses in their homes. The political tension in the slums between August and November, 2017 caused many families to move to rural homes. Book borrowing was therefore restricted due to uncertainty and mass movement of families. In Kibera knls library, many parents do not allow

children to borrow books outside the library because of the book borrowing fee. They prefer children reading in the library because this does not attract any fees.

The bar charts below illustrate the increased number of books borrowed out and books read in the libraries between January and November, 2017.

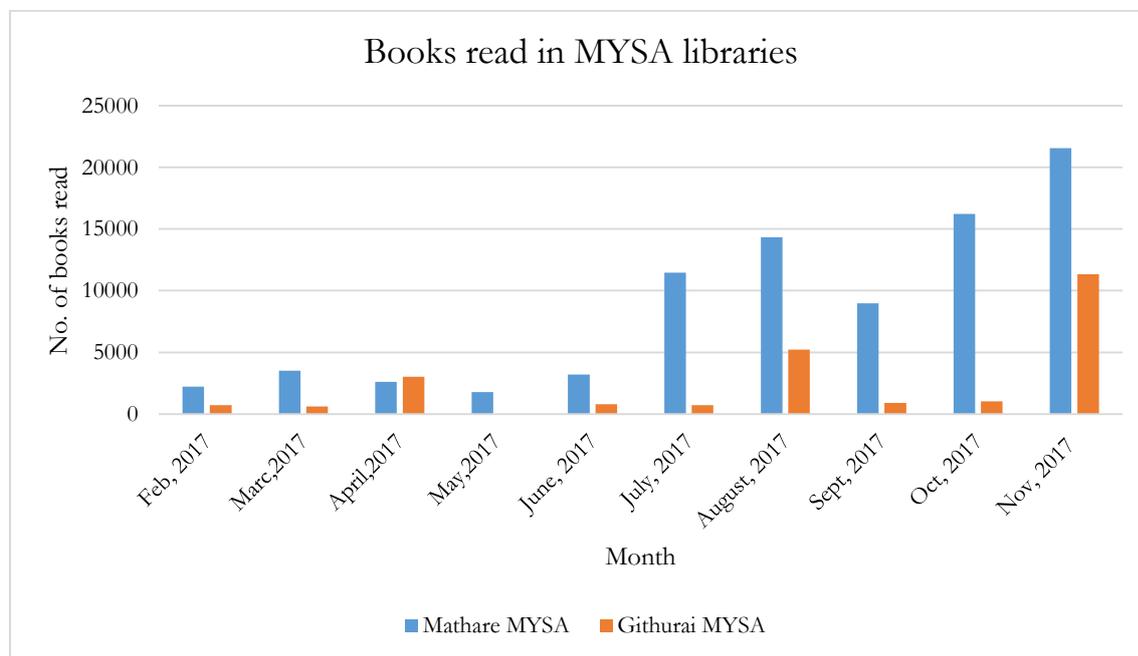
Graph A: Books borrowed out



Books borrowed out range between three to 450 books per month. There was a steady increase in the number of the books borrowed out except for November when most families travelled out of Nairobi. Kibera recorded higher numbers than MYSA libraries. Kibera has a long and close relationship with local schools. The teachers are able to sign the registration cards for pupils and follow up books borrowed by individual children. Mathare MYSA library recorded higher figures

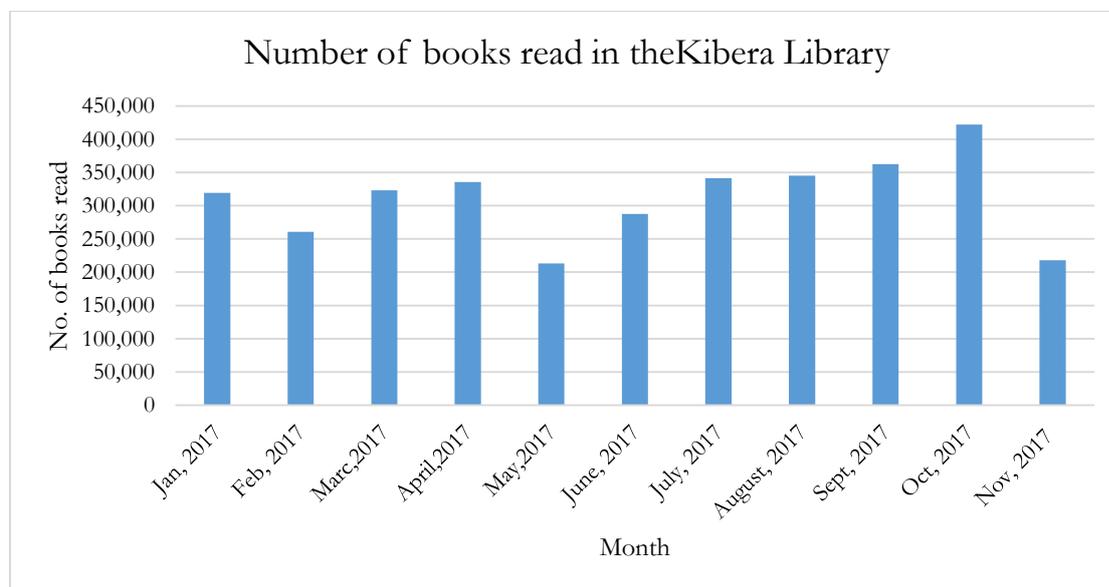
than Githurai MYSA library because the staff encourage children to borrow books in groups through the book reading clubs. Githurai MYSA is working closely with Mathare MYSA library to emulate borrowing through reading clubs.

Graph B: Books read in the library in Githurai and Mathare MYSA libraries



Books read in the MYSA libraries range between three to 20,000.

Graph C: Books read in Kibera knls library



Over 200,000 books per month were read in Kibera knls library.

iii. Increased child visits

The three libraries reported an increase in child visits from January to November, 2017. (*See Appendix II*). A total of 1,845,319 children visited Kibera library during this time. This amounts

to an average of 167,756 children per month. These figures represent all the children who are counted as they walk in. Mathare MYSA recorded 110,760 child visits between July and November 2017 – an average of 22,152 children per month while Githurai MYSA recorded 119,818 child visits, totalling to 23,964 child visits per month. Children are counted as they walk into the library in both the MYSA and Kibera libraries. The figures are captured on an hourly basis and there could be repeat counts with the walk ins. The ‘walk in’ statistics helps to determine specific hours of the day children visit the library in big numbers which is helpful in planning for programmes. In MYSA libraries, children also record their names in a register as they enter the library. This figure is different from the walk ins because some children do not write their names. (*see Appendix II*).

Librarians in MYSA libraries reported that over school holidays and weekends, approximately 200 children visit in the morning between 9:00am and 12 noon. The number reduces to about 30 to 50 children over the lunch hour because most of the children go home for lunch. The number increases again between 3:00 and 6:00pm to about 60 children. On school days about 60 to 80 children visit in the evening to do their homework and revise. Many do not have space to read in their homes which are mostly noisy and dark. All the three libraries receive the highest number of children on Saturdays. The figure ranges between 250 and 500 children.

Library records show that there are more child visits than registrations. Librarians reported that most of the children fear the responsibility that comes with being members and as a result, they cannot borrow. Many of the schools also record high transfers therefore there is notable inconsistency when it comes to children registering as library members. A total of 5,223 children registered as members in the three libraries by November 2017. Githurai MYSA registered 2,400, Mathare MYSA 1,469 and Kibera knls 1,354 children. Only registered members are allowed to borrow books to read at home.



Children enjoy their space in Mathare MYSA

The main challenge resulting from increased child visits is limited space to accommodate all the children in the libraries. This has motivated the librarians to come up with more programmes that can help to contain and engage the children inside the library and in the compound.

Outcome 2: Attractive, welcoming and inviting environment for children to visit and engage with reading or other activities

The library spaces are more attractive and children feel comfortable and supported. Children have access to toys and board games. Librarians report that children can now differentiate between the adult and junior sections. This encourages the use of both sections and adherence to the rules that govern the sections. Many children are attracted by the new paint and murals in the libraries. Murals, educational games and toys offer some aspect of edutainment. They have attracted many new children to the library and retained existing visitors. Toys and murals have also acted as a marketing strategy, as many children who use the library talk about them to their

friends. The library has introduced many children to educational toys and games that they have never seen before because their families cannot afford them.

“The refurbishment has drawn children to the library. It is now a beautiful space that the children can relate to. The new outlook shows that the library is aware of the different needs of the adults and the junior users.” **Wilson Michael, staff, Githurai MYSA library.**

“Children have a variety of books and toys which keeps them busy and engaged. It is now very beautiful”. **Daniel Konunda, staff, Githurai MYSA library.**

“The library has attracted many children. Small children admire the drawings and are always requesting for papers so that they can draw what they see on the walls. New children follow the regular users when they see what their friends have drawn when they go home with the papers. Some come to the library to see the drawings. Children also keep on quoting the sayings on the walls.” **Mary Kinyanjui, Librarian, Kibera, knls.**



Githurai MYSA library after refurbishment



Mathare MYSA library after refurbishment

“The walls were plain and boring before they were painted and were not interesting to look at. The paintings and drawings have made the walls more attractive and fresh.” **Lawrence Karera, 13, Githurai MYSA user.**

Sourcing durable and affordable toys and games was a great challenge. More durable toys and educational games are expensive and not readily available. Librarians therefore acquired the items in the open air markets where they managed to get used toys. In addition, the children sections in the library had to be closed temporarily for painting to be done.

Outcome 3: Librarians have understanding of and able to offer a range of services and activities for children in their libraries.

Two training workshops were conducted for 11 librarians on basic library management skills and reading promotion.

i. Improved self-esteem and confidence

Staff reported that they are more confident in running and managing the libraries as a result of the training. *“Staff are able to be creative and innovative. They are able to introduce and repackage services for the children. The staff are also able to identify children who require special needs and bring their cases to the office so that the office can refer to the relevant institutions.”* **Mary Kinyanjui, Librarian in charge, Kibera library.**

“I am now more confident that the other staff can handle the library well. They are able to answer questions even when visitors come. They no longer ask me so many library questions like before because they are more knowledgeable. They are able to make changes in the library without waiting for me.” **George Wambugu., Head of MYSA libraries.**

“I can now market the library confidently. I now have content which I can use to explain the online projection of stories and other activities, new books and outreach programmes to schools.” **Leah Muoki, Githurai MYSA Library.**

“The staff offer direction. They helped me prepare for my interview by giving me all the books to revise and refer to as I prepared. It was because of them that I got 431 marks out of 500 in the exam I was given in the new school.” **Kelly Waithera, 13, Githurai MYSA library user.**

ii. Better skills in handling children

Library staff are able to handle and engage children in the library through different activities. They can also identify the children who have special needs and serve them appropriately.

“The training has given me confidence and patience when dealing with children. It has also equipped me with skills to deal with special needs children that come to the library.” **Wilson Michael, Githurai MYSA library.**

“I love being with the children because they are creative. I learnt that I have to be patient with them especially the ones with special needs. In addition, I understand the needs of the children and I select books comfortably using the Five Finger rule which I learnt during training.” **Nancy Okello, Librarian, Kibera library.**



Staff in Mathare MYSA lead an activity with the children

“I used to find children naughty and they used to make me hate my job and get tired. But after the training I realized that it’s me who had a problem because I didn’t know how to handle them. I now enjoy working in the children’s section and interacting with the children.” **George Aberi, Librarian, Kibera library.**



Johnstone Kaunange conducts a story telling session, Mathare MYSA library.

“I used to see children as being problematic and too much. They used to tire me. After the training I realized that I need to love the children. I now have very many children friends. Some only come to the library when I am present. When I am not in they go away. I am now able to select stories that are suitable during story telling.”

Johnstone Kaunange, staff, Mathare MYSA Library.

“Our relationship with staff is great. The library is like a second home. They have taught me to have good manners and have encouraged me to pass my exams always.” **Felidah Muthoni, 10, Mathare MYSA library user.**

iii. Improved skills in basic library management

Librarians are able to perform library duties professionally. Data collection on library usage has improved. MYSA staff are able to prepare reports indicating library usage clearly.

“I had waited for the training for so long. I have really gained. I can boast that I have a certificate in basic and advanced library management. This has improved my morale and confidence. I now understand the difference between cataloguing and classification. I am also able to accession and record books in an orderly way in the register.” **Fredrick Wambua, Mathare MYSA library.**

Librarians face diverse challenges while handling children in the slums due to their upbringing and living conditions. They requested additional training on handling children with emotional problems.

Outcome 4: Libraries have a regular programmes of activities for children

The libraries have introduced new programmes and activities for children. The programmes are organised four times a week in MYSA libraries and daily in Kibera library. MYSA librarians reported that they learnt new reading promotion activities including spelling relay, telephone spelling, group reading, hot seating, indoor games and online projection of stories. The libraries are now more interesting to the children. Between 10 and 80 children participate in the activities. Between 10 and 20 participate in each storytelling session while online story projection can have as many as 100 children attend.



Samuel Musembi, MYSA volunteer in a reading activity with children

A group of eight children in Kibera library have formed a junior artists club named Triple D. The group entertains other children and keeps order in the section.

The libraries have few staff and it can therefore be challenging to handle different activities at the same time with many children. This challenge is being mitigated by engaging volunteers to help the library staff. Librarians also reported that they sometimes lack stationery such as crayons, drawing paper, pencils and pens to implement activities.

Outcome 5: Local schools are aware of services and access books for information to improve teaching and learning.

Librarians reported that they have been able to reach out to more schools. MYSA libraries were not conducting outreach services to schools and institutions before the project. The basic and advanced level training gave them confidence to visit Head Teachers and discuss the library service. *“Teachers who were uncooperative have softened and can now listen to us when we visit.”* Leah Muoki, Librarian, Githurai MYSA. A total of 35 schools and six institutions were served through the libraries during the project period. Githurai MYSA library served ten primary schools and two children’s homes, Mathare MYSA served eight primary schools and one children’s home and Kibera knls library served 17 primary schools, Langata Women’s Prison and two children’s homes.

Teachers find the new books and refurbished library useful in supporting teaching. *“The new books have really made it easy for me to teach spelling, composition writing and languages. The books have great comprehension questions and they are highly suitable and age appropriate. I also use the library space to conduct remedial classes for weak children.”* **Rhoda Wairimu, a teacher in Mathare.**

“We have seen a big improvement in our students reading ability since they started visiting Mathare MYSA library.” **Catherine Bindio, teacher, Codman Primary.**

Librarians have faced some challenges undertaking outreach. Movement in the slums is a challenge due to insecurity. Fredrick Wambua, from Mathare MYSA library reported that he lost a tablet he was using for outreach. Staff fear carrying books to the schools in the slums. In addition, some schools are far from the libraries hence the need for support in transportation and a container for carrying books. *“I have been using my bicycle to visit schools in Githurai. Unfortunately the bag I use is now torn and worn out”.* **Wilson Michael, Githurai MYSA staff.**

The school curriculum is very tight and teachers are sometimes are unwilling to give librarians time with the pupils in the schools. On the other hand, some teachers in the informal schools leave the librarians to handle the children on their own for many hours.

“I went to a school and after I told the teacher about the reading promotion activities, the teacher absconded and left me with the children for almost two hours” **Fredrick Wambua, Mathare MYSA library user.**

There is high demand for books and e-readers in the schools served by Kibera library. The schools request the librarians to visit them every day which is practically impossible.

Outcome 6: A stronger network of library staff working with children throughout the country

i. Knowledge sharing

Librarians have been able to share their knowledge with different stakeholders in their communities. The different groups include the Sports Association of Kenya, churches in the slums, schools, Shujaaz Magazine, parents, MYSA staff and volunteers. The newly introduced library programmes have been shared on various social media such as Facebook and WhatsApp. The head of Kibera library has shared knowledge on serving children in Chief’s baraza’s (community meetings) and an open day in Anajali Primary School.

ii. Awareness and marketing of library services

All the three libraries conducted an awareness and marketing event between 7th and 19th December 2017 with the aim of promoting their library services to the community. The libraries reported a good turnout by both children and parents as shown in attendance statistics below:

	Library	Children			Youth and adults			Grand total
		Boys	Girls	Total	Male	Female	Total	
1	Githurai MYSA	67	76	143	16	27	43	186
2	Mathare MYSA	170	358	528	102	179	281	809
3	Kibera knls	580	492	1,072	189	164	353	1,425
	Total	817	926	1,743	307	370	677	2,420

There were speeches from administrative officials, community leaders, parents and librarians. Children engaged in various reading activities such as reading aloud, spelling competitions and indoor games and dancing.

Many children and parents who did not know about the library services attended the events and many came to enquire about the service. Several promised to bring their children to the library and to inform other parents. Librarians managed to reach out to potential customers through the event.



Area Chief, Mr. Mbugua and Assistant Chief, Mr. Kangethe address the audience in Kibera



Children's dance group performing a dance at Mathare MYSA library

The weather was not favourable for the event organized by Kibera in an open field in the shopping centre. The event started late due to rains. In addition, most of the residents preferred to observe from a distance even after they were encouraged to come closer.

All the three libraries reported that the funds provided to organize the event were inadequate because of the high turnout of children. It was not possible to provide drinks and snacks for them all.

In Mathare MYSA, the high number of children and adults had to squeeze in the small library compound. Some parents in the slum are used to receiving handouts and thought they would be given handouts in the form of food, clothes and school fees.

“Parents love the library because apart from reading the children are usually given Unga (maize flour) and cooking oil during Christmas. We would also request that the donors who help the library to help us with school fees especially for children who visit the library daily.” **Elizabeth, a parent in Mathare.** The objectives of the *Book Havens* project was clearly explained to manage this expectation.



Parents seated with children in Mathare MYSA library

iii. Media

Githurai MYSA library was featured in a local national standard newspaper on 29th July 2017 and Kibera librarian, Mary Kinyanjui was invited to speak on a talk show on local station Radio Mtaani on 11th November, 2017 to discuss the children’s library service.

iv. Networking with other organisations

Kibera librarian, Mary Kinyanjui worked with other organisations to organise different programmes for children. She managed to source three laptops, projectors and projection screens from Africa Story Books (ASB) which were presented to MYSA on 27th March at Kibera library. These are being used to project stories for children.

Key lessons learned

- Training contributes to improved confidence and self-esteem of volunteers and staff who have not undergone formal training in library management. MYSA and Kibera library staff are now more confident and able to discharge their duties in the libraries more professionally.
- Targeted marketing and awareness programmes draw more children and adults to the libraries. Many people within the community are not aware of the library services. In addition some parents do not understand what the children do in the library. Most of them were pleasantly surprised to see the books and activities in the libraries.

“This was the first awareness and marketing programme conducted by MYSA library and we found it very effective as parents got a chance to visit the place where their children spend most of their time when not in school or at home. They were very happy and encouraged their children to be coming to the library.” **George Wambugu, MYSA Librarian.**

Murals, educational games and toys attract many children to the library as new clients and helps to retain existing clients. The toys and murals have also acted as a marketing strategy, as many children who use the library talk about it to their friends.

- A generally improved library can change the negative perception of both staff and the community about reading and libraries in general.

“A change of library environment contributed to changed perception of the library by staff, the children and the community at large. The library has a professional look manned by professional staff. We are happy with the new look and set up. It used to be an open space, but as a result of the renovations, it now looks like a library, clearly marked and defined. We are thankful for the support we have received thus far. We are happy to see the children use the library, use the books and consult where necessary. This has given us a sense of purpose in the society.” **George Wambugu, Head of MYSA libraries.**

- Parents are visiting the library to borrow books and to access other services after seeing the change and interest in reading among their children.

“I am a casual labourer, my children go to Anajali Primary School. I had never visited the library, but because of my children, who were introduced to the library, I started visiting the library. These days, I frequent the library because I was taught how to use the computer, to read newspapers and to help my children to select story books. I visit the library every-day because it provides a great environment for reading. The books are great for children, they have also been introduced to e-readers and they play very many educative games. It is my wish to see each county having at least four libraries for the betterment of the children.” **Henry Mwasio, a parent in Kibera slum.**

Conclusions and emerging issues

- Libraries in the slums can meet the information needs of children with minimal support in the form of training, books, other learning resources and activities. The libraries are now more visible in the community. George Wambugu, Head of MYSA libraries reported that MYSA Mathare library receives about 20 new children on a daily basis.

- Some parents in the slum are used to receiving handouts and thought they would be given food, clothes and school fees.

“Parents love the library because apart from reading the children are usually given Unga (maize flour) and cooking oil during Christmas. We would also request that the donors who help the library to help us with school fees especially for children who visit the library daily.” Elizabeth, a parent in Mathare. To manage these expectations it is important to explain the objectives of the project to all stakeholders from the outset.

- Parents acknowledge that the library helps the children to perform better academically. The library also keeps them engaged with constructive activities.

“I am very happy about the library because what the children read helps them in school. The children are always engaged in meaningful activities when they are in the library. They are also taught life skills and discipline when they are in the library. I wish there were more libraries in Mathare.” Mary Muthoni, parent.

“The library takes care of our children because they don’t loiter around. They are always safe when they are in the library reading, this is beautiful.” Esther Nyambura Kamau, a parent in Mathare.

- MYSA librarians and volunteers desire more training on cataloguing and classification. They are eager to run and manage the libraries professionally. The basic skills provided in the project has motivated them to learn more.
- Insecurity in the slums continues to be a great challenge. During the course of the project approximately 300 locally purchased books were stolen from Githurai MYSA library through a break-in. More strident security measures need to be put in place to secure the library resources.
- Children in the children’s homes are unable to visit the libraries due to movement restrictions. MYSA librarians are also unable to visit them frequently. The children homes can be assisted to set up their own mini libraries through an outreach service.
- Some children do not go home for lunch once they because there is nothing to eat at home. Librarians sometimes buy them food from their personal resources.
- While it is obvious that the different slums areas have similar needs and characteristics, there are some notable differences. Children visiting Mathare MYSA library are more aggressive than those from Kibera. Several factors could contribute to this including the style of management. Mathare staff have a very close relationship with the children. This is because all MYSA staff have grown up in the slums and relate with the children much better. They are also able to speak their language.

“I was surprised to find out that the environment of the three libraries are different. This is because in as much as all the three libraries are in the slums, the behaviours of the users especially the children is totally different”. **Mary Kinyanjui, Head Librarian, Kibera library.**

Recommendations

- The locally published books are on high demand. There is need for more local content in the libraries. Both MYSA and knls can engage in local resource mobilization strategies to help them acquire more local books.
- Librarians can serve more schools and institutions if provided with transport. This would enhance the school outreach programme.
- MYSA staff desire more training in library management. MYSA can explore their partnership with knls further through internship programmes in knls libraries. This would give MYSA staff the opportunity to learn more on running and managing libraries. In addition, some basic skills are required on handling emotional disorders among children. Children in the slum face challenging situations in their homes that affect them emotionally.
- More needs to be done by MYSA to secure the library premises. Insecurity in the slums calls for strident measures to safeguard the library resources.

Appendix I – Book borrowing statistics

A. Number of books borrowed

	Kibera Library	Mathare MYSA	Githurai MYSA
Jan 2017	20	9	3
Feb 2017	37	0	8
Mar 2017	28	13	12
Apr 2017	32	10	23
May 2017	30	16	16
June 2017	256	14	18
July 2017	321	78	11
Aug 2017	343	102	43
Sept 2017	350	97	30
Oct 2017	454	63	29
Nov 2017	32	87	43

B. Number of books read in the library

	Kibera Library	Mathare MYSA	Githurai MYSA
Jan 2017	319,372		
Feb 2017	260,806	2211	720
Mar 2017	323,366	3520	624
Apr 2017	335,700	2616	3011
May 2017	213,352	1781	Closed for renovations
June 2017	287,849	3214	800
July 2017	341,606	11,454	720
August 2017	345,186	14,321	5228
Sept 2017	362,748	8,973	891
Oct 2017	421,939	16,235	1020
Nov 2017	218,037	21,568	11,321

Appendix II - Child visits

	Kibera knls (walk ins)			Mathare MYSA			Githurai MYSA				
				Names recorded in register				Names recorded in register			
2017	Boys	Girls	Total	Boys	Girls	Total	Walk inns	Boys	Girls	Total	Walk inns
Jan	78,425	96,718	175,143	831	654	1,485	X	301	437	738	X
Feb	88,124	90,116	178,240	2,851	1,980	4,831	X	520	800	1,320	X
Mar	60,844	61,309	122,153	2,042	2,046	4,088	X	530	684	1,214	X
Apr	69,857	67,318	136,897	2,169	2,347	4,514	X	600	700	1,300	X
May	69,255	80,236	149,491	2,119	2,557	4,677	X	630	570	1,200	X
Jun	95,999	85,932	181,931	3,124	3,213	6,337	X	800	900	1,700	X
Jul	94,801	91,654	186,455	2,976	3,125	6,101	11,453	706	944	1,650	9,450
Aug	101,617	98,469	200,086	3,111	3,453	6,564	15,987	2,601	3,888	6,489	17,341
Sept	117,086	127,025	244,111	4,003	4,765	8,768	17,321	609	934	1,543	27,432
Oct	58,357	51,334	109,691	4,321	5,412	9,733	28,976	776	1,038	1,814	32,142
Nov	76,365	84,756	161,121	4,687	5,213	9,900	37,023	1,632	2,275	3,907	33,453
Total	910,730	934,867	1,845,319	32,234	34,765	66,998	110,760	9705	13,170	2,2875	119,818
Average per month	82,794	84,988	167,756	2,930	3,160	6,091	22,152	882	1,197	2,080	23,964

NB. MYSA libraries started counting walk-ins in July, 2017.