

# Call for Inputs on digital education for young people

## Civil Society's Reply from Kenya

### Input details:

Two inputs provided by groups or individuals from different states/areas of Kenya

#### 1. Details of the respondent

**Respondent profile:** Young person (18-35)

**Gender:** Female

**Country:** Kenya

**Organization:** IIMA Kenya

**1) What are the main challenges that young people in your country face in accessing digital education? Please consider the specific situation of marginalized young people and those in vulnerable situations in your response.**

- a) The major challenge in this place, Siakago- Limited access of the youth to ICT facilities
- b) skills shortage in ICT
- c) Lack of devices ex. computers, phones. The young people are not able to access the materials for their studies, research, etc.
- d) Insecurity

**2) What steps is the Government taking to ensure that digital education is accessible and promoted among young people? Please provide examples of specific laws and regulations, measures, policies, and programmes directed at ensuring young people's universal access to digital education.**

- a) Kenyan government has launched several initiatives aimed at improving digital literacy levels among young people, including programmes to teach coding and other digital skills in schools.
- b) specific laws and regulations that ensures that young people can access digital education are- Act, 2013 in Section 95(3) (k), Sessional Paper No. 1 of 2019, Technical Vocational Education and Training (TVET) Act, 2013( ICT in education and training document, 2021)
- c) National Youth Service Act- to train young to build the nation
- d) Youth Enterprise and Development Fund Order, 2007
- e) National Youth Policy, Sessional no. 2 of 2007
- f) Women Enterprise Development Fund, 2007

IIMA - Istituto Internazionale Maria Ausiliatrice, [www.iimageneva.org](http://www.iimageneva.org)

VIDES International - International Volunteerism Organization for Women, Education, and Development, [www.vides.org](http://www.vides.org)

g) National Youth Council Act, 2009

**3) What steps is the Government taking to ensure that young people can realize their human rights online in a safe, empowering, and inclusive way?**

- i. Provide quality education and skills development.
- ii. Assist the youth to access subsidized loans to enhance and improve the economic and entrepreneurial development potential through Government Affirmative Action Programs and initiatives.

**4) What are the main gaps and challenges to young people's protection from online threats in law, policy, and practice in your country and the impacts on young people's human rights? Please consider the specific situation of marginalized young people and those in vulnerable situations in your response.**

Youth are not taught how to protect their privacy on the internet.

**5) What steps is the Government taking to ensure that young people are protected from online threats? Please provide examples of specific laws and regulations, measures, policies, and programmes.**

No response.

## 2. Details of the respondent

**Respondent profile:** Educator

**Gender:** Female

**On behalf of a group.**

**Country:** Kenya

**Community Name / Organization:** IIMA Kenya

**1) What are the main challenges that young people in your country face in accessing digital education? Please consider the specific situation of marginalized young people and those in vulnerable situations in your response.**

- A. Financial Constraints. Young people from families living below the poverty line do not have money to buy devices like smartphones and laptops. This makes it difficult to improve their digital skills. Digital devices are also very expensive and not all can afford to buy one. Salesian Sisters work with children/youth from poor families where purchasing a laptop is a dream for them because their priorities are basic needs.
- B. Limited access to devices and connectivity. The vast majority of young people are not able to access devices like laptops, desktops, and tablets especially those from marginalized families. Many of them encounter connectivity problems especially those residing in rural areas. As a result of inadequate resources, Salesian Sisters have not installed internet in their schools therefore children and the youth are not able to access online resources.
- C. Power outages. Not all areas have an electricity power supply. Even after rural electrification in Kenya, still people face problems paying for tokens in order to get lights.

Also, not all rural areas have electricity power therefore creating a gap in utilizing digital devices.

- D. Computer literacy. Teachers possess a level of computer literacy ever not all are versed in the knowledge of how to utilize digital tools platforms and engines for education. In some schools, the available devices are used for communication since not every teacher has an idea of how to operate some education programs. The IT experts/teachers demand high pay and not all private sectors are not able to meet their demands.
- E. Safety, usage, and privacy. Some students, parents, and guardians encounter online bullying and security issues. While learning online some people's accounts are hacked and they lose relevant information. Most students and parents especially those who have never seen a laptop have no idea of even how to operate one.
- F. Young men and women use dating site platforms to interact and look for intimate partners. The majority meet fake people who raise their expectations without fulfilling any of them. This brings disappointment, unable to cope with the situation, depression, isolation, and suicide. In an incident that is happening in Kenya in the past two weeks, two ladies have been killed by their online partners. These and many unreported cases happen because there is no background check on the other partner before engaging in any kind of relationship.

**2) What steps is the Government taking to ensure that digital education is accessible and promoted among young people? Please provide examples of specific laws and regulations, measures, policies, and programmes directed at ensuring young people's universal access to digital education.**

- A. Tablet Projects. The Kenyan government has initiated a tablet project that supplies schools with tablets in order to enhance the learners' skills in digital education. The project increases access to technology and bridges the digital divide gap however, the project is still at the piloting level because it has not reached the remote areas.
- B. Digital Literacy Program (DLP). The Government of Kenya is working to ensure that the DLP is implemented in schools to ensure that primary school learners can learn online and access educative content online. The fact that most schools here in Kenya have computer studies, it's a clear indication that the government is putting efforts in promoting digital education for both learners and teachers as well.
- C. ICT Integration in Schools. Some schools in Kenya have integrated information communication technology (ICT) to ensure smooth learning. In most Universities, ICT labs like computers and well-advanced libraries have promoted learning progress for many learners. Most students are able to use E-learning platforms and other digital resources like articles, book among others. This is more advantageous to the rich compared to the children from poor families who have no access to such facilities.

- D. The Kenyan government has published Sessional Paper No.1 of 2019 on education policy that embraces digital education. It encourages schools to incorporate ICT in education to improve learning and teaching.

**3) What steps is the Government taking to ensure that young people can realize their human rights online in a safe, empowering, and inclusive way?**

- A. Children's Online Protection Policies. This policy displays a section on anti-bullying that addresses issues of cyberbullying and how to protect minors from online harassment.
- B. Kenya is launching awareness campaigns to ensure that the public not limited to parents and teachers knows about their online rights and privacy. The government displays procedures on how to report cases of abuse and online harassment. The challenge is that the information has not reached to all, especially in rural communities.
- C. The Kenyan government is encouraging platforms to employ content filtering and age-appropriate content mechanisms to ensure that children are safeguarded from any harmful content.
- D. Platforms are audited to ensure a high level of compliance with the laws and regulations on Children's online protection. In Kenya now many institutions are adopting a Safeguarding policy to ensure that all stakeholders are promoting the rights of children and protected from online abuse.
- E. The government encourages all platforms to provide parental control features and monitoring tools to ensure that parents can control and limit what their children can access online. Parents and guardians from the grassroots areas have no idea how to set such limitations therefore there is a dire need for them to be trained on "HOW" so that they can practice it.

**4) What are the main gaps and challenges to young people's protection from online threats in law, policy, and practice in your country and the impacts on young people's human rights? Please consider the specific situation of marginalized young people and those in vulnerable situations in your response.**

- A. Cyberbullying is a challenge that young people face. This contributes negatively to the well-being of the young people.
- B. Inadequate access to digital devices and resources limits the opportunities for digital learning. The digital divide widens as vulnerable families/ communities still do not have access to the devices.
- C. Inadequate age-appropriate content verification enables learners to access information that is not suitable for their age leading to exposure to harmful content that contributes to their negative behaviour change and well-being. The government should look for strategies to ensure that children have no reach to immoral materials while interacting online.

- D. Not all young people have digital literacy skills therefore making them not aware of some online security setting and exposing them to online risks like infringement of their privacy. The Salesian sisters are looking forward to training the beneficiaries in the security setting like how to report abuses.
- E. Self-discipline. Adolescents with no self-discipline divert from learning to search for explicit materials. Even though controls are put in place, learners still manoeuvre to learn bad content. There is a great need to model their behaviour.

**5) What steps is the Government taking to ensure that young people are protected from online threats? Please provide examples of specific laws and regulations, measures, policies, and programmes.**

- A. On the 5th of August, the Kenyan Government launched a National Cybersecurity Strategy 2022-2027 to provide guidelines on how to address matters about online threats and the challenges aligned with the online domain.
- B. Putting effort into establishing reporting mechanisms in case one encounters online threats, abuses, and harassment.
- C. Establishment, enforcement, and implementation of children's online protection policy.

[\(PDF\) Digital Education: Opportunities, Threats, and Challenges \(researchgate.net\)](#)

[OnlinedigitalplatformusebyadolescentsinKenya1.pdf](#)

[Kenya: Towards Protection of Children's Rights in the Digital Space - Bowmans \(bowmanslaw.com\)](#)