EVALUATION REPORT:

CONTINUOUS PROFESSIONAL DEVELOPMENT / TRAINING OF TRAINERS PROGRAMME FOR PUBLIC LIBRARIES IN KENYA

EIFL PUBLIC LIBRARY INNOVATION PROGRAMME (EIFL-PLIP)
KENYA NATIONAL LIBRARY SERVICES (KNLS)

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INTRODUCTION

This report gives an overview of the Continuous Professional Development / Training of Trainers (CPD/ToT) programme, its results and impact in public libraries in Kenya. The programme was developed and implemented in 2018 / 2019 by EIFL (Electronic Information for Libraries) in partnership with the Kenya National Library Service (KNLS), which manages Kenya's network of 62 public libraries.

From 2014 to 2016, EIFL worked with KNLS to train staff at 30 public libraries that were providing public access to computers and the internet (ICT) to use this technology in new and innovative services, and to conduct ICT training in their communities.

By 2017, the Communication Authority of Kenya and KNLS had completed a country-wide rollout programme to equip all public libraries in the KNLS network with ICT. Staff across the network - some 600 people - urgently needed training to ensure the equipment benefited communities.

The CPD/ToT programme was created to address these needs. It used a training of trainers (ToT) approach to build subject knowledge and training skills of a corps of KNLS staff, who could then be deployed to provide training within the KNLS network. The aim was to ensure that KNLS had sufficient training capacity to provide ongoing training (CPD) in future.

The trainers underwent intensive training over a period of 18 months, in a curriculum that covered topics and skills critical to developing, managing and sustaining modern library services, and training and facilitation skills.

The CPD/ToT programme was completed late in 2019, and in 2020 we conducted the final evaluation.

KNLS AND EIFL CONTINUOUS PROFESSIONAL DEVELOPMENT / TRAINING OF TRAINERS PROGRAMME IN KENYA

"*Continuous professional development brought by EIFL has had such a huge impact on me as a person and on my career. As a person, I have come out of my shell I feel more confident than before. My career has also changed for the better, I have realized my potential as a leader too*." - Kaltuma Sama, public librarian and trainer, KNLS Buruburu branch.

The ultimate goal of the CPD/ToT programme was to stimulate service innovation in public libraries, while at the same time enabling better use of public access computers and the internet for the benefit of local communities.

Objectives of the CPD/ToT programme were to:

- Equip selected KNLS librarians with knowledge and skills to deliver training on various professional subjects to their peers;
- Improve ICT curriculum development and ICT training skills of KNLS ICT Officers, so that they are better prepared to train library staff and users to use ICT;

- Test the knowledge and training competencies of the newly-skilled trainers by cascading training to other KNLS librarians;
- Build a master plan that engages the newly-skilled trainers in CPD of staff within the KNLS public library network.

THE TRAINING OF TRAINERS PROGRAMME

SELECTION OF KNLS TRAINERS

A total of 31 trainers were selected for the programme.

- KNLS and EIFL identified and selected 19 public librarians for an intensive 18-month CPD/ToT programme. Selection criteria included qualifications and training experience, subject skills and personal traits and motivation to become trainers.
- In addition, 12 ICT officers were selected for training. The position of ICT Officer had recently been introduced by KNLS, and training of librarians and library users in ICT skills is mainly the responsibility of ICT Officers.

OVERVIEW OF THE TRAINING

As shown in the diagram below, the programme had three elements:

1. ToT – building knowledge and training skills of the KNLS trainers and ICT officers.
2. Application of new learning and training skills, in cascade training with other librarians in the KNLS network.
3. Impact assessment.

Step 1: Training of Trainers (ToT)   **Step 2: Application in practice**

Selecting 19 public librarians & 12 ICT Officers to become KNLS trainers

ToT on Training & Facilitation skills and 8 subject areas: Mobile information literacy, Designing ICT training for users; Leadership, Project management; Design thinking; Library spaces; Performance, Outcomes and Evaluation of Services; Advocacy and Communication

Individual coaching & debrief on training experience (in person and remote)

In Total, 31 KNLS staff trained to be trainers

KNLS trainers in teams cascade training on 8 subject areas to public librarians

Newly skilled public librarians to improve services/practice

Step 3. Impact assessment of ToT and Cascade trainings

TRAINING OF TRAINERS (TOT)

KNLS TRAINERS/LIBRARIANS

In 2018 / 2019, 19 public librarians completed a ToT programme (total of 17 days in-person training) conducted by trainers from EIFL and international partners. The curriculum covered the following topics:

- Training abilities, 12-13 March 2018, facilitator Susan Schnuer, EIFL-PLIP.
- Mobile Information Literacy, 7-9 May 2018, facilitators Karah Lothian and Stacey Wedlake, TASCHA, University of Washington, USA.
- Library Spaces, 1 May 2018, facilitator Ari Katz, IREX, USA.
- Leadership, 2-3 May 2018, facilitator Susan Schnuer, EIFL-PLIP (adapting the 'Strengthening Innovative Library Leaders' curriculum developed by the Mortenson Center for International Library Programmes, USA).
- Design Thinking, 22-23 October 2018, facilitators Jette Holmgaard Greibe and Lisbeth Mærkedahl, Aarhus Libraries and Citizens Services, Denmark.
- Project management, 24-25 October 2018, facilitator Asia Kamukama, Maendeleo Foundation, Uganda.
- Performance and Outcome Evaluation, 27-28 November 2018, facilitators Kristine Paberza, IFLA, and Ugne Lipeikaite, EIFL-PLIP.
- Communication and Advocacy, 7-8 March 2019, facilitator Kaspars Ruklis, Latvia.

APPLICATION IN PRACTICE (CASCADE TRAINING)

The newly-skilled KNLS trainers/librarians were grouped into training teams (of 3-4 trainers) to practice training in six topics. Each team was assigned a topic, and allocated public libraries identified by KNLS and EIFL-PLIP as being in need of training. The libraries and trainers were grouped into geographical regions for ease of planning and cost effectiveness of the cascade training.

After each cascade training workshop, EIFL-PLIP and KNLS staff debriefed the trainers, to reflect on and analyse their training experience, and discuss what worked and what could be improved.

KNLS TRAINERS/ICT OFFICERS

The position of ICT Officer had recently been introduced by KNLS, and one of their main responsibilities was to provide ICT training for librarians in the network and for library users.

The 12 ICT Officers attended a special five-day training programme, (7-11 May 2019) broken into two workshops: (i) Mobile information literacy (MIL) and MIL training skills; (ii) ICT curriculum design and ICT training skills.

Training was led by five trainers: three from KNLS - Raymond Chepkwony of Nairobi Area Public Library; Michael Kazungu of Kwale Public Library, and Sarah Ogembo from KNLS headquarters; one from South Africa - Nyasha Sithole of

Masiphumelele Community Library in Cape Town, and Susan Schnuer from EIFL-PLIP.

INDIVIDUAL COACHING AND DEBRIEF ON TRAINING EXPERIENCE

The programme also included one-on-one coaching sessions, where KNLS trainers (librarians and ICT officers) could individually share and discuss their ideas, uncertainties, fears, and ask questions in a private setting. Coaching provided tailored individual sessions that contributed to enhancing personal competences and confidence of KNLS trainers, as well as reinforcing what was learnt during group training.

IMPACT ASSESSMENT METHODOLOGY

To assess the results, KNLS and EIFL jointly developed an impact evaluation framework and shared responsibilities for implementation of the evaluation. The evaluation framework was designed to cover two main areas of interest:

- EIFL's primary focus was on the ToT and the main goal was to understand:
    - What were the strengths and weaknesses of the ToT and subject training provided to KNLS trainers?
    - To what extent did the ToT and subject training prepare the KNLS trainers to deliver various subject courses to their peers?
    - What were the issues (challenges) KNLS trainers faced in cascade training delivery?
- KNLS' main interest was the cascade training, and the main goal was to understand:
    - To what extent KNLS trainers could pass on their knowledge and skills to public librarians.
    - How the competences of public librarians were improving.
    - How improved competences of public librarians would lead to improvements in library services.

For both ToT and cascade training, post-training feedback was captured immediately after each training session to evaluate how well the training was received by the participants, and to find out about their learnings.

The post-training skills audit of the 19 KNLS trainers/librarians was performed approximately three months after the last subject training, when most KNLS trainers already had experience of leading cascade training. We had also captured pre-training skills audit to compare skills improvements.

The survey of KNLS trainers/ICT officers was performed one year after their training to see how training had affected their daily work and how they were applying their new knowledge and skills.

Lastly, an impact survey was developed to capture changes in services of libraries that participated in the cascade training. Disruptions and library lockdowns due to COVID-19 meant that only the pilot stage (to test the survey) was implemented, in four libraries. However, we were able to capture information on the remaining libraries via an online meeting, using Zoom, with all 31 KNLS trainers, who were

well aware of changes in library services. In addition, during this Zoom meeting, which was a final reflection on the CPD/TOT programme, we were able to elicit updates from the trainers on changes in services in the libraries where they work.

RESULTS OF THE PROGRAMME

Results are presented in three sections:

- The KNLS trainers (librarians), who underwent the full ToT programme.
- Cascade training by the KNLS trainers (librarians), who practised their subject knowledge and training skills by training other librarians.
- The KNLS trainers (ICT Officers), who completed the five-day ToT workshop on Mobile Information Literacy and ICT training.
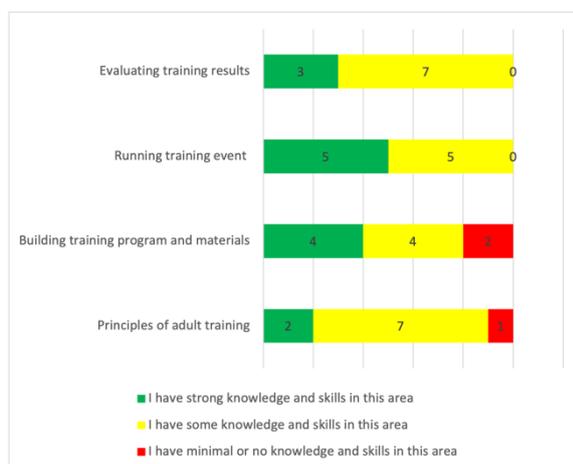
KNLS TRAINERS (LIBRARIANS)

The data below reflect the results of pre- and post- training skills audits, and the feedback forms, filled in by the trainers after each training session.

Out of 19 trainers,16 filled in the post-training skills audit. Of the 16 trainers, 10 were part of the pre-training skills audit, which allowed us to compare the pre-training and post-training skills audits for 10 trainers. The other 6 trainers were included in the analysis of open-ended questions that were included in the post-training skills audit.
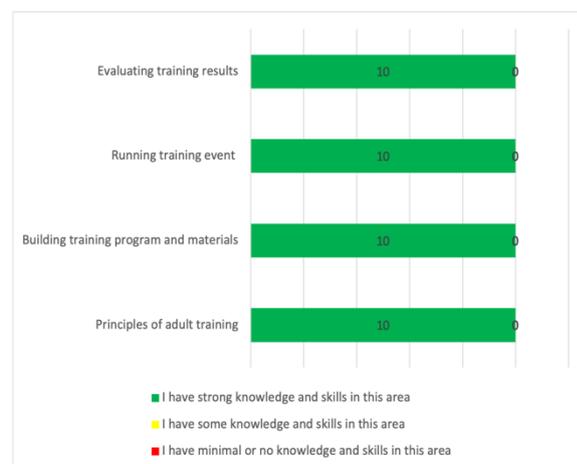
TRAINING ABILITIES

One of main objectives of the CPD/ToT programme was to strengthen training abilities of selected KNLS librarians and empower them to become trainers for their peers. The data shows that this objective was fully achieved: at the end of the training programme all participants felt strongly confident with their training skills (see pre- and post- training graphs below). The biggest improvements were seen in building training programmes and materials and understanding the principles of adult learning and how to train adults.
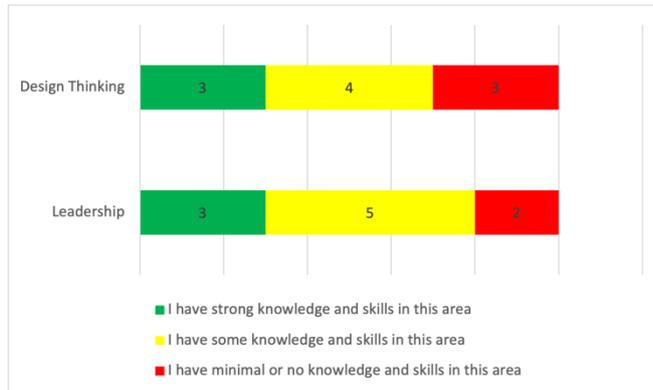
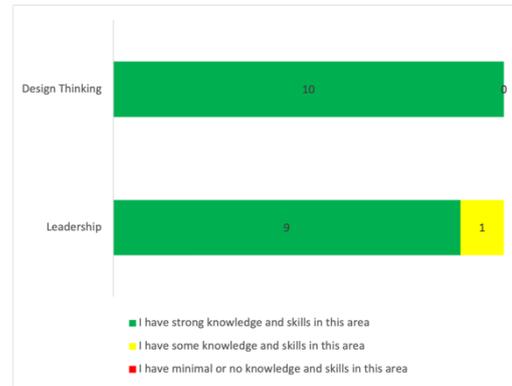**BEFORE**   **AFTER**

LEADERSHIP AND DESIGN THINKING

Before the training, some of the trainees were fairly familiar with the two subjects Leadership and Design Thinking. After the training they all felt they had gained strong competence in applying design thinking methods, and the majority obtained strong skills in leadership.

BEFORE

AFTER

PROJECT MANAGEMENT

In the area of project management, KNLS trainers also managed to significantly improve their skills, especially in the areas they knew least about, fundraising, proposal writing, partnerships and stakeholder management, building activity plans. However, project monitoring and evaluation, and building project budgets are areas where they might need further training or more practical experience.
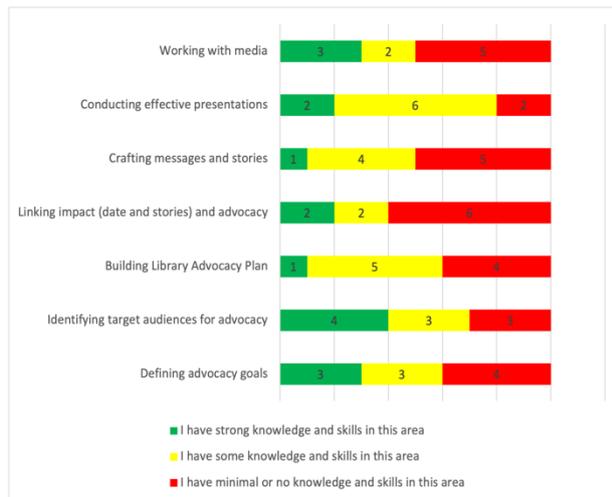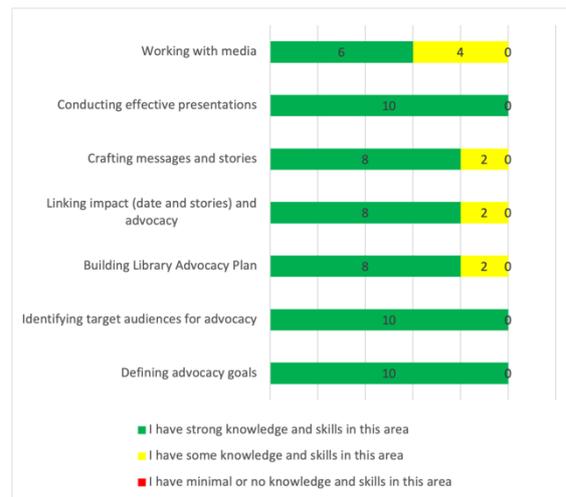
BEFORE

AFTER

COMMUNICATIONS AND ADVOCACY

In the areas of public library service communications and advocacy, there was a big improvement in skills, which started from a low initial level. At the end of the training, all the KNLS trainers had some or strong knowledge in all topics. Best results were achieved in the areas of defining advocacy goals, identifying target audiences for advocacy and conducting effective presentations. Least knowledge was gained in the topic working with media, and the KNLS trainers might need more practical interaction with media to gain knowledge, confidence and skills.
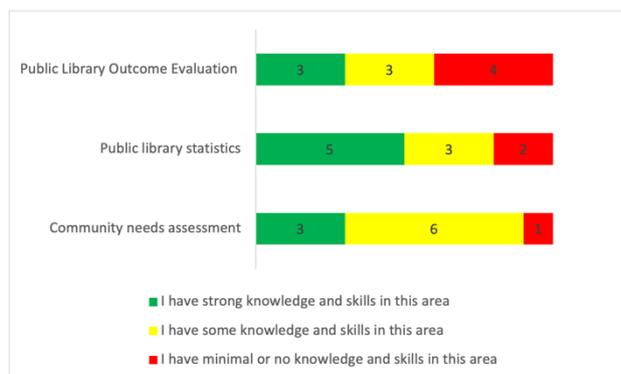
BEFORE

Working with media — 3 | 2 | 5
Conducting effective presentations — 2 | 6 | 2
Crafting messages and stories — 1 | 4 | 5
Linking impact (date and stories) and advocacy — 2 | 2 | 6
Building Library Advocacy Plan — 1 | 5 | 4
Identifying target audiences for advocacy — 4 | 3 | 3
Defining advocacy goals — 3 | 3 | 4

- ■ I have strong knowledge and skills in this area
- ■ I have some knowledge and skills in this area
- ■ I have minimal or no knowledge and skills in this area

AFTER

Working with media — 6 | 4 | 0
Conducting effective presentations — 10 | 0
Crafting messages and stories — 8 | 2 | 0
Linking impact (date and stories) and advocacy — 8 | 2 | 0
Building Library Advocacy Plan — 8 | 2 | 0
Identifying target audiences for advocacy — 10 | 0
Defining advocacy goals — 10 | 0

- ■ I have strong knowledge and skills in this area
- ■ I have some knowledge and skills in this area
- ■ I have minimal or no knowledge and skills in this area

PERFORMANCE AND OUTCOME EVALUATION

The KNLS trainers were familiar with library statistics, as gathering and presenting statistics is a routine part of their monthly reports (as part of their jobs). However, performance and outcome evaluation methods, and community needs assessment, were new to them, and most had no or minimal knowledge of these topics. After the training, most trainers managed to gain a better understanding of all three topics, in particular, community needs assessment.

BEFORE

Public Library Outcome Evaluation — 3 | 3 | 4
Public library statistics — 5 | 3 | 2
Community needs assessment — 3 | 6 | 1

- ■ I have strong knowledge and skills in this area
- ■ I have some knowledge and skills in this area
- ■ I have minimal or no knowledge and skills in this area

AFTER

Public Library Outcome Evaluation — 8 | 2
Public library statistics — 8 | 2
Community needs assessment — 10 | 0

- ■ I have strong knowledge and skills in this area
- ■ I have some knowledge and skills in this area
- ■ I have minimal or no knowledge and skills in this area

In addition to evaluating the trainers' subject knowledge and training skills, in the post-training skills audit we also asked questions related to the trainers' daily work as librarians. The KNLS trainers reported that the training had made it easier for them to perform their daily tasks, to lead teams, to reach out to the stakeholders and to initiate new services and programmes. Survey data was complemented by the Zoom meeting at which the trainers spoke about the latest changes taking place in their libraries, for example:

"I trained my staff about innovative ideas and services, and we are training library users, for example teachers, on leadership. We also started a hanging garden, technology training for youth, where they are afterwards interviewed by the World Food programme and 8 youths are already offered jobs. We also teach children how to tell stories." – Mary Kinyanjui, Kibera Public Library.

"When I joined the ToT programme, I was working as a junior staff and as a result of the training programme, I became in charge of the new branch. I managed to get donations of books and laptops. Now through partnerships, we are starting new programmes, such as going green, where youth will plant trees." – Koi Kazungu, Voi Community Library.

"I did some innovative activities like using design thinking and library spaces to have 'how to do collection'. Secondly, I labelled my desk to read PLEASE ASK FOR HELP as a way of bringing customers closer to me. As a result of this, I have experienced the number of those asking for help from me increasing; hence I spend a lot of time assisting clients in the department." – Caroline Lenosingiran, the KNLS head office/National Library Division.

"I have managed to improve on execution of various assignments following the additional skills. It has also enabled me to plan programmes and work better with my colleagues who equally benefited from the training." – Timothy Mahea, the KNLS head office.

"It gave me individual confidence but was also critical for new programmes to empower youth. For example, digital wellness programme for youth, that we train in our library." – Miriam Mureithi, Thika Library.
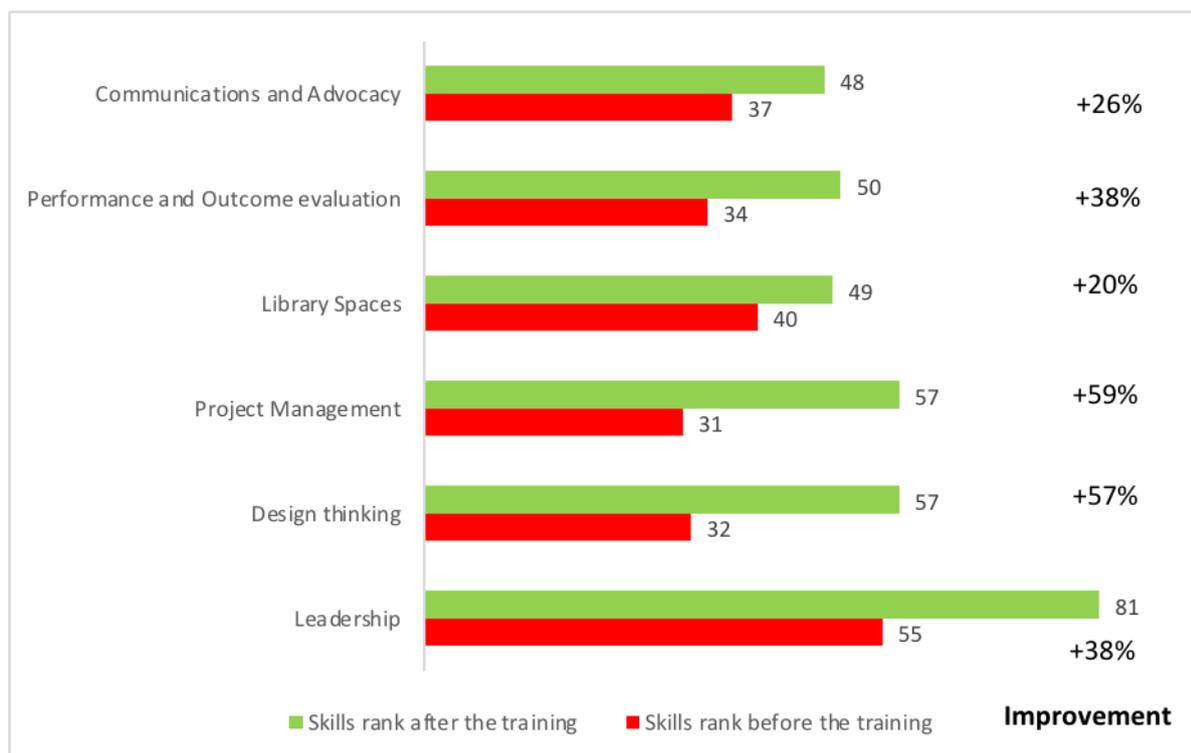
CASCADE TRAINING

As part of their training, to test their knowledge and skills and gain practical training experience, the KNLS trainers/librarians cascaded their subject knowledge to 73 librarians from different libraries in the KNLS network. There were six workshops that covered:

- Leadership
- Design Thinking
- Project Management
- Library Spaces
- Performance and Outcome Evaluation
- Communications and Advocacy

The overall feedback from the librarians who received cascade training was very positive. Learners found training to be interactive and engaging and the KNLS trainers to be knowledgeable in the subjects and well prepared to facilitate the training. Trainers were complimented for being able to articulate the material and relate it to the Kenyan context and use locally relevant examples.

In the post-training feedback survey, we asked librarians who received cascade training to assess and compare their knowledge and skills before and after the training. The comparison showed an improvement of knowledge, understanding and skills, ranging from 20% (library spaces) to almost 60% (project management, design thinking):

IMPACT ON LIBRARY SERVICES

After the cascade training, an impact survey was developed to capture changes in libraries that participated in the cascade training. First, the survey was piloted in four KNLS branches: Meru, Thika, Murang'a and Karatina. The survey was intended to be conducted at all branches whose staff participated in cascade training; however, COVID-19 disruptions prevented this.

Results from the four branches where the survey was completed were positive:

KNLS Thika library (Design Thinking training)

- *We are now tailor-making essential services for user needs and not based on our own thought process as staff. This has revolutionized service provision and delivery.*
- *I am now better placed to deal with all issues relating to personnel management at the branch.*

- *I have learnt through the training that in leadership, there are no big unsolvable issues. My leadership received a confidence boost.*
- *We no longer expect KNLS HQ to solve all branch level problems.*

KNLS Murang'a library (Mobile Information Literacy and Design Thinking training)

- *Our services are now more user-focused.*
- *We have been able to cascade MIL to over 300 users of the library, including 9 staff members.*
- *We have started coding for kids especially during holidays.*
- *When I have to solve a problem, I ask: What are the clients saying about the issue that I consider a problem?*
- *In past I have complained severally about lacking or limited furniture in the library. I am now open to using what I have and I have taken several activities to Ihura stadium which is adjacent to the library.*

KNLS Meru library (Mobile Information Literacy and Design Thinking training)

- *We have cascaded MIL and design thinking to 23 teachers, 24 youths and 17 senior citizens.*
- *The number of people visiting the library has shown great increase.*
- *With Design Thinking, I am now able to creatively solve the needs and problems that clients have regarding tech related challenges.*
- *We have been able to attract donors to the branch.*
- *We have been able to give revamped services to our existing patrons, and we have attracted new ones.*

KNLS Karatina library (Design Thinking and Project Management training)

- *We are now open minded enough to know that we have the power to solve our own problems as a branch without looking towards headquarters.*
- *We actively engage our clients with the view of finding out their opinion with regard to certain matters that entail library operations.*
- *Customized some spaces in my section despite the challenges noted with spaces and resources. The main aim of doing this is to ensure that each and every child feels welcome in the space. We listen to children who tell us how they want the junior section painted, and which specific murals should be on the walls, the quotes and sayings that they like as well.*

CHALLENGES OF THE CASCADE TRAINING

In the post-training skills audit we also asked KNLS trainers about the challenges that they faced during the delivery of cascade training. Most mentioned various organizational aspects (space for training, unstable internet, need to combine training with work duties, etc.). Another issue raised was dealing with a difficult audience: some cascade training participants were at first dismissive of training that was led by colleagues, some of whom had junior standing in a room with senior librarians. Time management: some of the trainers struggled to adjust training (especially practical tasks) to fit different training timeframes. They found adapting

training materials to different contexts, and to add local examples, needed more planning and attention.

KNLS TRAINERS (ICT OFFICERS)

A year after their training, we sent the ICT Officers a survey to capture how training had affected their daily work and how they were applying their new knowledge and skills. The survey was completed by all 12 ICT officers.

The ICT officers reported that after the **Mobile Information Literacy** training -

- They understood how training should be organized and conducted.
- They understood the importance of using simple, non-technical language while teaching digital skills.
- Their awareness about security issues online and how to use smartphones safely has improved.
- They have used training materials received at the workshop to train other public librarians and library users at several KNLS branches.
- Their understanding of how ICT and mobile phones can help senior citizens has improved.

The ICT Officers reported that after the **ICT curriculum design** and **ICT training skills** training -

- They had acquired public speaking skills.
- Their understanding of useful and effective training strategies (for example, use of ice-breakers, images, debriefing trainees) had improved, and they learned how to make training fun and engaging.
- They had improved the way ICT training is planned, conducted and evaluated at KNLS.
- They had gained core understandings about how to teach adults.
- They were better able to customise ICT training to suit the needs of particular groups (for example, short courses, training youth, seniors).
- Their time management in training situations improved.

After both workshops, ICT officers paid greater attention to training, as part of their duties, and conducted more training for librarians and library users. In one year, they passed on their knowledge of various ICT topics to approximately 300 librarians and over 1,600 library users.

ICT officers reported that they now have better relationships and communication with KNLS librarians. Their delivery of training has improved; they understand the importance of avoiding technical jargon when communicating with librarians, and they have become better listeners. The ICT officers collaborate more with librarians on ICT training of library users, for example, helping them to prepare for the training.

IMPACT ON SERVICE DELIVERY

In the Zoom meeting, the KNLS trainers/ICT officers gave several examples of new services and programmes that they have started in their libraries, because of the training, for example:

"In Meru Library, we used design thinking to practise smart farming. The programme attracted so many youths to the library, where they learned various skills. We also created space for senior citizens." – Joanne Njoki Njogu, Meru Public Library.

"Through teaching design thinking to our library clients, we have added value to their business, for example re-designing their business, such as cyber cafes, making cakes, etc." – Joseck Olala, Nakuru Public Library.

"Kibera Library users have benefited much more from the digital literacy training we conduct at the library. Now I am more focused on community needs and teamwork. I also initiated a new service, which is called The Laibu Mkononi and it is about lending mobile devices with educational material to children. This idea was conceived during the Mobile information literacy training." – Yusuf Ganyana, Kibera Public Library.

CONCLUSIONS

The CPD/ToT programme in Kenya has achieved most of its objectives and brought positive multilevel changes to KNLS.

On the individual level, the KNLS trainers obtained or upgraded their training and facilitation skills, learning how to customize training content to specific audiences; how to create interactive and engaging training sessions, and how to deal with difficult training situations. The KNLS trainers say that learning how to balance lecture input and practical activities, to encourage discussion and sharing by participants, to effectively integrate warm-up and ice-breaking exercises, and to use visual aids, has transformed how they plan and deliver training. As a result, the trainers say they earned praise from trainees, who now recognize them as trainers. Also, through the programme, they have gained confidence in public speaking, including addressing fellow librarians, library users, library management and other stakeholders. Through cascade training, the trainers tested and honed their new training abilities, and gained practical experience. The KNLS trainers showed outstanding proactivity in organizing further training on their own initiative and with minimal involvement of KNLS headquarters.

The trainers, who are also public librarians, gained new knowledge and skills related to their daily work: they work better with their teams, improved how they communicate and advocate, tried new ideas in library services and applied community needs assessment in adjusting their library services.

At the level of KNLS as an institution, the training strengthened the system of CPD, through preparation and integration of a cohort of skilled trainers, and through the delivery of cascade training. KNLS now has a corps of staff who are knowledgeable and skilled in subjects that are important in developing and improving library services relevant to their communities.

For cascade training participants, the training served as an eye-opener and changed mindsets, where librarians became more proactive in seeking solutions to their libraries' issues and challenges locally and taking initiative themselves without waiting for solutions to be brought by library authorities. They have developed an

understanding of the benefits of services that are user-driven. They have also developed confidence and obtained more positive attitudes towards their work. As a result of cascade training, a number of new services and ideas were implemented, such as smart farming and environmental programmes, design thinking training for library users, digital wellness (online privacy, digital security, the possible effects of technology on physical and mental health) and other ICT training. They are also now creating designated library spaces for different target groups.

One objective of the CPD/ToT is yet to be completed. KNLS work on building a master plan for CPD came to standstill in early 2019. As a part of general governance decentralisation laid down by 2010 Constitution of Kenya, KNLS has started to prepare to transfer responsibilities for public library services delivery to county governments. The actual transfer of responsibilities has been interrupted by the COVID-19 pandemic. However, it is expected that KNLS will continue to be responsible for CPD for librarians and this has been included as a priority activity in the KNLS strategic plan 2018-2023.