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I. APPRECIATION

eKitabu warmly thanks Kenya’s Ministry of Education for its support and guidance in 2016. We are honored to support the Ministry’s success by collaborating with teachers to bring quality education inclusively to all learners in Kenya.

We thank DEC 2016 sponsors for their support, in particular Positivo BGH, our lead sponsor for 2016 whose commitment to fulfilling the aims of Kenya’s Digital Literacy Programme is second to none.

Thanks also to the teachers and schools who participated in 2017, and to the 1st and 2nd round Judges for their efforts to ensure quality and integrity.

Tunaenda Digital!
II. EXECUTIVE SUMMARY

eKitabu is Kenya’s leading distributor of ebooks with over 500,000 titles from local and international publishers including KICD-approved educational content for the Kenyan 8-4-4 curriculum.

In 2016 in accord with eKitabu’s mission to improve educational outcomes through use of digital content, eKitabu invited over 8,000 public and private schools across Kenya to submit essays online at http://essay.ekitabu.com for the 4th annual eKitabu Digital Essay Competition (DEC).

The Competition ran from April to August for two categories of students: Upper Primary (Class 5 - 8) and all Secondary School pupils with prizes awarded for entries in Kiswahili and English. The title of the 2016 essay was “Is technology changing your life? How”? or “Je teknolojia inabadilisha maisha yako? Vipi”?

The 2016 Competition registered 7,102 students, an increase of over 300% from 2015. Entries came from 261 schools and included all the 47 counties of Kenya. The purpose of this document is to summarize the results, process, and lessons learned from 2016.

eKitabu warmly thanks Kenya’s Ministry of Education for its support in 2016. Together with public and private sector partners we look forward to more collaboration and impact for Kenyan education in 2017.
III. PRIMARY BENEFITS OF THE DIGITAL ESSAY COMPETITION

1. Encourages students to develop and use digital technologies.
2. Enhances creativity and critical thinking amongst students.
3. Gives students an opportunity to reflect on how best they can use technology to enhance their education.

IV. 2016 GOALS

In 2016 our main goals were:

1. Increase collaboration with teachers and schools in different parts of Kenya.
2. Gather essays from all 47 counties of Kenya.
3. Achieve measurable impact through student participation in the Competition and grow DEC alumnae/i.
V. ORGANISATION OF THE COMPETITION

The organization of the Competition begins with seeking approval from the Ministry of Education, for which we are grateful for MoE’s timely approval for the 4th year running. Also of significant importance to DEC 2016 were partnerships with schools, ICT champions, teachers, and regional eKitabu DEC agents. These agents we have been able to recruit over the years. The following are the primary means of outreach we undertook in 2016:

- Two main launch events in Nairobi; one in a primary school and one in a secondary school.
- 10 regional kickoff events throughout the country.
- Systematic distribution of Digital Essay Competition posters in the schools and at school events.
- Digital Essay Competition posters widely distributed throughout the country.
- Social media and SMS updates throughout every stage.
VI. DEC 2016 FINAL RESULTS & ANALYSIS

DEC 2016 received 7,102 Essays
The essays came from:

261 Schools
  – 143 Primary Schools and 118 Secondary Schools
  – 208 New Schools (79.7% new/unique schools)
  – 2,163 Kiswahili Essays (30.5% of the total number of Essays)
  – 47 counties registered

The data, observations and charts that follow summarize DEC 2016 results.
1. ENTRIES PER CATEGORY SINCE 2013: PRIMARY VS SECONDARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>381</td>
<td>1397</td>
<td>1366</td>
<td>4876</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>337</td>
<td>665</td>
<td>754</td>
<td>2226</td>
</tr>
<tr>
<td>TOTALS</td>
<td>718</td>
<td>2062</td>
<td>2120</td>
<td>7102</td>
</tr>
<tr>
<td>CUMULATIVE</td>
<td>718</td>
<td>2780</td>
<td>4900</td>
<td>12002</td>
</tr>
</tbody>
</table>

Observation & Chart:
- DEC 2016 registered 356% increase in the number of essays for primary school and 295% increase for secondary school compared to the previous year.
2. 2013 TO 2016 ENTRIES BY GENDER

<table>
<thead>
<tr>
<th>ENTRIES BY GENDER</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>314</td>
<td>969</td>
<td>968</td>
<td>3665</td>
</tr>
<tr>
<td>FEMALE</td>
<td>378</td>
<td>1093</td>
<td>1152</td>
<td>3437</td>
</tr>
</tbody>
</table>

Observation:
- DEC 2016 registered 379% increase in number of male students and 298% increase in the number of female students compared to the previous year.

3. ESSAYS BY CATEGORY SINCE 2014: ENGLISH VS. KISWAHILI

<table>
<thead>
<tr>
<th>ENGLISH VS KISWAHILI</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>1690</td>
<td>4939</td>
</tr>
<tr>
<td>KISWAHILI</td>
<td>430</td>
<td>2163</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2120</td>
<td>7102</td>
</tr>
</tbody>
</table>
Observation & Chart:
- DEC 2016 registered substantially more Kiswahili essays both in absolute numbers and as a percentage of the total essays submitted, 30.5% of the total number of essays submitted, compared to those registered in 2015, 20.3% of the total number of essays submitted.
4. SCHOOLS BY CATEGORY: PRIMARY VS. SECONDARY SINCE 2013

<table>
<thead>
<tr>
<th>SCHOOLS BY CATEGORY</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>31</td>
<td>95</td>
<td>60</td>
<td>143</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>54</td>
<td>176</td>
<td>112</td>
<td>118</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>271</td>
<td>172</td>
<td>261</td>
</tr>
</tbody>
</table>

Observation:
- DEC 2016 registered the highest number of primary schools since 2013.

5. NEW SCHOOLS, RETURN SCHOOLS, AND TOTAL SCHOOLS SINCE START

<table>
<thead>
<tr>
<th>SCHOOLS BY HISTORY IN DEC</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW SCHOOLS</td>
<td>85</td>
<td>216</td>
<td>112</td>
<td>208</td>
</tr>
<tr>
<td>RETURN SCHOOLS</td>
<td>0</td>
<td>55</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>TOTAL NO. OF SCHOOLS</td>
<td>85</td>
<td>271</td>
<td>172</td>
<td>261</td>
</tr>
</tbody>
</table>
Observation:

- DEC 2016 recorded 185.7% rise in the number of new schools compared to the previous year.

6. MEANSCORE BY GENDER SINCE 2013

<table>
<thead>
<tr>
<th></th>
<th>PRIMARY</th>
<th>SECONDARY</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>50.77</td>
<td>49.94</td>
<td>44.56</td>
<td>49.34</td>
<td>37.97</td>
<td>59.60</td>
<td>34.13</td>
<td>51.27</td>
</tr>
<tr>
<td>2014</td>
<td>51.60</td>
<td>52.51</td>
<td>47.27</td>
<td>50.24</td>
<td>40.28</td>
<td>60.07</td>
<td>35.60</td>
<td>53.29</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Observation & Chart:

- Female students have led consistently in mean scores in both Primary and Secondary categories since 2013.
7. FINALISTS BY GENDER 2013 TO 2016

<table>
<thead>
<tr>
<th>ESSAY COMPETITION FINALISTS FROM 2013 TO 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>MALE</td>
</tr>
<tr>
<td>FEMALE</td>
</tr>
</tbody>
</table>
Observation & Chart:
- Since 2013 the number of female finalist students has always been higher than their male counterparts; DEC 2016 was no exception.
8. COUNTIES WITH FINALISTS 2013 TO 2016

<table>
<thead>
<tr>
<th>COUNTIES WITH HIGHEST NUMBER OF FINALISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013</strong></td>
</tr>
<tr>
<td>COUNTIES  NO. OF FINALISTS</td>
</tr>
<tr>
<td>NAIROBI  7</td>
</tr>
<tr>
<td>KERICHO  2</td>
</tr>
<tr>
<td>KIAMBU  2</td>
</tr>
<tr>
<td>NYAMIRA  5</td>
</tr>
<tr>
<td>KILIFI  4</td>
</tr>
<tr>
<td>ISIOLO  3</td>
</tr>
<tr>
<td>NYANDARUA  5</td>
</tr>
<tr>
<td>MACHAKOS  2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Observation:

- DEC 2016 saw Uasin Gishu county register the highest number finalists, beating Nairobi which had always maintained the lead in prior years.
9. WINNERS BY GENDER

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>FEMALE</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Observation:
- Since 2013, the number of female winners has always been higher than their male counterparts, DEC 2016 was no exception.
10. **COUNTIES WITH HIGHEST NUMBER OF WINNERS 2013 TO 2016**

<table>
<thead>
<tr>
<th>COUNTIES WITH HIGHEST NUMBER OF WINNERS</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COUNTIES</strong></td>
<td>NO. OF WINNERS</td>
<td>COUNTIES</td>
<td>NO. OF WINNERS</td>
<td>COUNTIES</td>
</tr>
<tr>
<td>KERICHO</td>
<td>1</td>
<td>NAIROBI</td>
<td>8</td>
<td>NAIROBI</td>
</tr>
<tr>
<td>KAJIADO</td>
<td>1</td>
<td>ELGEIYO MARAKWET</td>
<td>1</td>
<td>UASIN GISHU</td>
</tr>
<tr>
<td>EMBU</td>
<td>1</td>
<td>HOMA BAY</td>
<td>1</td>
<td>SIAYA</td>
</tr>
<tr>
<td>NAIROBI</td>
<td>1</td>
<td>KIAMBU</td>
<td>1</td>
<td>ISIOLO</td>
</tr>
<tr>
<td>NANDI</td>
<td>1</td>
<td>KILIFI</td>
<td>1</td>
<td>KERICHO</td>
</tr>
<tr>
<td>KILIFI</td>
<td>1</td>
<td>NYERI</td>
<td>1</td>
<td>KILIFI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAMBURU</td>
<td>1</td>
<td>NYERI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observation:
- Uasin Gishu was the leading county in terms of the number of winners with 5 winners in 2016.
11. NUMBER OF TEACHERS WHO HAVE PARTICIPATED IN DEC SINCE 2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO. OF TEACHERS</td>
<td>76</td>
<td>197</td>
<td>97</td>
<td>230</td>
</tr>
<tr>
<td>RETURN TEACHERS</td>
<td>n/a</td>
<td>67</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>NEW TEACHERS</td>
<td>76</td>
<td>130</td>
<td>35</td>
<td>181</td>
</tr>
</tbody>
</table>

**Observation:**
- The number of teachers who participated in DEC grew substantially in 2016 (137%).
A. DEC PARTICIPATION 2016: A MAP REPRESENTATION

Registrations in 2016 were from all 47 Counties of Kenya, over 1,000 from Nairobi.

COUNTIES WHERE WE RECEIVED SECONDARY SCHOOL ESSAYS ONLY
COUNTIES WHERE WE RECEIVED PRIMARY SCHOOL ESSAYS ONLY
COUNTIES WHERE WE RECEIVED BOTH PRIMARY & SECONDARY SCHOOLS ESSAYS
### B. DEC 2016: BEST PRACTICES AND LESSONS LEARNED

<table>
<thead>
<tr>
<th>WHAT WORKED</th>
<th>BEST PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeting teachers and schools.</td>
<td>Focus on maximizing the number of schools to maximize county reach and student participation.</td>
</tr>
<tr>
<td>Regional Kickoff events.</td>
<td>Working with teachers and schools to organize and execute such events, promotes and creates awareness in students.</td>
</tr>
<tr>
<td>Regional awards.</td>
<td>Make provisions for regional awards to motivate students who think DEC is a Nairobi affair.</td>
</tr>
<tr>
<td>Advance planning for DEC throughout the year.</td>
<td>The DEC is a cycle that spans the whole year hence good planning helps ensure success.</td>
</tr>
<tr>
<td>Use agents to reach remote areas such as Kilifi, Lamu, Kwale, Mandera, Turkana, Marsabit, Isiolo, Samburu, Homa Bay, Garissa and West Pokot.</td>
<td>Recruit more agents for scale.</td>
</tr>
<tr>
<td>Rewarding teachers with certificates, and tokens of appreciation.</td>
<td>Make sure all teachers receive a token of recognition and feedback on the entries they submit.</td>
</tr>
<tr>
<td>Reward schools of winning students both nationally and regionally. Also reward the best overall schools.</td>
<td>Assess performance per school: the number of winning and finalist students per school seems the best way.</td>
</tr>
<tr>
<td>Securing prizes on time is very important.</td>
<td>Present all device prizes at the time of DEC prize giving.</td>
</tr>
<tr>
<td>We worked with schools’ ICT champions, language and computer teachers to promote the program in their schools as well as provide us with important insights.</td>
<td>For DEC to be a success, engage and re-engage teachers continually.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>The number of Finalists was sufficient to be inclusive without becoming unmanageable.</td>
<td>60 Finalists for the 2\textsuperscript{nd} judging is a good number.</td>
</tr>
<tr>
<td>2 rounds of judging supports quality in the program and learning on the part of the organizers.</td>
<td>Ensure the independence of the 2\textsuperscript{nd} judging by concealing the 1\textsuperscript{st} judges’ marks.</td>
</tr>
<tr>
<td>Be prepared for submission of essays in various formats including paper.</td>
<td>Continue to accept all submissions.</td>
</tr>
<tr>
<td>Written feedback to teachers was a good addition to the program in 2015; in 2016 we elaborated the process to ensure we reached all schools with feedback.</td>
<td>The team thinks we should continue to work on reward schemes for all in the process, most importantly for teachers and students.</td>
</tr>
</tbody>
</table>
VII. PROCESS

The eKitabu team and DEC stakeholders collaborated closely throughout to develop and deliver a program with integrity. The 2016 Competition process flow was sound, well-planned in advance and in general well executed. Changes along the way were mainly changes in dates, for example, we extended the closing deadline by three weeks to allow more submissions as we have learned to do from years past.

The sections below describe in detail the stages of the 2016 Competition process.
STAGE I. DISCOVERY/AWARENESS

eKitabu created awareness of the Competition through:

a. School Website Banners

Three hundred and fifteen schools got banners on their websites with information about the Competition:

- 135 Primary schools
- 182 Secondary schools

b. Bulk SMS to Schools

eKitabu’s presence at national events, conferences and expositions such as KSSHA, KEPSHA and Book Fairs has helped to grow its school contacts, especially with school head teachers and teachers who visited our stands.

They provided us with school phone numbers or phone numbers for the head teachers. We also contacted the 2013, 2014 and 2015 DEC schools through the contact information we had.

With these contacts we reached schools with information about the Competition using bulk SMS. The information we delivered was, in chronological order:

1. Launch of the Competition
2. Registration instructions
3. Sponsors
4. Number of days to go
5. Deadlines for essay submission
6. Essay prizes
7. Prize giving
8. Final results

c. Posters to Schools
Since the 2013 Digital Essay Competition, we have tried as much as possible to ensure the program has a national scope. In 2016 more posters were distributed through industry events. In 2016 we used a more targeted approach than in past years, sending posters to areas we have not reached before through local agents active in those areas. We also sent posters to 1,200 Nairobi schools through the City Education Director’s office.

d. Emails and Calls to Schools and Schools’ ICT Champions.
With the support of the Ministry we worked with the network of schools’ ICT champions who helped push DEC in their schools and regions. The campaign to reach the ICT Champions was done through both calls and emails. We also sent emails to 2013, 2014 and 2015 DEC schools to make sure they participated in 2016.
e. Social Media
Throughout 2016 the eKitabu team ensured the main social media platforms were up to date with DEC activities. They served as constant reminder as well as a call to action to the growing numbers of followers.

f. The Media
The team was able to develop a good working relationship with the various media houses this year. They were able to create awareness for the project since the start – the official launch at VISA Oshwal Primary. The media have been good partners who have helped to build students’ and teachers’ enthusiasm towards the project from the start.

STAGE II. PARTICIPATION
Entrants were encouraged to use the online essay submission platform at http://essay.ekitabu.com. We kept the online registration and submission process simple to minimize barriers to online submission.

a. Registration
Students registered to participate in the Competition by creating an account with their school details. The system issued unique user IDs to all users on completion of the registration process.
b. Essay Submission

On completion of the online registration entrants could type in or paste in their essays. The platform allowed entrants to update or make changes on their essays at any time until they were satisfied with the final version, so long as they made changes prior to the final essay submission deadline.

The platform also allowed students to upload Word documents, scanned copies of handwritten essays, or art.

Some schools called to request other means by which their students could submit essays as they faced ICT equipment constraints. Not all schools had access to Internet nor enough computers for students type their entries. In light of these facts we accepted all submissions whether electronic or on paper.

In 2016 we also allowed students to submit essays through field agents from the different regions. Agents received essays in hard copy from the different schools within their areas, then sent them via courier to our offices.

STAGE III. JUDGING

Two rounds of judging were necessary:

a) First Round Judging

Before the essay submission deadline eKitabu recruited a panel of teachers recommended by The Nation newspaper and those we have engaged with in the course of the years from top performing schools. These were teachers with high levels of experience in essay marking, most of them national examiners in primary
school or secondary school categories. In advance of the Competition, the judges sat together as a team to define marking criteria (see below).

The first round judging grouped the essays into two categories: Upper Primary (Class 5 - 8) and Secondary (Form 1 - 4). The essays were then read and marked. The essays that received the highest marks, at least fifteen from each category (Finalist Essays), were selected to proceed to the second round judging.

b) **Second Round Judging**

The judges in this stage were a group of eminent persons: CEOs of Kenyan publishing firms; School Directors/Heads; and University Professors. The second round judging took place at the University of Nairobi. Judges read the Finalist essays and scored them to select the Winners in each of the categories.

**FIRST ROUND JUDGES’ PROFILE**

**Judging Coordinators**

1. Hezekiel Gikambi Peter
2. Stephen Mwangi Macharia

**Hezekiel Gikambi** holds a Bachelor of Education (Arts) Honours degree (Kiswahili & History and Government) holder from the University Of Nairobi and a Post Graduate International Diploma in Sales Management and Marketing from Cambridge International College (UK), a professional development course in Research Methods & Project Cycle Management with Eastern Institute for Research and Training, a Certificate in Digital Media Management from Rhodes University in South Africa, a Post graduate Diploma...
course in Journalism and Mass Communication at Kenyatta University. He is currently pursuing a MA-Swahili Studies course at the University of Nairobi. Until 2016 he was the Project Manager of Swahilibhub, a digital project of Taifa Leo and Mwananchi publications (Tanzania) of Nation Media Group, which produces a world class daily news Swahili site. He has been the Education Features Editor and former pioneer columnist and editor of the weekly Mbwembwe-Jarida kabambe la wasomi chipukizi, a two-page student/school buzz magazine on Taifa Leo every Wednesday. Hezekiel has taught Kiswahili and History and Government at high school level and in colleges for over 15 years, most of which he examined as well.

**Stephen Macharia** holds a Master of Arts degree in Linguistics and a Bachelor of Education in Linguistics and Literature from the University of Nairobi. He has taught and examined students at high school level for 5 years. He currently teaches Communication Skills at Strathmore University as well as consulting at the Strathmore Writing Centre.

**High School Examiners**

**Henry Ngure** holds a Bachelor of Education degree from Moi University. He is currently a teacher of Kiswahili and Geography at Kenton High School in Nyandarua County. He is also a marker of national examinations.

**Margaret Wanja Githu**
Primary School Examiners

Violet Nkatha is a teacher at Milimani Primary School. She has been teaching for the last fifteen years. She graduated from Kamwenja Teachers College and later the University of Nairobi having attained a Bachelor of Arts Degree in English and Literature. She has taught English and Literature at the International Teachers Training College where she did her attachment. At Milimani Primary she prepares candidate classes in English language as a subject.

James Mbaria Njire holds P1 Teaching Certificate from Kilimambogo Teachers College. He has 15 years of teaching experience. He is currently a teacher at Forest One Primary School in Nyandarua County. He is also an examiner of English Compositions with KNEC.

Beatrice Kagai Kikuyu is a graduate of Eregi Teachers College. She holds a diploma in Education and is currently pursuing a Bachelor of Education degree from Africa Nazarene University. She has 28 years of teaching experience and has taught both English and Kiswahili in the following schools where she has posted good results: 1. Magadi Soda Primary, Kajiado County 2. Utawala Academy, Nairobi County 3. Baraka Primary, Nairobi County 4. Mwangaza Primary, Nairobi County and 5. Kwa Njenga Primary, Nairobi County. She has vast experience preparing learners for KCPE and is a competent examiner. She is also a member of the Parents Association Forum at both sub-county and county levels. Her expertise in the area of languages makes her very resourceful. Currently she is a teacher at St. Monica Primary, Kakamega County and also fulfills administrative responsibilities at the school with great zeal.
JUDGING CRITERIA (ACTUAL FINAL CRITERIA)

Each essay must reflect the contestant's own research, writing and original thinking. Any essay that the judges may deem to have been written by someone else will be disqualified.

a. Factors to weigh in assessing overall quality of essays
The final winners should reflect regional, gender and social balance, but not to the exclusion of overall essay quality according to the scoring criteria below which are the major determining factors in deciding winners. Received essays will be categorized in two groups: Upper Primary School and Secondary School essays.

The following characteristics will be noted as factors to consider in judging each essay:
   a. Private/public schools
   b. Urban/rural schools
   c. Gender of the writer: male/female
   d. Grade level

The essays are judged using five criteria as indicated on the scoring sheet below. Judges rate each of the five tested skills on a scale of 1-20, with 20 as the highest score. Then they add the five categories to reach the candidate's final score out of a possible 100.
Essay Number ____________

I. **Comprehension (1-20 points) __________**
   How well does the essay reflect a thorough comprehension of the issues indicated by the essay question? Essays may be approached in unusual ways (questions can be answered as essays, stories, dialogue). They should still respond to the essay question.

II. **Organization (1-20 points) __________**
    Does the argument follow a logical and easily understood progression? Does corroborating evidence support the essay's main points?

III. **Conclusions (1-20 points) __________**
    Do the conclusions follow logically from the argument? How compelling are the conclusions?

IV. **Creativity (1-20 points) __________**
    Portrayal of an innovative and creative angle on the issue.

V. **Writing (1-20 points) __________**
    Correct grammar, spelling, and punctuation. Concise language.
Final Score

Marking schemes: criteria related to grade bands

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>A</td>
</tr>
<tr>
<td>70 – 79</td>
<td>B</td>
</tr>
<tr>
<td>60 – 69</td>
<td>C</td>
</tr>
<tr>
<td>50 – 59</td>
<td>D</td>
</tr>
<tr>
<td>Below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The individual judges present the essays they categorized in grade A to the lead judge who allocates them to different judges to do the grading again and identify the best among them. The panel of judges then agrees on 20 to pick based on the above categories.

b. DEC 2016 results

For both Secondary and Primary school categories the 10 best Kiswahili and 20 best English Essays were selected and presented to the CEO of eKitabu.
STAGE IV. AWARDS

62 Finalists including six for Art category produced outstanding essays per the judging criteria. All received awards and Finalist certificates during the Nairobi International Book fair held on 21st September 2016.

The prizes winners received:

1. For 1st prize winners in both Primary and Secondary categories – English and Kiswahili, scholarship money of Kenya shillings 40,000 and Kenya shillings 10,000 for uniform.
2. For 2nd prize winners in both Primary and Secondary categories – English and Kiswahili, scholarship money of Kenya Shillings 20,000 and uniform money of Kenya shillings 5,000.
3. For 3rd prize winners in both Primary and Secondary categories – English and Kiswahili, uniform money of Kenya shillings 10,000.
4. Five computing devices for the top five students, Primary school category, and five computing devices for the top five students, Secondary school category – English and Kiswahili.
5. One computing device for the top student in Primary and one computing device for the top student Secondary in the Arts category.

The eKitabu team posted official results, including winners and finalists, on the DEC website the next day after the awards ceremony. Feedback forms for each teacher were then sent to the schools with comments for the specific school and individual marks for all essays they submitted.
### VIII. DEC THEORY OF CHANGE

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>PROCESSES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
</tr>
</thead>
</table>
| - School and teacher contacts  
- Agents countrywide  
- Posters  
- Sponsorships  
- Bulk SMS  
- Incentives | - Obtaining Ministry of Education approval  
- Outreach  
- Students registration & submissions  
- Judging  
- Data entry  
- Prize giving  
- Measurement  
- Web development | - Students Essays & Art submissions  
- Essay marks  
- Finalists & Winners  
- Prize awards to students, teachers and schools  
- Ministry of education endorsements  
- Partner encouragement and support & sponsorships  
- Annual Comprehensive reports for MOE & stakeholders | - DEC results & Feedback  
- Publication of results and stories  
- Community of DEC alumni students, teachers & schools  
- Media coverage & publicity targeted at key stakeholders | - Improved literacy skills  
- Digital citizenship  
- Qualitative feedback to capture intangibles  
- Original self-expression, sense of achievement & belonging |
IX. DEC 2016 VOICES

• “In our school, learning has been enjoyable and more interesting since our teachers use modern technology while teaching. This is especially in the use of machines such as computers and projectors. For instance, in social studies, we are able to watch videos on the process of faulting and sinking, photographs of different types of vegetation in Africa and many others.”

• “Due to technology, the world has been reduced to a small village. This is because I am able to communicate with my relatives who are currently studying overseas through electronic mails, mobile phone and social media like WhatsApp and Facebook.”

• “I urge the government of Kenya to invest more funds in the laptops project for all pupils to acquire digital skills and literacy. Long live technology!”

• “I would like to admit that my learning has been made easier and interesting through the use of different technological equipment.”
X. DEC 2016 SPONSORS AND PARTNERS

2016 saw the entry of new major sponsor: Positivo BGH, to whom we are very grateful for their support.

Other Sponsors and partners included leading Kenyan educational publishers Longhorn Publishers and Oxford University Press East Africa, the Kenya Publishers Association (KPA), the Kenya Primary School Heads Association (KEPSHA), and the Kenya Private School Association (KPSA).
The Competition was approved by:

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA
Ref: QAS/VETT/621/(13)

A. DEC 2016 TEACHERS

As observed since the start of DEC in 2013, teachers in the various schools have played a key role in this program, it is true to say; without the teachers we would not have achieved much. In 2016 we worked with over 230 teachers.

The teachers we have been able to coordinate with are:

- School head teachers
- School language teachers for English and Kiswahili
- School’s ICT champions as well as the Computer Studies teacher
The eKitabu team engages with the teachers through DEC Prize Giving and school visits among other means.

Several teachers were awarded during the DEC Prize Giving Day for their tremendous contribution to DEC.
The diagram below illustrates the partnership:

The team’s strategy this year was to recognize the teachers’ efforts through awards and certificates, with special recognition for teachers who have participated in multiple years. More than 60 teachers received awards in 2016, also taking into account regions countrywide to ensure regional balance. We were happy to note that teachers appreciated receiving feedback from the judges’ comments for their students’ essay writing as well as their schools’ performance.
B. PLANS FOR DEC 2017 TEACHERS

1. Find an easy and structured way of working with language teachers nationally for both primary and secondary schools.
2. Work with pre-existing teachers’ associations, for example CEMASTEA, to come up with an award scheme of their own.
3. Create a “DEC Outfit” for teachers who register with us through the platform complete with digital badges.
4. We would like to engage the language, ICT/Computer teachers more from the start, also grow DEC further through their ideas.
5. Involve them more in planning for regional events.
6. Do events that are more exclusive with the computer teachers/ICT champions through their established networks and associations.
7. Expand teacher rewards.
C. DEC 2016 HIGHLIGHTS & IMAGES FROM PRIZE GIVING DAY

1. This year saw exceptional performance from national schools Moi Girls High School - Eldoret and Maranda High School. Each of these national schools produced winners, 5 from Moi Girls High School, and 1 Maranda High School.

2. Positivo BGH was a major new sponsor.

3. A student from Gatimu Mixed Secondary School in Nyandarua county produced a winner in the Kiswahili category beating Malindi High School who have Produced winners in the previous years.

4. DEC has engaged 641 unique schools since 2013.

5. 12 out of 22 winners were female students in 2016.

6. 42 out of 62 DEC 2016 Finalists were female students compared to 20 who were male.

7. DEC 2016 winners were more spread throughout the country in comparison with previous years. They came from Uasin Gishu, Nairobi, Nyeri, Kiambu, Nakuru, Isiolo, Kakamega, Kilifi, Muranga, Nyandarua and Siaya.
XI. 2016 DEC OUTREACH - REGIONAL KICKOFF EVENTS TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>COUNTY</th>
<th>HOST SCHOOL</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>30th May</td>
<td>Nyeri</td>
<td>Bishop Gatimu Girls</td>
<td>eKitabu</td>
</tr>
<tr>
<td>31st May</td>
<td>Murang’a</td>
<td>Technology Primary</td>
<td>Positivo BGH</td>
</tr>
<tr>
<td>15th June</td>
<td>Meru</td>
<td>Kaaga Primary</td>
<td>Positivo BGH</td>
</tr>
<tr>
<td>16th June</td>
<td>Isiolo</td>
<td>Little Angels Primary</td>
<td>eKitabu</td>
</tr>
<tr>
<td>23rd June</td>
<td>Kilifi (During KESSHA AGM)</td>
<td>Malindi High</td>
<td>eKitabu</td>
</tr>
<tr>
<td>30th June</td>
<td>Kajiado</td>
<td>Rich Brains Academy</td>
<td>eKitabu</td>
</tr>
<tr>
<td>5th July</td>
<td>Nakuru</td>
<td>Moi Forces Academy</td>
<td>eKitabu</td>
</tr>
<tr>
<td>5th July</td>
<td>Uasin Gishu</td>
<td>Moi Girls- Eldoret</td>
<td>eKitabu</td>
</tr>
<tr>
<td>6th July</td>
<td>Kisumu</td>
<td>Maseno School</td>
<td>eKitabu</td>
</tr>
<tr>
<td>30th June</td>
<td>Machakos</td>
<td>Machakos Primary</td>
<td>Positivo BGH</td>
</tr>
</tbody>
</table>
XII. PLANS FOR 2017 eKitabu DIGITAL ESSAY COMPETITION

The 2016 Digital Essay Competition will launch in April 2017. The submission period will be open from 11th April 2017 and will close on 21st July 2017. Winners will be announced at the Prize Giving ceremony on 22nd September 2017.

Students will register and submit their essays through [http://essay.ekitabu.com/](http://essay.ekitabu.com/)

The Digital Essay Competition gives students in Kenya the chance to contribute their voices and visions to the integration of ICT in Kenyan teaching and learning. It helps them develop critical thinking and innovative minds. DEC also provides a vehicle for research into ICT integration for learning and teaching in Kenya.

Major priorities for 2017 are:

- Increase the number of field agents for scale.
- Expand assessment of the impact of DEC on schools and students.
- Explore the best ways of partnering and sustaining relationships with teachers and schools’ ICT Champions.
- Explore the best ways of partnering and sustaining relationships with sponsors and business partners.
- Develop a clearer picture of ICT integration in participating schools.
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