

A (Private) Public Space

Examining the Use and Impact of
Digital and Social Media Among
Adolescents in Kenya



Acknowledgments

This report focuses on the findings of a study among adolescents across four locations in Kenya conducted by InterMedia in 2013.

The study was commissioned by UNICEF with the objective of understanding how young people, aged 12-17, in Kenya are using social media and digital technologies, and what risks and opportunities this presents for the protection and advancement of their rights.

The principal investigators of this study were Susan Gigli, chief operating officer of InterMedia, Washington, D.C., and Vivien Marles, who was the managing director of InterMedia Africa in Nairobi at the time of the study. They worked in close cooperation with UNICEF and were supported by InterMedia research managers Dixie Avugwi, who supervised the fieldwork, and Gayatri Murthy, who played a key role in analyzing the findings and authored this report. InterMedia partnered with two Nairobi-based organizations: Research Guide Africa, which carried out the fieldwork, and Youth Alive! Kenya, which provided a valuable NGO perspective on issues revolving around protecting young people on the internet. We are thankful for their support and collaboration.

The research design to realize this study was developed collaboratively by InterMedia, UNICEF's Social and Civic Media Section and a Steering Committee overseeing multi-country research on digital citizenship and safety. Special thanks go out to all members of the Steering Committee including Edita Nsubuga and Jean Francois Basse from the UNICEF Kenya Country Office; Jasmina Byrne from the UNICEF Office of Research – Innocenti; Professor Urs Gasser and Sandra Cortesi from the Berkman Center for Internet and Society at Harvard University; Clara Sommarin from UNICEF Headquarters; and Tony Nnamdi from UNICEF Eastern and Southern Africa Regional Office.

Professor Sonia Livingston and Monica Bulger are also thanked for their recommendations and comments on this paper during the review process.

July 2013

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Table of Contents

EXECUTIVE SUMMARY	2
STUDY DESCRIPTION	6
CONTEXT	10
KEY FINDINGS.....	17
DIGITAL YOUTH CULTURE IN KENYA.....	18
A CONTINUUM OF USER TYPES.....	27
RISKY & UNSAFE DIGITAL USE.....	30
THE PARENT GAP	44
CONCLUSION & RECOMMENDATIONS	49
APPENDIX I - METHODOLOGY	54
APPENDIX II - GLOSSARY OF TERMS.....	58
APPENDIX III- STUDY INSTRUMENTS.....	63

Executive Summary

As a part of its Voices of Youth Citizens initiative (formerly Digital Citizenship and Safety), the Social and Civic Media Section of UNICEF commissioned InterMedia, along with its research partners, to conduct a study on the impact of digital technologies on young people. Specifically, the study focused on exploring how 152 children,¹ 12 to 17 years old, in Kenya, use social media and other digital technologies, and what impact these technologies have on this group, particularly from the perspective of child rights.² The study involved holding digital youth clinics in four locations in Kenya, with children and young people who have access to mobile phones and the internet. It focused on understanding digital behavior, and perceptions of risk and safety among these active, young users of digital and social media. As this was primarily a qualitative study, the findings are not necessarily representative of Kenyan young people at large.

Evolving digital youth culture

The changing media landscape in Kenya, due in large part to the increased availability of cheap web-enabled mobile phones, has changed the way young Kenyans involved in this study seek information and news, make new connections, and entertain themselves. They consider digital and social media to be an integral part of their lives. Many use the internet regularly and most have access to a shared phone or their own personal phone, with internet access.

As the mobile phone is the main point of access to the internet, many children and young people, who participated in the study, switch fluidly between using the internet and using the phone. The words chatting, texting, and messaging are

used interchangeably to refer to communicating with friends online via emails, social media platforms or via mobile phones (SMS or calling). While describing their digital use, they do not separate mobile phone use from internet use. It is part of an integrated digital experience.

These young people use digital tools to meet new people, access entertainment-related content and learn new things of interest to them. The most popular activities online include socializing and chatting using social media platforms and chat forums, accessing audio/video content, playing games, and searching for information on topics ranging from sports, entertainment, fashion, dating and love lives to academic subjects and gossip. Most of all, the young people we spoke with want to seek information and connections on their own terms, to have a private world where they can explore, be inquisitive, be social or even exhibitionist among those they choose to befriend. They see this as part and parcel of their self-discovery and transition to adulthood, and digital and social media give them the private space that they often lack in their offline adult-controlled lives.

A continuum of user types

Based on the study's findings, digital and social media access and use habits increase and intensify along a continuum, delineating three user types among the participants.

- The first group, the **Dabblers**, is a group of novices, who are still learning to navigate the digital space. They either don't have full access to digital technologies or social media platforms, or their access is limited or restricted by parents or financial constraints. They may not have a social media profile; and, if they do, they do not have many

¹ The number of participants who filled out the questionnaire (n=152) exceeds the number of focus group participants (n=130); we over-recruited young people to take part in the digital clinics to ensure the targeted size was achieved.

² Across academic and non-academic literature, "young people" can refer to a wide age-range, from 15 to 35, but for the purpose of this report, young people refers to only those aged between 12 and 17.

online-only friends³ on these digital platforms. They tend to be younger and female.

- The second group, the **Proficients**, is more advanced in their digital use. They have shared or personal access to a mobile phone and the internet. They have a social media profile and are in regular contact with “friends” they may not have met before off-line. They are the most typical of the young people in this study and draw across demographic groups.
- The third group, the **Savvy Set**, is well versed in digital technologies or social media platforms. But they may also display the riskiest behavior. They have easy and regular access to mobile and internet devices. They have social media accounts they use extensively. They are in regular touch with friends they have met online, and many of them have met online-only friends in public places. Those belonging to the Savvy Set tend to be older and male.

Risk and Safety

These young people’s digital use is framed by their need to explore and be inquisitive, social or sometimes even exhibitionist among those they choose to befriend. This occasionally may lead to risky behavior.

Many befriend people online they have never met in person. They have a blurred distinction between online-only and other friends from their schools, neighborhoods, or other areas of their daily lives. Whether their friends are those they meet at school every day, or individuals they only know through Facebook chats, these young people refer to those in both groups as their friends. Some of these young people may try meeting these online-only friends offline (in person).

³ Defined as friends these young people make exclusively in the online space and who they haven’t met physically prior to befriend online.

Many young participants in the study reported having encountered sexually explicit content via the internet on computers and mobile phones, with some sharing it on DVDs and hard drives. However, young participants define pornography broadly. What they call “adult content” or “dirty sites/pictures/videos” or “XX content” can refer to adult pornographic movies, videos and images, to X-rated games, to less explicit, sexually-suggestive and racy images. Additionally, frequency of access differs. Although many participants have accessed or shared pornographic content a few times in the past, most of it is sporadic access. But some, especially boys from the Savvy Set download and share this content more regularly. Boys are more likely to regularly access this content, and access seems to increase with age, and with greater ease of access to digital and social media technologies, i.e., level of access and sharing of sexual or pornographic content may increase along the user spectrum.

Often fake identities and aliases help to facilitate interactions with online-only friends and access to pornographic content. Interactions with such online friends sometimes lead to suggestive self-exposure and sexually explicit conversations. Receiving hateful messages online, calling each other hurtful names or inappropriate posts on social media platforms is prevalent but it is not jointly referred to as “cyberbullying.” Young people do not consider these hateful or inappropriate messages to be a serious issue, and view it as somewhat inevitable. They often react to these messages by simply deleting them, “unfriending” those contacts that sent such messages or posted them on their profiles. Young male participants often said they reply back with equally hurtful messages.

Awareness of the risks and consequences of engaging in unsafe behavior online is actually very low and these young people only have an abstract sense of the risks and safety issues surrounding their digital and social media use. Many of them think that repercussions of risky behavior only happen to other people. Others do not think meeting online-only friends or suggestive self-exposure may be risky.

These young people want to learn about digital safety, but they would like to do so on their own terms. They want to learn from their peers and from information they can find online. While they still are interested in learning from their parents, they don't believe their parents possess the necessary information or skills to inform them.

The Parent Gap

Young people tend to acquire and advance their digital abilities quite quickly, learning most often from siblings and peers about general use, specific websites and applications. As many of them access the internet on mobile phones and cyber cafés outside their homes, they are often unsupervised by their parents.

There is a substantial gap between these young people's digital media skills and behavior and their parents' awareness of how digitally engaged their children are, and parents' own digital know-how. This knowledge gap between young people and older members of their families is even greater for those living in poorer urban neighborhoods or rural areas. Some exceptions exist in more urban and affluent areas, where parents may be digitally literate and have their own social media profiles.

Young people say the lack of understanding about the digital world makes parents fearful and worried about the negative impact it might have on them. It can lead them to control their children's behavior even more. Parents often control their children's digital use because they say it will distract them from their studies or ruin their character. There is very little exchange between parents and children on issues of digital safety and how some online behavior may be risky.

Additionally, due to parents' lack of understanding and use of digital media, the role digital media can play in aiding education and learning is rarely addressed. Instead, discussions about the internet and social media revolve around restricting young people's use. These young people said the more parents try to control them, the more they are attracted to what

is prohibited, seek to explore information on their own terms, and try and conceal their behavior from their parents.

Recommendations

While the use of social and digital media is expanding rapidly among young people, parental support and the integration of digital media in education is lagging behind. There is relatively easy access to entertainment and pornography, but there are fewer visible examples for parents and their children of how social media and digital technologies can be used for education, information, opportunity and empowerment. This will surely evolve as Kenya adjusts to the expanding information society; however, several recommendations emerge from this study that UNICEF can consider in the interim:

- Understand digital use and digital safety from the perspective of young people first, before designing the content of digital safety information programs. This includes understanding their definitions (or lack thereof) of digital technologies, digital use, online contacts and risky or unsafe behavior.
- Consider the disparities in the amount of information on digital media and digital safety received by young people growing up in different environments, such as rich or poor, urban or rural and the subgroups of these.
- Focus on informing those young people who might risk meeting potentially harmful friends and romantic partners from the online world in the offline world.
- Involve parents and school authorities in digital safety programs aimed at young people.
- Balance digital safety messages with emphasis on the usefulness of the internet in areas such as education, research and commerce. Encourage young people to use the internet as a

resource for also reporting online or offline abuse or other inappropriate behavior.

- Create online and offline digital safety campaigns for placement on the full spectrum of traditional and digital media outlets, such as television channels, radio shows, websites and social media platforms young people commonly access and use.
- Foster young digital safety champions who can speak to their peers through digital media, audio and video spots on mass media, and offline spaces like schools and universities.

Study Description

Background and Objectives

As a part of a wider program of work into the issues of digital citizenship and safety through the Voices of Youth Citizens project, the Social and Civic Media Section of UNICEF sought to understand the usage and impact of social media and other digital technologies on young people in Kenya, particularly from a child's rights perspective. Increasingly, certain rights enshrined in the United Nations Convention on the Rights of the Child (CRC) are being realized or put at risk with the advancement of digital technologies. These rights need to be translated and applied to the digital age. The rights most affected by the digital age include:

- The right to protection against all forms of discrimination (Art. 2)
- The right to express views and the right to be heard (Art. 12)
- The right to freedom of expression, including the freedom to seek, receive and impart information (Art. 13)
- The right to freedom of association and peaceful assembly (Art. 15)
- The right to privacy, family, home or correspondence and against unlawful attacks on honour and reputation (Art.16)
- The right to information (Art. 17)
- The right to education (Art. 28), health (Art. 24); and participation in artistic and cultural activities (Art. 31)
- The right to protection from all forms of violence and abuse (Art. 19)
- The right to protection from all forms of sexual exploitation and sexual abuse (Art. 34)
- The right to protection from sale, trafficking or abduction (Art. 35)

To explore these issues and understand the policy implications of young people's rapidly growing use of social and digital media, in November 2012, UNICEF commissioned the research, evaluation and consulting

organization, InterMedia, to conduct a study among young people of differing backgrounds and in different locations in Kenya. In addition to focusing on the details of young people's social and digital media access and behavior, the study also aimed to explore the conceptual issues of risk and harm as they are playing out in their rapidly evolving digital worlds.

To date, academic research on children's internet use has shown that distinctions between negative and positive aspects are blurry, adults and children assess risks and opportunities quite differently, and new online opportunities present new forms of risk. UNICEF wanted to understand the issues of opportunity versus risk and harm in the digital age – both online and offline – as perceived and articulated by the young people in Kenya themselves.

The study was grouped around four main themes in order to gain a comprehensive understanding of young people's attitudes and behaviors concerning social and digital media:

Access

What types of young people have access to digital and social media? Through what devices? In which physical locations?

Use

What are the main motivational "entry points" for using digital and social media? (For example, is it to be social, to be heard, to stay informed, or some combination of these?)

What is the frequency and intensity of use of digital and social media by young people? What is the nature of their online activities (entertainment, socializing, education, information, e-commerce, etc.)? Are young people passive consumers of digital media, or more active in terms of sharing and creating content?

Experience

What are the positive/neutral/negative experiences young people have as a result of their online digital and social media activities? What are the risks and mitigating factors that are associated with a multitude of access points, engagement platforms and degrees of interaction?

Offline Impact

What are the positive/neutral/negative offline consequences of young people's online behaviors? What other behaviors, attitudes and strategies do they trigger? In what way(s) are parents, and other child development and educational figures involved in/affected by their children's use of mobile phones and the internet.

Methodology and approach

The research design to realize these objectives was developed collaboratively by InterMedia, UNICEF's Social and Civic Media Section and a Steering Committee overseeing multi-country research on digital citizenship and safety. The Steering Committee includes the UNICEF Kenya Country Office, UNICEF Office of Research – Innocenti, and the Berkman Center for Internet and Society at Harvard University. InterMedia developed the research materials (protocols, questionnaires and discussion guides) with the input and approval of the Steering Committee, and carried out the research in conformance with the best practice and ethical guidelines for research with young people, as established by the European Society for Opinion and Market Research (www.esomar.org). InterMedia ensured the young people and their parents were fully informed of the nature of the study and their participation, and they were asked to provide consent for participation, and were guaranteed anonymity.

The research design chosen was an in-depth, hybrid quantitative-qualitative method in order to understand the broad trends and underlying nuances of Kenyan young people's access to,

use of and experiences with digital and social media from their perspectives and in their own languages. The format was a two-part Digital Youth Clinic. Part one consisted of guided administration of an approximately 30-minute, self-completion questionnaire that captured the specifics of individual social and digital media awareness, access and use. Part two involved a 90-minute moderated focus group discussion in which the participants shared motivations, preferences, experiences and expectations around their involvement with social and digital media. The findings from this study will be integral to the design of more in-depth and localized quantitative and qualitative research instruments for future research by UNICEF and others.

A total of 20 Digital Youth Clinics with a total of 130 active users of digital and social media, aged 12 to 17, were held in three locations across Kenya:

- 10 clinics in Nairobi (Central Kenya) – an upscale neighborhood, South B, and a downscale neighborhood, Kawangware.
- 5 clinics in Kisii (Western Kenya) peri-urban
- 5 clinics in Kitui (Eastern Kenya) rural

These locations were chosen in order to explore differences in young people's digital and social media access and use, and in the risks and opportunities they face among different socio-economic groups and in urban, peri-urban and rural settings. In order to gain an in-depth understanding of these young people's attitudes and behaviors, and to ensure lively and substantive discussion, all participants recruited had access to and used the internet/social media platforms in the past three months, and had regular access to a mobile phone.

Each clinic consisted of six male or female participants, and there were an equal number of male and female clinics. The moderators were chosen for their experience conducting qualitative research among young people and their ability to moderate the groups in a combination of English, Swahili and Sheng. The

moderators took part in a day-long training session and a day of pilot testing to refine their skills and familiarize themselves with the research objectives and instruments.

InterMedia partnered with the local research agency Research Guide Africa to carry out the fieldwork, and with the Nairobi-based NGO Youth Alive! Kenya (YAK) for their specialist knowledge of young people, children's rights and policy reforms in Kenya.

(Please see appendix for more detail on the methodology.)

Limitations of the study

It is important to note that the study was conducted among young people who already show regular digital use (i.e., have daily access to a mobile phone that is shared or personally owned; and have used the internet in the past three months). The study does not include non-users or sporadic users of digital technologies. The study also does not include parents, guardians, caregivers and school authorities who are responsible for the care and safety of these young people.

Data and analysis

The analysis in this report is based primarily on the focus group discussions with young people about their experiences and behaviors in the digital and social media space. Desk research was conducted for the purpose of grounding use and behavior in the daily context and environment in which young people live.

The analysis of the focus group discussions is accompanied by graphs and charts resulting from the questionnaires self-completed by all participants recruited for the focus groups. The number of participants who filled out the questionnaire (n=152) exceeds the number of focus group participants (n=130); young people were over-recruited to take part in the digital clinics to ensure the targeted size was achieved.

The graphs and charts throughout the report break down the pre-group questionnaire results by age group (ages 12-14 and 15-17) and/or by location (Kwangware, Kisii, Kitui and South B) when appropriate. Otherwise, the data presented reflect the entire set of 152 participants.

As this was a primarily qualitative study, all findings reflect the behaviors and attitudes of the participants only and they are not necessarily representative of all young people in Kenya.

Definitions used throughout the report

The subjects of this study are children aged 12-17 who have daily access to a mobile phone and have used the internet in the past three months. They are referred to as children and young people throughout the report. Across academic and non-academic literature, young people can refer to a wide age-range from 15 to 35.

Internet access and use refer to accessing and using the World Wide Web on any platform, whether on a computer or mobile phone at any location. Mobile phone access can refer to personal ownership of a mobile phone as well as shared access between friends and family members. All children and young people who participated in this study had daily access to a mobile phone and Web access at least once in the past three months.

The term social media networking or social media platforms used in this study refer to a wide range of platforms, ranging from Facebook and Instant Messaging (IM) to content-creation platforms such as blogs and micro-blogging sites like Twitter, and Web-based collaborative platforms like Wikipedia. Non-internet mobile phone functions such as SMS, MMS, Bluetooth and mobile phone calling are distinguished from social media networking sites. The discussions among participants in this qualitative study also revealed blurred definitions of three terms used in the evolving language around social and digital media:

- a. Participants cannot always distinguish between a mobile phone application/activity and a Web-based internet activity/application. This is especially true as many of them use their mobile phones to access the internet. They often do not distinguish using mobile phone applications, such as calling or texting, from using specific internet and social media applications such as chatting, Facebook and Twitter. SMS texting, calling and using chat applications may be jointly referred to as “chatting,” or “talking.” When the participants were asked to distinguish, they said these demarcations are not important to them.
- b. Friends might jointly refer to their online-only and offline networks as friends. With the popularity of the Facebook concept of “friending,” young participants use the word “friends” to refer to friends from their school, neighborhoods, or other parts of their daily lives, as well as friends they have met only online.
- c. The term cyberbullying is not widely used or recognized. Receiving hateful messages online or inappropriate posts on one’s social media platforms is prevalent but the term “cyberbullying” is not used to refer to them.

Other common terms used in this report are discussed in the Glossary (Appendix II).

Structure of the report

The report is divided into three main sections. The Context sections provide an overview of the digital landscape in Kenya, including policy and regulations with respect to information and communication technologies (ICTs) and children and young people. It also describes the policy and regulation and socio-economic environment for children and young people in Kenya.

The Key Findings section divides discussion of the study’s main findings into the following sub-sections: young digital culture; defining three user types; exploring risk and safety in digital use; children and young people’s perceptions of digital safety; and the parent gap. A discussion of the Conclusion & Recommendations for UNICEF and future steps follows.

Context

Kenya's ICT Landscape⁴

The Information and Communication Technologies (ICT) sector in Kenya has undergone seismic change in the past few years. The rapid increase in access to, and ownership of mobile phones and increasing access to the broadband infrastructure have been the main drivers of change. In addition, the financial services sector has recently adopted ICT-based innovations resulting in increased competition and efficiency gains. However some factors such as lack of infrastructure, high costs, and low purchasing power inhibit digital connectivity for some Kenyans, especially those who live in rural or poor urban environments.⁵

ICT Policy and Regulation

The Kenya Communications Act (No. 2 of 1998), as amended by the Kenya Communications (Amendment) Act, 2009, provides the framework for regulating the communications sector in Kenya.⁶ The Kenya ICT Policy was published by the Ministry of Information and Communications in January 2006, and the Kenya Information and Communications Bill was enacted in February 2006.

Under the Communications Amendment Act, responsibility for the regulation of both broadcast and online media was passed from the Media Council to the Communications Commission of Kenya (CCK).⁷ The CCK is mandated under the Kenya Communications Act of 1998 and subsequent amendments to regulate media activities and is responsible for providing broadcasting licenses and frequency spectrum.

The Government of Kenya has developed a National ICT Masterplan for 2012-2017 with a

vision to make Kenya “Africa’s most globally respected knowledge economy.”⁸ The government’s ICT Masterplan aims to enhance Kenya’s economic competitiveness; develop a knowledge-based society; ensure universal access to ICT for sustainable development; and strengthen Kenya’s learning opportunities and develop capacity to meet future technological challenges.⁹

Freedom of expression is enshrined in Article 33 of Kenya’s constitution¹⁰ and includes the right to seek, receive, or impart information and ideas. The right, however, does not extend to propaganda: hate speech, incitement to violence, and advocacy of hatred. Criminal defamation laws with penalties of at least Ksh 400,000 (\$4,762)¹¹ remain on the books, waiting to be repealed or amended to conform to Kenya’s 2010 constitution.¹²

Currently, the government does not employ technical filtering or any administrative censorship system to restrict access to political or other content. But in early 2012, the National Integration Cohesion Commission (NCIC), mandated to facilitate and promote equality of harmony and peaceful coexistence between persons of different ethnic and racial backgrounds in Kenya, monitored hate speech on the internet ahead of Kenya’s general elections in March 2013.

⁴ This section is provided by UNICEF.

⁵ Freedom House, Kenya 2012 Accessed April 15, 2013, <http://www.freedomhouse.org/report/freedom-net/2012/kenya>.

⁶ <http://www.cck.go.ke/regulations/index.html>.

⁷ Freedom House and Open Society Foundations, “Public Broadcasting in Africa Series: Kenya,” 2011, 65, <http://www.afrimap.org/english/images/report/MAIN%20report%20final%20web%20res.pdf>.

⁸ Kenya ICT Board. “ICT Masterplan Overview.” Accessed March 26, 2013, www.ict.go.ke/index.php/ict-masterplan/420-overview.

⁹ National Information & Communications Technology Sector Masterplan, Communications Commission Statistics Report. Accessed April 15, 2013, <http://www.ict.go.ke/docs/MasterPlan2017.pdf>.

¹⁰ In August 2010, Kenya ratified a new constitution, which decentralized government control. One of the significant changes to the constitution was the adoption of a more free information environment, which includes provisions granting citizens the right to access all state information and that the state is required to publish any important information relating to the nation.

¹¹ Based on currency rate on April 26, 2013.

¹² Freedom House Kenya 2012 <http://www.freedomhouse.org/report/freedom-net/2012/kenya>.

In March 2012, the CCK announced its intention to set up a surveillance system to monitor private emails, citing a rise in cyber security threats as justification. The installation of the internet traffic monitoring equipment known as the Network Early Warning System (NEWS) is not yet operational.¹³

Legal provisions on the distribution of pornography via ICTs are not codified into one document but can be found in the Children Act, Sexual Offences Act and the Penal Code. According to Section 181 of the Penal Code, the participation in production, distribution, sale, circulation, advertising, importing and exporting of “obscene writings, drawings, prints, paintings, printed matter, pictures, posters, emblems, photographs, cinematograph films or any other obscene objects, or any other object tending to corrupt morals” is a misdemeanor punishable by two years’ imprisonment or a fine of Ksh 7000 (\$83.00).¹⁴

Section 16 of the Kenya Penal Code criminalizes the production and distribution of child pornography. Accessing such materials for personal use was not explicitly a crime until January 2009, when the Communications Amendment Act was adopted which states that any person who publishes or transmits obscene information in electronic form commits an offense. The prescribed punishments include up to Ksh 200,000 (\$2,381)¹⁵ in fines and two years’ imprisonment.¹⁶

Section 52 of the Penal Code states that a minister in the government has the power to prohibit a publication if, in his opinion, it is not in the interest of public morals. The power given to the minister protects both children under 18 years old and adults from exposure to publications considered immoral.¹⁷

The Communications Act, under section 20, also provides for the protection of children in relation to ICTs. It states, “a licensee shall ensure due care is exercised in order to avoid content that may disturb or be harmful to children, that has offensive language, explicit sexual or violent material, music with sexually explicit lyrics or lyrics which depict violence.” It also states that “permission must be sought from a minor’s parents or guardian before conducting an interview with a minor.

The Media Council of Kenya, established in 2007 through the Media Act, allows for self-regulation of media activities by the media owners. The regulations are meant to protect society’s vulnerable populations, especially children, from harmful information.

Telephony: Mobile and Fixed

As in many developing countries, there is a sharp distinction in Kenya in access and usage of mobile phones versus fixed-line telephony. The ratio of mobile-cellular subscriptions to fixed-telephone lines in Kenya is approximately 95 to 1. The fixed line network continued to record a downward trend between 2010 and 2011 with annual growth declining by 29.9 per cent.¹⁸

The number of annual mobile subscriptions registered significant growth of 17.5 per cent from 25.2 million subscriptions recorded in the Financial Year (FY) 2011 to 2012. The increased mobile telephony subscriptions indicate operators’ determination in growing their subscriber base and consequently increased access to mobile telephony services in the country. In June 2012 total mobile penetration was 75.4 per cent compared to 64.2 per cent in June 2011.¹⁹

¹³ <http://www.freedomhouse.org/report/freedom-net/2012/kenya>.

¹⁴ Based on currency rate on April 26, 2013.

¹⁵ Based on currency rate on April 26, 2013.

¹⁶ Ibid.

¹⁷ Once the publication is prohibited, it cannot reach the public. A penal provision is made whereby, printing, importation, making, publishing, supplying, selling or offering for sale, distributing, reproducing or being in possession of a publication which the government has declared prohibited

under Section 52 Penal Code, is a criminal offence punishable with imprisonment for a term not exceeding three years.

¹⁸ Communications Commission of Kenya. “Quarterly Sector Statistics Report: Fourth Quarter of the Financial Year 2011/12” (April-June 2012), pg 18.

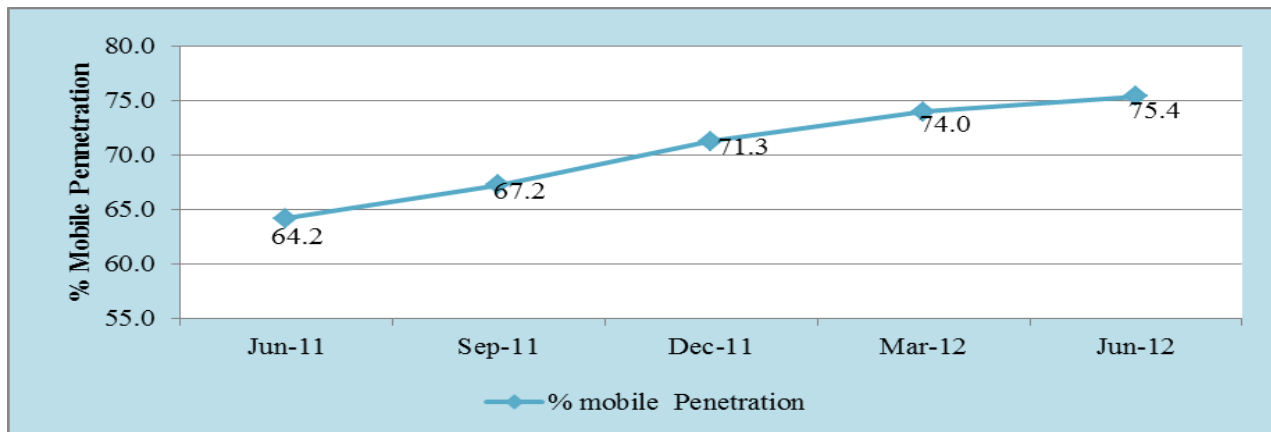
¹⁹ Communications Commission of Kenya. “Quarterly Sector Statistics Report: Fourth Quarter of the Financial Year 2011/12” (April-June 2012). Pg 6-10.

Prepaid subscriptions continued to dominate the total mobile subscriptions with the quarter under review posting 29.4 million pre-paid subscriptions, representing 99.1 per cent of the total mobile subscriptions. Annual post-paid subscriptions grew by 18.3 per cent to stand at 273,367 as of June 30, 2012. The number of SMS messages sent annually grew from 2.6 billion in FY 2010-11 to 4.2 billion during the FY 2011-12. This represents a significant annual growth of 62.8 per cent. The average number of SMS messages sent by each subscriber per month was recorded as 11.1. Comparing the last two financial years, there was a 39.5 per cent increase in SMS sent by each subscriber.²⁰

Much of the growth in mobile usage has come from the expansion of a single company, Safaricom, which began as part of the state telecommunications monopoly, but was partially privatized in 1997 and became a public company in 2002. Safaricom's strategy has focused in large part on low-cost, pay-as-you-go plans which make them attractive to households with low incomes.²¹

Phone sharing is common, meaning that mobile phone use is not restricted to Kenyans who own a mobile phone or have household access to one. Some people without phones buy SIM cards to use in others' phones, while some borrow phones, with or without paying compensation for the airtime. Half of all phone owners said they lend their phone to other people at least once a month, with most of those lending phones to between one and five people.²²

Figure 1: Growing Mobile Penetration in Kenya, as percentage of population²³



²⁰ Communications Commission of Kenya. Quarterly Sector Statistics Report: Fourth Quarter of the Financial Year 2011/12 (April-June 2012). Pg 6-10.

²¹ Audiencescapes. *African Development Research Series: Kenya*. Audiencescapes is an online tool and research program providing media use and communication information on developing countries. A detailed survey methodology can be found at <http://www.audiencescapes.org/country-profiles/kenya/survey-methodology/survey-methodology-159>.

²² Ibid.

²³ Ibid.

Access to computers and computer-based Internet

Kenya is one of Africa's fastest growing internet markets with internet penetration increasing from 7.5 per cent in 2006 to 28 per cent in 2011.²⁴ There were 14.032 million internet users at the end of the June 2012 quarter.

The country has three sub-marine fiber optics cables. The availability of cables has resulted in increased internet speeds and availability of broadband for users, and reduced the cost of broadband. But the mobile data/internet subscriptions through GPRS/EDGE and 3G continue to dominate internet subscriptions. Much of this growth can be attributed to increases in mobile internet connections, and intensified promotions on social media applications by mobile operators.²⁵ The mobile data/internet subscriptions category contributed 98.9 per cent of the total subscriptions, showing that mobile phones are the most popular way to access the internet.²⁶

Increased demand for internet and data services, and use of social media, especially among the youth population, and competitive tariffs by the mobile operators, coupled with aggressive promotional and special offers, have driven internet usage.²⁷

Online activities

According to Alexa, a prominent provider of website analytics – the top 10 most popular websites in Kenya in March 2013, in descending order were: Facebook, Google.com, Google.co.ke, YouTube, Yahoo!, Daily Nation, The Standard, Twitter, Wikipedia and Blogger.²⁸ The 10 most popular Kenyan websites, based

on data from the country's largest network provider, Safaricom, were a mixture of news, business and entertainment with *The Daily Nation* newspaper, Capital FM 98.4 radio, and *The Standard* newspaper making up the top three.²⁹

Social media trends

Kenyan users have unrestricted access to the social-networking site Facebook, the video-sharing site YouTube, and the blog-hosting site Blogger, all of which rank among the 10 most popular sites in the country. All major television stations now use YouTube to rebroadcast news clips and have accounts on Facebook and Twitter.³⁰

Popular local online platforms include Ghafila and Pesatalk. Ghafila is a local entertainment blog that started out as a Kenyan song lyrics search engine. The service targets mainly women between 18 and 35 who constitute 54 per cent of visitors to the website.³¹ Pesatalk is a popular financial news and information publication and aims to give average Kenyans a better understanding of the business world, focusing on stories that affect making, saving, spending, investing, and borrowing money, and financial planning for individuals.

According to social media metrics tracker SocialBaker, Kenya has 2,018,560 Facebook users, representing 5.04 per cent of the total population, and 19.24 per cent of the online population.³² The largest age group on Facebook in Kenya is the 18-24 year-old group and there are more male users than female users. Egypt leads Africa in subscriptions with about 9.5 million Facebook users, followed by South Africa, Nigeria, Morocco, Algeria, Tunisia and then Kenya coming in seventh, followed by

²⁴ International Telecommunication Union (ITU), "Percentage of individuals using the Internet, fixed (wired) Internet subscriptions, fixed (wired)-broadband subscriptions," 2006 & 2011, accessed July 13, 2012, <http://www.itu.int/ITU-D/ICTEYE/Indicators/Indicators.aspx#>.

²⁵ International Telecommunication Union (ITU), "Measuring the Information Society," 2011. AND CCK, "Quarterly Sector Statistics Report, 2nd Quarter, October-December 2011/2012," p. 22.

²⁶ Ibid, p.20.

²⁷ Ibid.

²⁸ Alexa is a web traffic indicator.

<http://www.alexa.com/topsites/countries/KE>.

²⁹ <http://www.tielict.com/blog/300/kenya-internet-users-which-sites-do-they-visit/>.

³⁰ Freedom house Kenya 2012.

³¹ Karambu, Immaculate. *ICT start-ups win cash to get business ideas off the ground*. Business Daily. Aug. 12, 2011.

<http://www.businessdailyafrica.com/Corporate+News/ICT+start+ups+win+cash+to+get+business+ideas+off+the+ground+/-/539550/1223524/-/awyi7rz/-/index.html>.

³² Social Bakers. Kenya Facebook Statistics.

<http://www.socialbakers.com/facebook-statistics/kenya> Accessed April 24, 2013.

Ghana.³³ It is also important to note that Facebook was introduced to Kenya (and all other countries outside the U.S. in 2006.

In 2012 Portland Communications launched a study surveying Twitter traffic and trends across the continent entitled *How Africa Tweets*, based on analysis of 11.5 million geo-located tweets and a poll of Africa's top Twitter users. The study revealed that Kenya had the second highest volume of Twitter subscriptions in Africa with 2,476,800 users, behind South Africa. The study also found that Africa's Twitter users rely on mobile devices to use the services and are younger when compared with the average age of Twitter users worldwide (39): 60 per cent of Kenyan Twitter users were between 21 and 29 years old. High profile Kenyan figures such as President Uhuru Kenyatta, Deputy President William Ruto, Jeff Koinange (Emmy award winning journalist), Bob Collymore (Safaricom CEO) and the State House Kenya and Presidential Press Service are now on one of the many social and public networks such as Flickr, Twitter and/or Facebook.³⁴

The Bloggers Association of Kenya (BAKE) was established to promote content creation on the Web in Kenya and represents a group of content creators who are of Kenyan origin. Content creators aim to syndicate their content and network among other fellow content creators.

Kenya as a hub for ICT innovation

Kenya is the regional hub of east Africa where firms and individuals are quickly expressing entrepreneurship through technology. Kenya has a vast amount of human capital to draw upon for economic growth and the country's technological talent is attracting global firms such as Nokia, Samsung, Research in Motion, as well as venture capitalists.

Mobile money transfer services – offered by several mobile network providers – have revolutionized the banking industry in Kenya, considerably reducing transaction costs and

deepening financial inclusion. One of Kenya's most well-known ICT innovations, Ushahidi, an open-source, crowdsourcing tool allows people to disseminate and collect information about a given event or occurrence. Users can submit reports by text message, e-mail, or Web postings and the software aggregates and organizes the data into a map or timeline. Ushahidi's crisis mapping software was first used in early 2008 to track outbreaks of violence following the 2007 elections.

Digital divides

According to the World Forum's 2011-2012 survey, Kenya's technological readiness puts it in position 93 out of the 142 surveyed countries.³⁵ Kenya's relatively poor performance can be attributed to low individual ICT usage stemming from expensive broadband subscriptions that are unaffordable to the larger population. There has been substantial government effort to implement a more formidable ICT infrastructure as part of the country's 'Vision 2030'- a national initiative to make Kenya a middle-income country by 2030. In the context of widespread poverty, ICT proliferation is seen as a catalyst for development as knowledge and ideas can be readily available to enhance human capital.

A study by the Communications Commission of Kenya revealed that less than 5 per cent of people living in rural areas use the internet in spite of growth in the number of internet users from 1.7 million in 2007 to 10 million by June 2011.³⁶ Rural residents' lower average income is an impediment to accessing relatively costly information sources such as TVs, the internet, and personal mobile phones. The National Optic Fibre Infrastructure (NOFBI) is based on an old administration boundaries system which had not taken into consideration the devolution of resources to county governments.³⁷ This means that internet access in certain rural areas is

³³ Savvy Kenya. *Facebook in Africa: Kenya Ranks 7th*. Feb. 17, 2012. <http://www.savvykenya.com/2012/02/facebook-in-africa-kenya-ranks-7th/>.

³⁴ <http://goo.gl/daKRK>.

³⁵ Humanipo.com.

³⁶ Ibid.

³⁷ Kenya: *Digital Divide Returns As High Speed Cable Severed*. All Africa. Feb. 29, 2012.

<http://allafrica.com/stories/201202290953.html>.

typically of a low speed and high cost.³⁸ Given that the national electricity grid is yet to reach some of the remote villages of Kenya's arid and semi-arid areas, the uptake of technology is facing challenges.³⁹

Young People in Kenya

National policies and regulation relating to young people

Kenya ratified the Convention on the Rights of the Child (CRC) on July 31, 1990. Before Kenya's new constitution was ratified in 2010, national policies and legislation had been developed with key global priorities for children in mind. These include the Children Act of 2001 that reflects the rights enshrined in the CRC as well as the African Charter on the Rights and Welfare of Children (ACRWC), and stipulates the provision of free primary education for all children (Kenyan laws and the constitution refer to young people below 18 as children).

Kenya's new constitution contains specific rights for children. The rights of people under 18 years old include the right to citizenship from birth; free and compulsory primary education; basic nutrition, shelter and healthcare; and parental care and protection. Additionally, children must be protected against abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labor.⁴⁰ The constitution also states, in matters of criminal offenses, children under the age of 18 should not be detained, except as a measure of last resort, and, if they are detained, should be held for the shortest appropriate time and separate⁴¹ from adults and in conditions appropriate to the child's sex and age.⁴²

Additionally, the Kenyan Penal Code protects children from sexual abuse and violence.⁴³ The Sexual Offences Act also provides for laws against the sexual exploitation of children. In matters of sexual offenses against children, Section 11 of the Sexual Offences Act deals with indecent acts against children and states that any person guilty of indecent acts against children is liable to a minimum of 10 years imprisonment.

Section 12 of the Sexual Offences Act states that anyone who "manufactures or distributes any article that promotes or is intended to promote a sexual offence with a child" or "supplies or displays to a child any article which is intended to be used in the performance of a sexual act with the intention of encouraging or enabling that child to perform such sexual act," is liable to at least five years imprisonment or a substantial fine of no less than Ksh 500,000 (\$5,952).⁴⁴

Section 16 of the Sexual Offences Act outlaws child pornography, including the production, distribution, advertising, sale, rental, and importing-exporting of any sexual or pornographic content that features children. The crime is punishable by a minimum of six years imprisonment. No specific laws regarding children accessing pornography online exist, but to address the issue of child safety and internet use, the Communication Commission of Kenya (CCK) created a fact sheet that advised parents on steps they should take to protect their children when they are online.

Promoting or participating in child trafficking and child sex tourism is also punishable by imprisonment for at least 10 years. Additionally, legal provisions on sexual exploitation or offences against children are detailed in Section 15 of the Children Act, which states: "A child shall be protected from sexual exploitation and use in prostitution, inducement or coercion to engage in sexual activity and exposure to obscene materials."

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Constitution of Kenya, 2010.

⁴¹ The Children's Act provides for special Remand Homes which are viewed as places of safety for children under 18 years of age who are in conflict with the law.

⁴² Constitution of Kenya, 2010.

⁴³ Kenya Penal Code.

⁴⁴ Based on currency rate on April 26, 2013.

Young people face socio-economic challenges in Kenya

Children and young people in the study face impediments to accessing basic resources, such as education and healthcare, and living a productive life, especially in remote or poor urban homes.

The top 10 per cent of Kenyans earn 44 per cent of the national income, while the bottom 10 per cent earns less than one per cent. Kenya's poorest regions, including North Eastern Province,⁴⁵ have twice the relative poverty headcount of its least poor regions. Years of drought in this region have had a serious impact on the well-being of children and young people, increasing malnutrition rates, morbidity and mortality.⁴⁶ In spite of the law guaranteeing free primary education, 1.2 million school-age children are still not attending school. And while student gender parity virtually has been achieved at the national level, sharp regional disparities remain with about 80 per cent of girls in North Eastern Province not enrolled in school.⁴⁷

The 2010 Kenya Violence against Children Study (VACs) found that exposure to childhood violence is exceedingly high in Kenya. Nearly one in three females and one in five males experience at least one episode of sexual violence before reaching age 18. Sixty six per cent of females and 73 per cent of males experienced physical violence before 18.⁴⁸

Often those they know well are the main perpetrators of this violence. Boyfriends, girlfriends and neighbors are the most common perpetrators of sexual violence; whereas parents

were the most common perpetrators of physical violence for males and females.⁴⁹

⁴⁵ North Eastern province is home to many Somali refugees and has the largest refugee camp (Dadaab) in the world.

⁴⁶ http://www.unicef.org/kenya/overview_4616.html.

⁴⁷ http://www.unicef.org/kenya/overview_4616.html.

⁴⁸ See here: http://www.togetherforgirls.org/docs/Findings_from_a_2010_National_Survey.pdf based on a cross-sectional household survey of 13 to 24 year old females and males that was designed to produce national level estimates. 18-24 year olds were asked about past experience with violence and 13-17 year olds about current experience with.

⁴⁹ Ibid.



Key Findings

Digital youth culture

The findings in this section are based on focus group discussions among children and young people aged 12-17 across four locations in Kenya. These children and young people also filled out a pre-focus group questionnaire on basic access and use, and potentially risky digital use.⁵⁰

Until recently, children and young people's sources of news and information were chosen by parents since television and radios in homes were shared. Other sources included friends, other family and church members, and school.

But the changing media landscape in Kenya, particularly with the rise in the availability of cheap Web-enabled mobile phones, has also changed the way these young Kenyans, seek information and news, make new connections and entertain themselves. Today, many have their own mobile phones with internet connections, and they are often free to make their own media and information choices. This has caused some erosion in the amount of parental control of access to news and information.

Despite high mobile and internet penetration, there is still a digital divide when it comes to some regions in Kenya, but it is closing. Many of these children and young people across urban, rural, rich or poor environments have access to basic mobile phones, with an internet connection.

Most children and young people define the internet as “an international network,” “a place to meet new people and get news and information,” and “a place for information.” Social media, to those who know the term, is “a place to chat with friends.” Sometimes when a definition was challenging, the most commonly used websites were mentioned: “the internet is

⁵⁰ Across academic and non-academic literature, “young people” can refer to individuals in a wide age-range from 15 to 35, but for the purpose of this report, young people refer only to those aged between 12 and 17.

Google,” “the internet is Facebook for meeting new people.”

Young people's access to digital devices and technologies is high

Daily access to mobile phones was a basic selection criterion for participation in this study, including through personal ownership or sharing with a family member or friend. The analysis revealed that most children and young people personally own a mobile phone, and very few share their phones with siblings or other family members. Sharing is common among those between 12 and 14 and sometimes, for those living in poorer households. Nonetheless, most children and young people, who participated in this study, are the first generation in their family to grow up with access to their own personal media devices.

Some wealthier parents give young Kenyans mobile phones with basic features when they are 8 or 9 years old. A rite of passage comes at about 12 years old, when the basic phones are

In 2011, a nationally representative survey conducted by InterMedia in Kenya found that while very few children and young people between the ages of 15 to 17 had internet access in their households or a personal computer, three-fourths reported having a mobile phone in their household and close to half had a personal mobile phone.

Many young people used the internet via mobile phone at various locations. Mobile phones are an essential social networking device for young people. Young people report using their mobile phones to constantly check and update their Facebook pages (or other social networking websites) and message their friends.

replaced with smart phones. For some participants who have had access to the internet and social media from a very young age, there is a tendency to take these technologies for granted.

The mobile phone, with access to audio and video content, SMS and MMS capabilities, multiple applications, internet access, cameras and access to an array of social networking is the preferred device for using online social media for young Kenyans. There is a pronounced preference for using the internet via mobile phones rather than using personal computers.

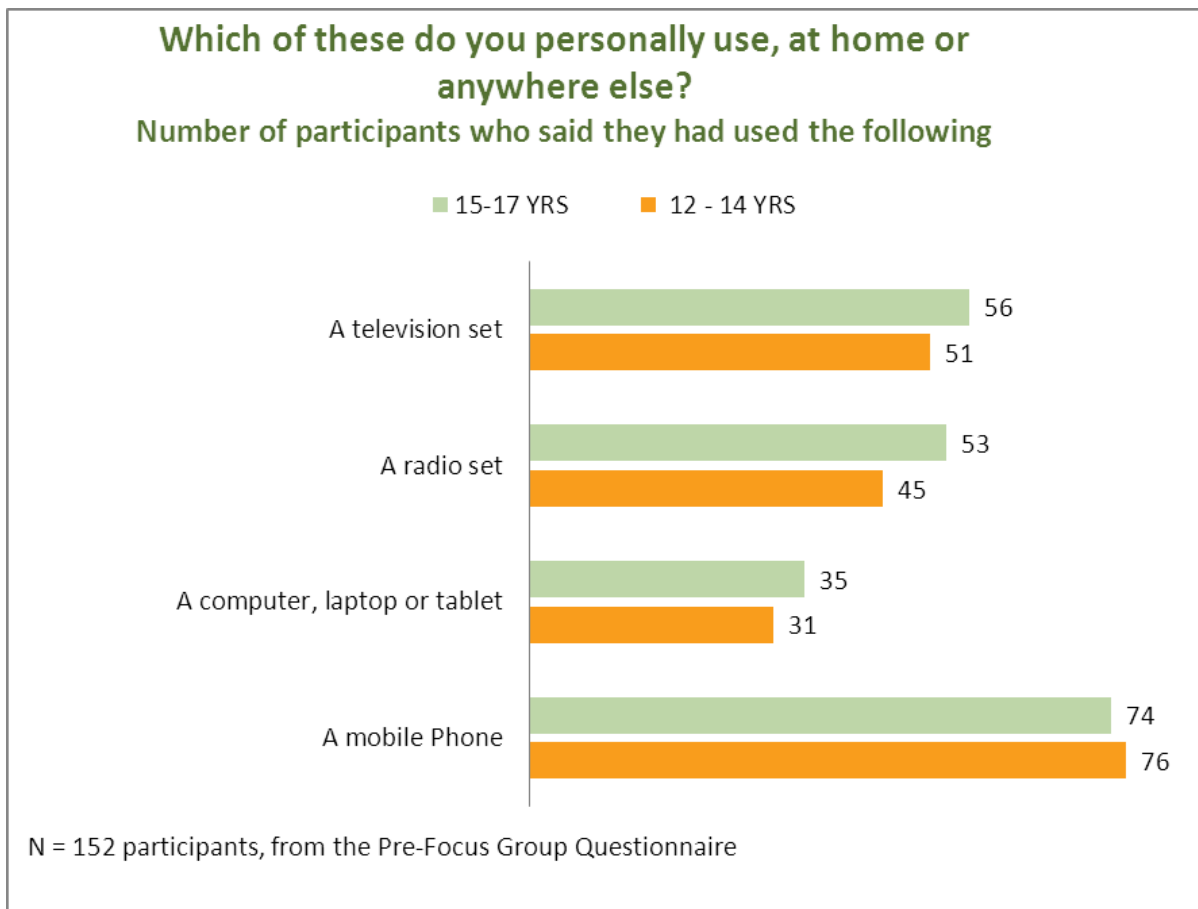
For those participants who do not personally own their mobile phone, sharing between siblings or one parent is common. Often when they share a mobile phone, children and young people create separate folders or spaces on the phones for their own content and contact lists.

Sharing is more common among 12-14 year olds, and almost all 15-17 year olds sampled owned their own phone. Ownership among the children and young people in this study is similar in both urban and rural areas and among both genders. Most phones are basic with internet access; few have smart phones.

Regular access to the internet, at least in the past three months, was a basic selection criterion for participation in this study. On closer analysis, a majority of those children and young people access the internet at least two to three times a week, with 24 per cent of participants saying they access the internet several times a day.

Figure 2: Access to mobile phones and other media

(Participants in this study were screened for having daily access to mobile phones whether personally owned or shared. Multiple responses possible)



The internet is most commonly accessed through mobile phones. Children and young people fluidly use mobile phones to switch between texting, calling and using Web functions to chat or search the internet. With new applications such as WhatsApp that use data and Wi-Fi services to text friends on your mobile phone's contact list, the distinctions between using a mobile phone and using the internet are often hazy. Young participants do not always distinguish between using their mobile phone for typical telephonic activities such as calling or texting and Web-based internet activities such as chatting and using social media platforms. SMS (texting), using WhatsApp, calling and using chat applications all may be referred to as "chatting" or "talking." When they were asked to distinguish, they said these demarcations are not important to them.

In addition to mobile phones, cyber cafés are used regularly as well, especially when mobile phone screens are too small for a particular activity (e.g., video games). On average, a cyber café charges Ksh 1 (\$0.01)⁵¹ per minute of use. A typical café has several computers in an open area and one or two people managing them depending on the size of the cafe. Most of these children and young people target the furthest booths in the café to have more privacy. Cyber cafes are no longer considered a profitable business given that most people now can access the internet through their phones. But participants reported still visiting them to download content, which is difficult to do on phones, with limited storage space and screen size.

Very few children and young people, who participated in this study, have laptops, personal computers (PCs) or tablets at home with internet access. Mobile phones are preferred for internet access as they are seen as convenient, portable and can guarantee privacy from parents and other older family members. They are also often cheaper than having broadband access at cyber

cafés or at home. The main reasons for this are the availability of unlimited data bundles by service providers and cheaper nighttime internet rates.

Access to the internet via mobile phone is dependent on the availability of credit. For most children and young people who participated in this study, their parents buy them talk/data bundles (See Figure 4). Some save their pocket money for credit. Although not as forthcoming in the questionnaire responses, some 15- to 17-year-old girls revealed during the focus group that they get airtime money from their boyfriends. Average airtime spent in a month varies between is between Ksh 50-1000 (\$0.60 to \$11.91).⁵²

Some telecommunication companies such as Safaricom and Airtel charge as little as half the usual internet cost per hour beginning at 10 p.m. Many participants say they chat with friends and online-only friends late into the night, when everyone else is asleep. It is cheaper and they have their privacy:

***Mostly I like Facebooking (sic), chatting with my boyfriend, at night because I cannot talk to him when everybody else is listening in, and chatting is a bit private.
[Female, 15-17, Kawangware]***

⁵¹ Based on currency rate on April 26, 2013. The Gross National Income per capita was \$797.9

⁵² Based on currency conversion rate on April 26, 2013

Figure 3: Access to the internet

(Participants in this study accessed the internet at least once in the last three months)

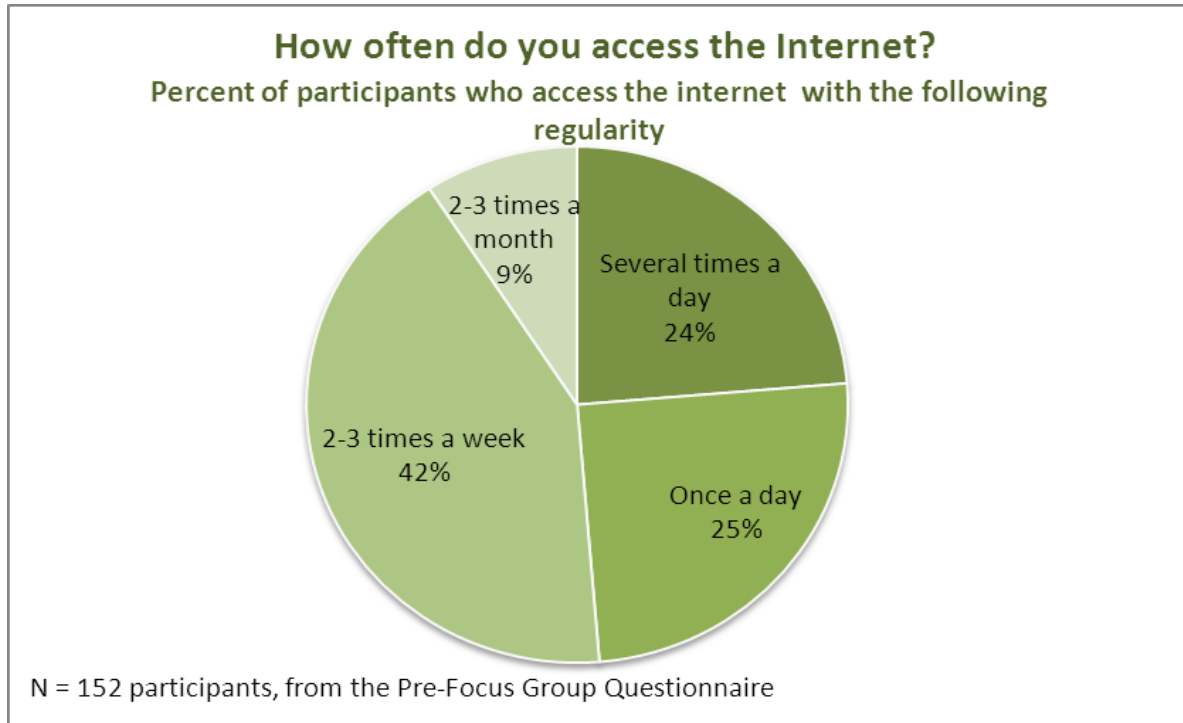
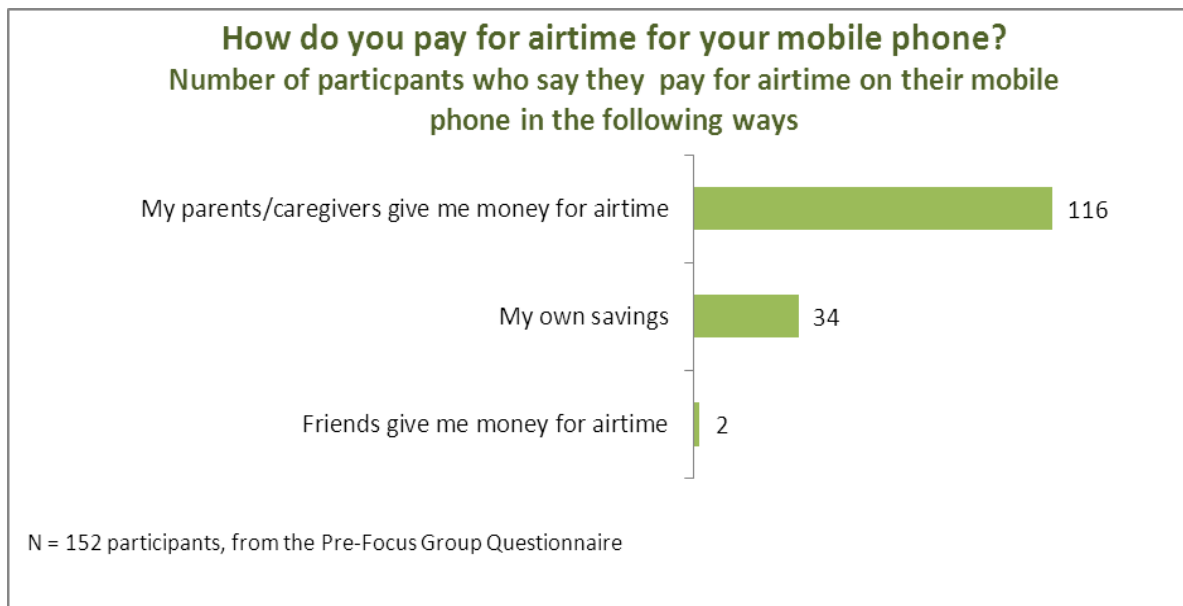


Figure 4: Paying for mobile airtime



Siblings and friends are key in learning to use applications and software

These young participants said their older siblings, cousins and friends are the main sources of information about how to use specific technologies and applications. Siblings and friends, who already have email and social media accounts, often help these children and young people set up accounts. Close to 90 per cent of participants who answered the pre-focus group questionnaire said they learned to use digital applications or software from a sibling or a friend. Often parents may not know enough to teach their children how to use digital social media platforms; in other cases, parents may not want their children to know how to use digital or social media for fear of spending too much time on them. In such cases, siblings of the young participants help each other to use technologies, search engines and social media networks.

Friends, and the peer pressure exerted by them, also play a role in whether or not children and young people go online and join social media networks. It is seen as “cool” by the participants, to be on social media platforms such as Facebook and to have the most friends, or to have romantic relationships online. Some proudly reported having hundreds of friends, most of whom they had never met, but they “accepted” invitations to be friends so they could increase their “friends tally.” During focus groups, one young girl in Kitui described her “hip and cool” friends from Nairobi who helped them set up email and Facebook accounts in boarding school:

***In boarding school there were a group of girls who were from Nairobi and they were hip and cool, they were computer literate and knew how to manipulate our computer teacher....They would open email accounts for us and show us how to go about the internet and so on, that is how I learnt how to use the internet.....log into Facebook and even text our boyfriends back home.
[Female, 15-17, Kitui]***

About one-third of the participants also said they had taught themselves to use these applications and technologies. Some of them have had access to digital technologies since they were 8 or 9 years old, and therefore navigating new software and applications was not a huge learning curve for them.

Very few said they learned how to use online and social media from their parents or teachers at school. Cyber cafés, however, can be an important introduction to the online world. Cyber café attendants willingly offer help with opening a Facebook account. Some children and young people said they had gone to a cyber café to play video games and learned about Facebook from observing other customers in the café.

Motivations for digital and social media use are varied.

Participants have many motivations for accessing the digital world. They find the internet to be an essential tool for seeking new information, and see social media platforms as incredible resources for making new connections and new friends. In fact, accessing digital and social media is as an important activity in their daily lives as going to school and participating in their daily outside activities such as sports, dance, reading and music (See Figure 4).

Motivation 1: Children and young people seek new connections and friendships.

Most of these children young people in the study described having a wide group of friends and acquaintances who form an important part of their lives both at school and at after-school social activities. They rely on their friends for conversations and to provide comfort, advice and identity development. Some of these children and young people are in romantic relationships.

Social media is seen as an easy way to substantially expand one’s circle of friends, acquaintances and romantic partners. There is considerable peer group pressure to have as

many friends as possible. As a result, these children and young people befriend contacts on social media platforms even though they have never personally met them before.

With the popularity of “friending,” a concept driven by Facebook, these participants use the word “friends” to describe other young people from their school, neighborhoods, or other areas of their personal lives, as well as those they have met only online. Therefore friends might refer to online and offline friends equally.

Interacting with others via SMS or Facebook are the most important online activities that children and young people in Kenya are engaged in (see Figure 5). This is more common for those in the 15 to 17 age group, than the younger 12 to 14 age group.

For the children and young people who participated in this study, mobile phones are an essential social networking device. They reported using their mobile phones to constantly check and update their Facebook pages (or other social networking websites), and send messages to their friends.

SMS is preferred to making phone calls for contacting and conversing with friends and family. One reason for this is affordability. It is cheaper to send a text message than to make a call, and many service providers offer options for free and unlimited text messaging. In addition, these children and young people actually prefer to be able to write messages rather than articulate them out loud, over the phone. One boy from Kisii sums up his preference for texting versus talking on the phone:

....there are deeper things you can text than say face to face. Texting is simpler when you have to vibe with [get to know] someone, not like face to face. Let's say, we are on phone to make friends, when you want to tell your lover something it takes a lot of time but it is very fast when chatting [Male, 15-17, Kisii]

Focus groups further revealed that, on Web-enabled phones, participants prefer to use SMS to chat with friends they know personally, and use Web-chatting applications such as Facebook to make new friends online and chat with them. SMS is also cheaper to use than internet data subscriptions to chat online. While this is not always the case, these children young people generally focus their online activities on interactions with online-only friends. In fact, many of them say they chat online with someone they have not met in person. So, in addition to connecting with existing friends, the digital space is a place to meet new friends and romantic interests. When asked how they felt about chatting online, some children and young people said:

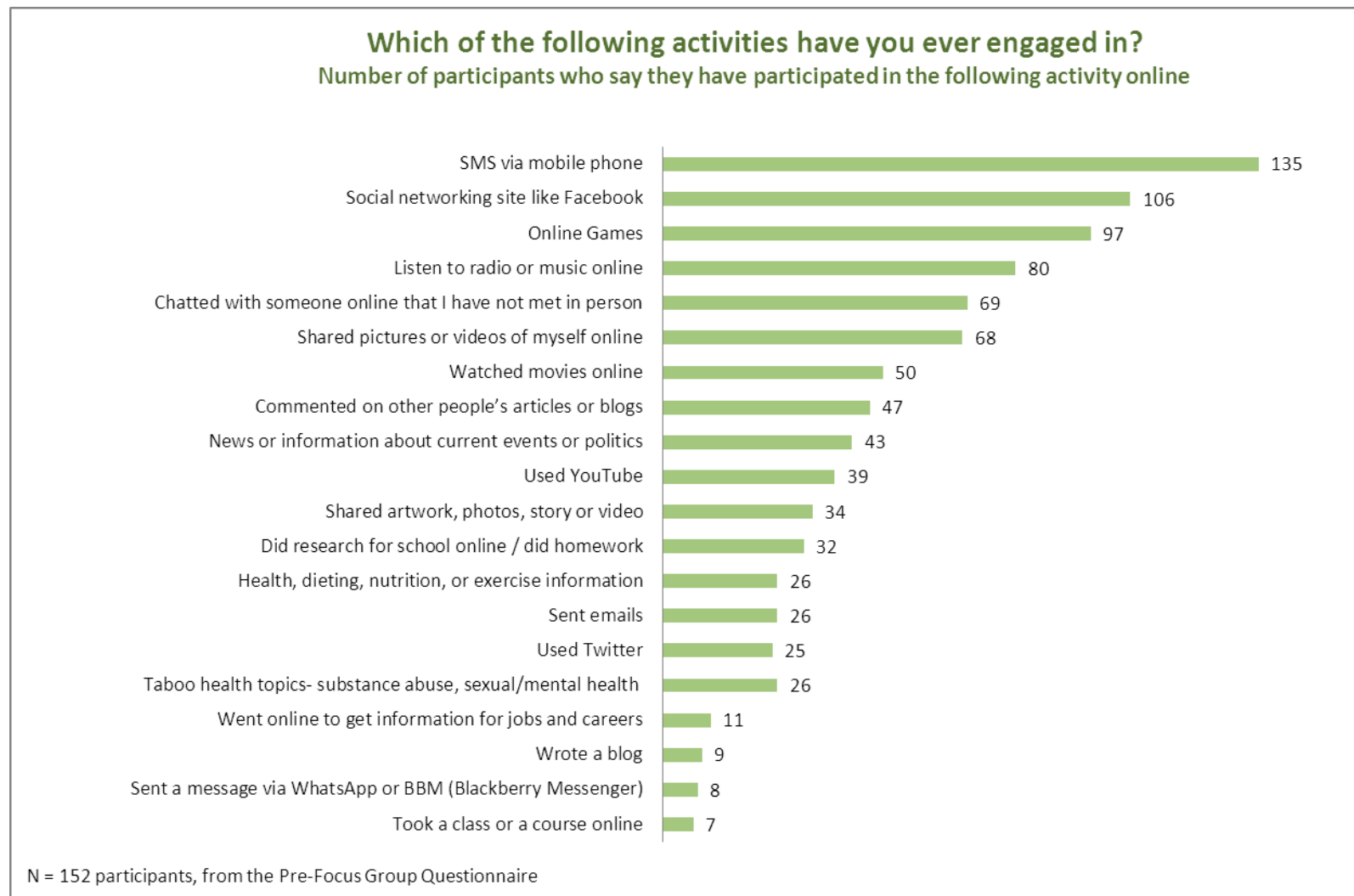
I feel high (laughter) when I use Facebook and the internet....when I am on Google I feel I am fresh. (Laughter) [Females, 12-14, Kisii] [When I am online, chatting] I feel happy! [Male, 12-14, Kitui]

Social media allows children and young people to be private, while simultaneously being exploratory, inquisitive and occasionally exhibitionist among their peers and chosen connections. In this way, children and young people in Kenya seek to create a private public.

In and of itself, connecting with new friends online may not be risky, but the online world allows for a certain degree of anonymity and deception that children and young people may not have learned to protect themselves against. Online friends who pretend to be younger than they are, or falsify their gender, profession or location, all present possible risks that young people do not sufficiently take into consideration. At the same time, many of the children and young people reported falsifying their own information online. Some young people say that they meet online friends at malls and public places (an issue discussed further in the section, Risky and Unsafe Digital Use). Connecting with others through emails is less common, although still somewhat popular.

Figure 5: Popular Digital and Social Media Activities

(Multiple responses were allowed)



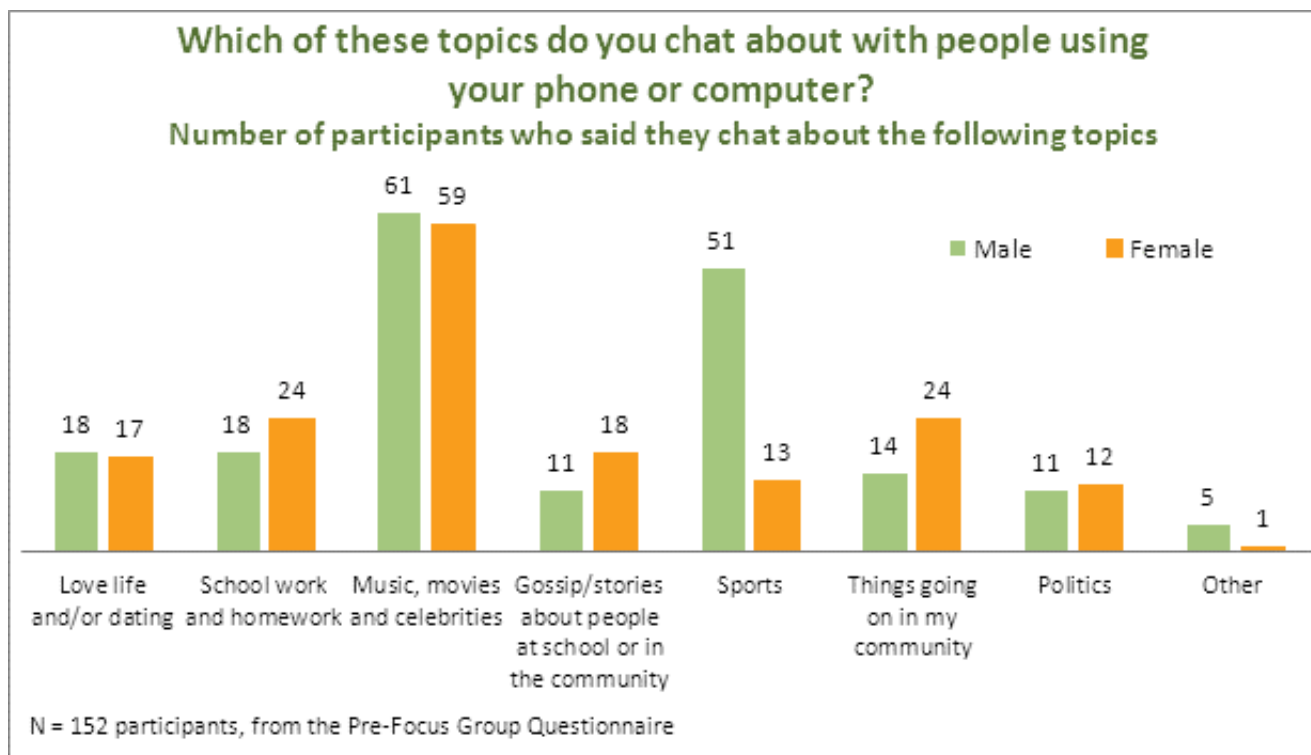


Figure 6: Chat topics

(Multiple responses were allowed)

Social media allows children and young people to be private, while simultaneously being exploratory, inquisitive and occasionally exhibitionist among their peers and chosen connections. In this way, young people in Kenya seek to create a private public.

Participants prefer to use SMS to chat with friends they know personally, and use Web-chatting applications such as Facebook to make new friends online and chat with them.

Motivation 2: Access to audio and video content.

Second to chatting, participants seek entertainment content online. In addition to gaming, downloading or accessing audio and video content is very popular. Listening to the radio or music online, sharing videos and pictures of oneself, and watching movies and YouTube videos were all frequently cited.

I like everything that has to do with electronics and exploring. I saw my big brother using Google to get to music and movie sites and I asked him how to go about it.... [Male, 15-17, Nairobi South B]

Sharing this audio and video content, including games and movies, is also popular. Some children and young people carry portable hard disks full of music, movies and games they

might share with or recommend to their friends and schoolmates.

Motivation 3: Children and young people are curious and eager to seek new information.

These children and young people are looking for alternatives to traditional sources of information such as mass media or older people, on a wide variety of topics, both popular and esoteric, but solely of their interest. They want to stay current on all information, ranging from research to help with homework to celebrity gossip.

Entertainment related information on sports and film celebrities is popular, and both boys and girls keep up with this information online.

Search engines such as Google and other websites on the internet are an easy way to inform themselves about issues ranging from geography assignments to celebrity gossip. Also, as the main device for accessing the internet, mobile phones have become a search and information-gathering and sharing tool. Participants seek and share information on health topics such as nutrition, sexual health and substance abuse. Some also use the internet to assist them with their school work and add to their knowledge on courses they are enrolled in:

Teachers taught us how to Google and from then I started doing my own research, I remember the first time that the teacher introduced us it was about territories and geographical areas and it was really interesting. [Male, 15-17, Nairobi South B]

Yet, digital media is not an integrated part of the school curriculum and learning. Many children and young people spoke of computer labs in their school; but it was often in terms of a separate class on “computers” or “software” rather than a practice of integrating digital media with all coursework.

Whether it is due to lack of resources or lack of technical know-how at the institutional level at schools, children and young people do not currently have exposure to an integrated

approach to learning, combining offline and online learning. At home, few parents understand or encourage the use of digital media to supplement education. In fact, often parents limit digital and social media use on the grounds that it will hamper learning and take their children away from their studies.

As a result of this lack of support from parents and school administrators and teachers, most children and young people who participated in this study did not see the full potential of digital media as a supplement to their classwork. While they access a wide variety of information and content, and many share it with friends, fewer are active content creators. Only nine participants said they wrote their own blogs, although close to 50 participants said they comment on other people’s blogs. A little more than 30 participants also said they share artwork or stories online.

Motivation 4: Using digital media to pass the time.

Another overarching motivation for using digital and social media is to alleviate boredom; participants consider being online an easy way to pass the time. Using one’s mobile phone for texting, making calls, and accessing online and social media filled gaps of time throughout the day. This is particularly true for those with Web-enabled phones available to them at all times.

Facebook and Google are the most popular and most often mentioned sites. Besides Tubbidy and YouTube for videos and music, and Waptrick, a mobile content downloading site for games, Redwap/Wapred, pornographic sites, are regularly cited as a source of pornographic content for those who access it. (This is discussed further in the next section.) Twitter is considered good for instant updates such as football scores, but is not as popular as Facebook. Vuclip (a mobile video search site), and Zedge (a mobile content downloading site) are other popular sites.

Most participants use the internet and their mobile phones after school, in the afternoon, and late into the evenings. Most children and

young people are not allowed to bring their mobile phones or other cellular/digital devices to school. However, both boys and girls, who participated in this study, particularly in Nairobi, said they take their phones to school despite it being prohibited. They use their phones surreptitiously during recess and break-time or hide them under their desks when the teachers are not watching. Many boys said they take phones to school so they can share audio and visual content with their friends and romantic partners.

With the popularity of “friending,” a concept driven by Facebook, these young participants use the word “friends” to describe other young people from their school, neighborhoods, or other areas of their personal lives, as well as those they have met only online. Therefore friends might jointly refer to online and offline friends equally.



A continuum of user types

Digital and social media access and use habits increase and intensify along a continuum, delineating three user types among the participants.

The three groups are called the Dabblers, the Proficients and the Savvy Set, and, as participants' online access, use and engagement increases as they move along the continuum, occasionally, so does potentially risky or unsafe behavior. (Risk potential along the user continuum is discussed in the next section). While most digital and social media use fall neatly into these three groups, there is some overlap (see Figure 7). In addition, while some age and gender markers exist, these are not fixed. On average, boys are earlier users than girls and more experienced at an earlier age.

In general, these groups represent the stages of digital and social media access and use, not their demographic characteristics.

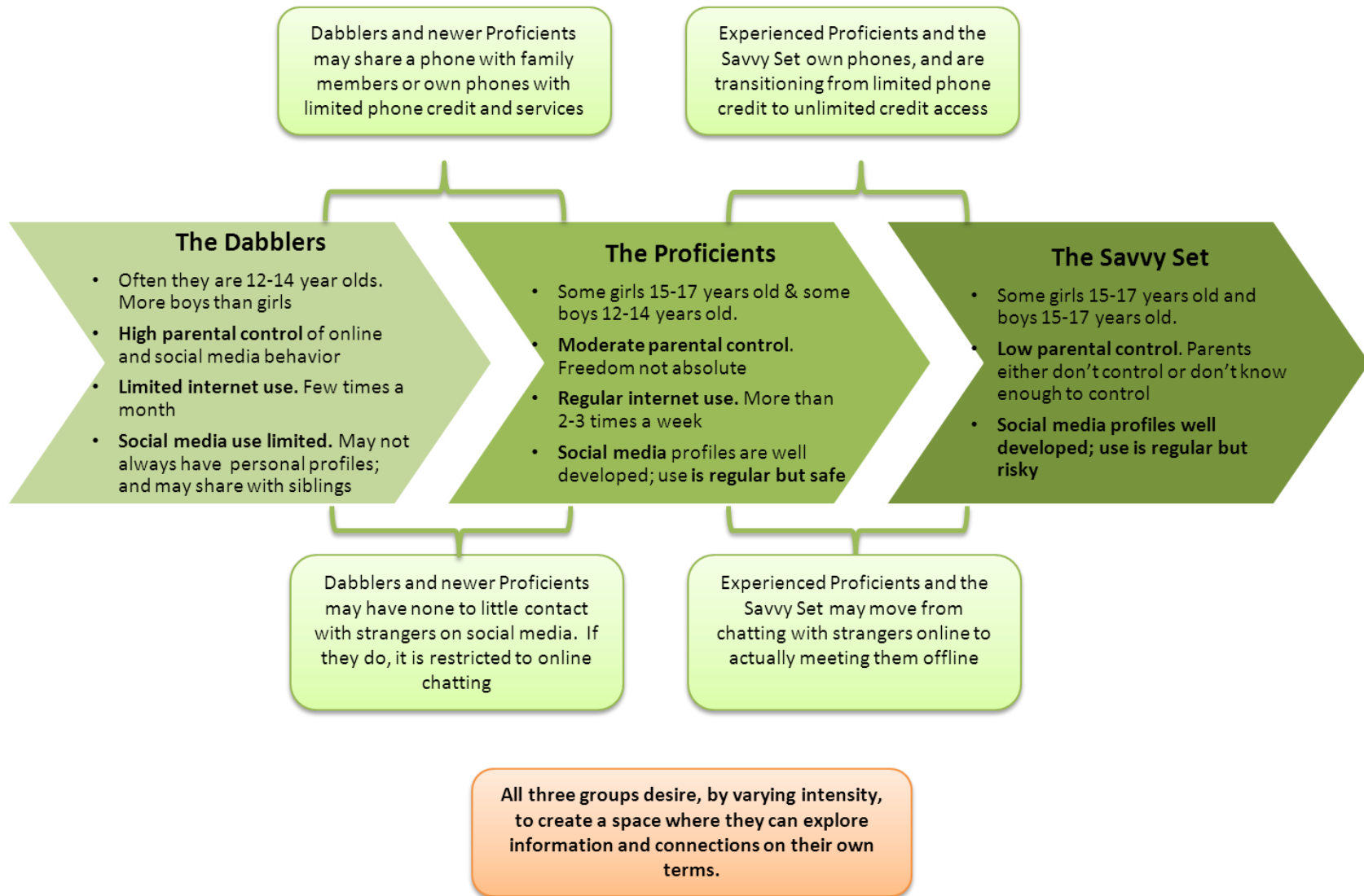
The first group, the Dabblers, includes novices, who are still learning to navigate the digital space. They either don't have full access to digital or social media technologies, or their access is limited or restricted by parents or financial constraints. Dabblers generally tend to be younger (ages 12-14). In this age group, boys are slightly more likely than girls to have access and engage in regular use. Dabblers may not have a personal profile on a social media platform yet and may have very limited digital use. They are not in contact with people on social media sites that they don't already know in their offline lives. They may have searched for information topics online, but may not be downloading heavy audio/video content or playing online games. They tend to be younger and female.

The second group, the Proficients, is more advanced in their digital use. They have shared or private access to a mobile phone and the

internet. They have some access to phone credit and data packages for their phone, although it is certainly not unlimited. They may use the internet to help with their homework, and also play games and download audio/video content. They have a social media profile and are in regular contact with friends they may not have met before. They draw across demographic groups of age, gender and location.

The third group, the Savvy Set, is well versed in digital and social media technologies. But they may also display the most risky and unsafe behaviors. They have easy and regular access to mobile and internet devices. They may even have access to their personal computers and laptops at home. They have social media accounts they use extensively. They regularly use the internet for news, information and audio/video downloads. They are in regular touch with their online-only friends. Many might even meet online-only friends in public places, some of whom are older in age. Some report having negative experiences (i.e., the person they meet does not match their profile picture). The Savvy Set tends to be older and male. Often they come from wealthier and more urban neighborhoods.

Figure 7: User Continuum: Along the user continuum digital access intensifies and children and young people enhance their familiarity and ease with digital software and applications



Risky & unsafe digital use

Children and young people's digital use, which is framed by their need to explore, be inquisitive, be social or even exhibitionist among those they choose to befriend, may occasionally be risky and unsafe.

As Figure 8 shows, many participants of all ages accept friend or chat requests from those they have never met in real life. A smaller number may even give out their home address or phone number to such a person, thus compromising their privacy. In this section we explore (by user groups where applicable) the specific risks and safety issues with children and young people's online behavior in Kenya.

Fake identities, and seeking new friends and romantic partners online is exciting

Meeting new people emerges as a key motivator for online and social media use among children and young people. While online chatting and social media use also includes communicating and engaging with friends they know in the offline world, they are more emphatic about

making new friends. Many of those in the older age groups want to meet new romantic partners. Some want to use Facebook to meet friends outside Kenya. There is a definite thrill, according to these participants, associated with maintaining many loose and deep connections; there is an onus put on young people to increase and deepen these online connections:

I feel good when I chat with a thousand people.....I feel excited....I feel free. [Females, 12-14, Kawangware]

You can make friends, for example I'm from Kisii and someone is from Mombasa and you don't know that person. But through Facebook or the internet you can make friends with that person. [Female, 15-17, Kisii]

Figure 8: Risky and Unsafe Behavior
(Multiple responses were allowed)

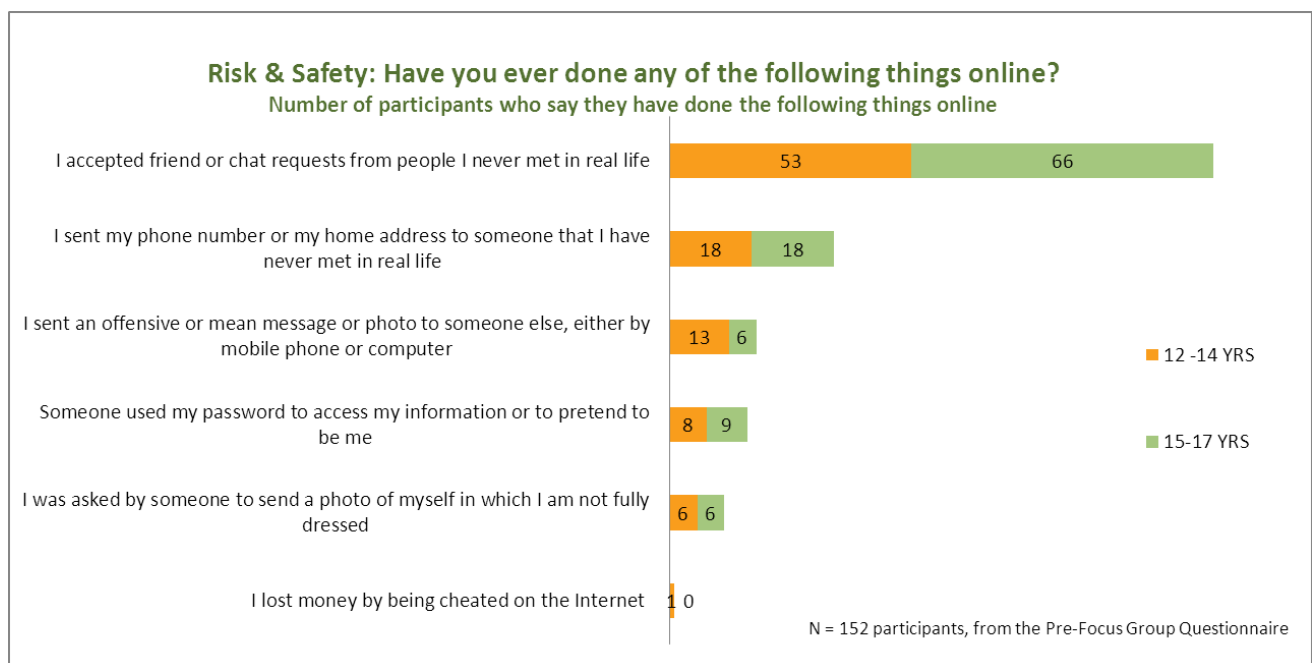
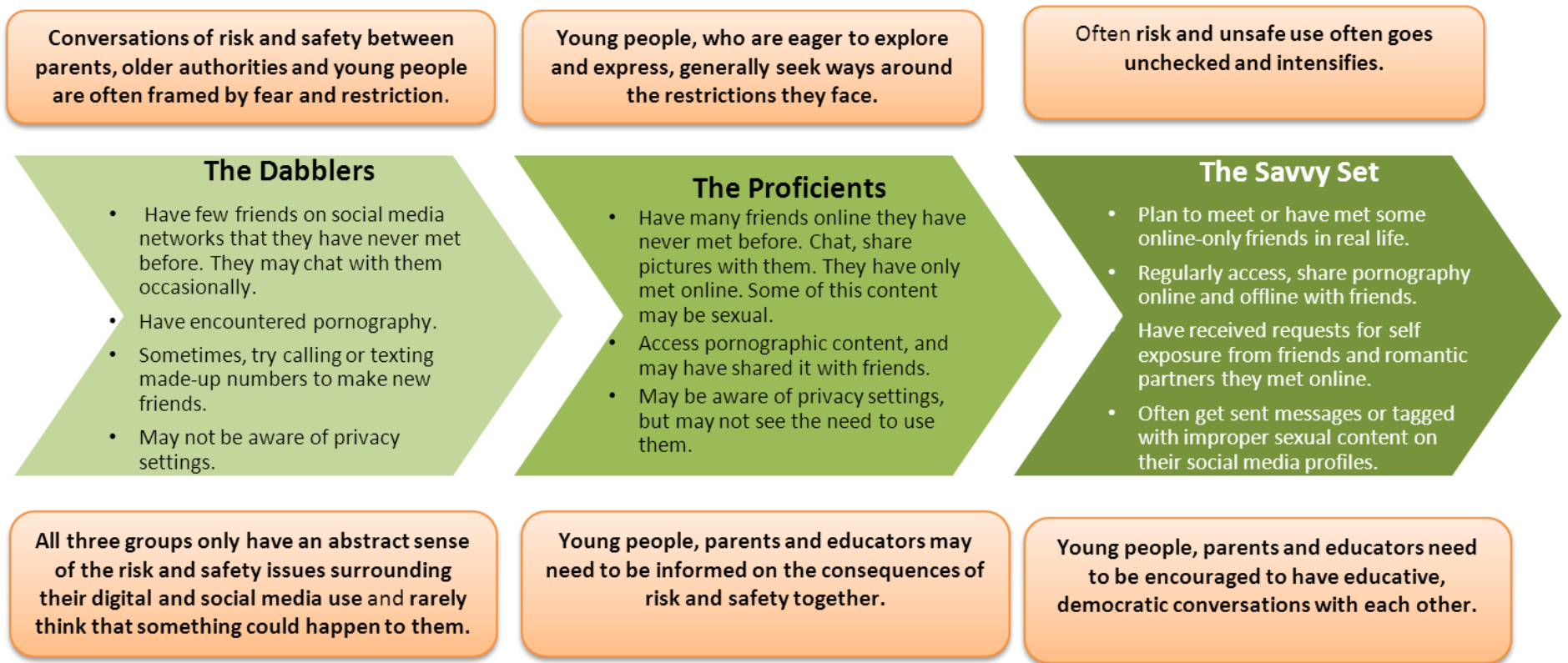


Figure 9: As the participants digital proficiency enhances, they might indulge in riskier and unsafe behavior



Some variation does exist, and younger, female Dabblers, who participated in this study, especially those aged 12 to 14, hesitate to accept friend requests from people they have not met before:

I saw a friend request from a person who was a man but his profile picture was of a girl. Sometimes I get requests from old men but I cannot add them since I do not know what their intentions are, I just chat with relatives and friends from school [Female 12-14, Kitui]

Another girl in Kisii took precautions to ensure she didn't befriend any strangers on Facebook:

All my friends on FB I have met first, as in they ask if I'm on FB and ask what name I use on FB then they send a request from there I do not have strangers sending me requests at all [Female, 15-17, Kisii]

Although these exceptions exist and the level of engagement differs, the experience of meeting new friends online seems to deepen with the increase in frequency of use and access. As they move from being Dabblers, to Proficients, to the Savvy Set, these children and young people often deepen their ties with those they have met online.

Privacy settings on social media sites, gaming sites and chatrooms are generally set at the default or very low. Children and young people want to be able to "drop in" on conversations and status updates from "new people." Many don't know about the specific details of privacy settings. Many say their main motivation for using social media platforms and gaming sites is to interact, comment, chat and exchange links and content with new friends online. These applications combine qualities of a virtual bulletin board, dating site, online chat and a

Meeting new people emerges as a key motivator for online and social media use among young people.

These children and young people create false identities so they can be invisible to their parents and other elders who might have their own social media profiles, or who may be monitoring their use.

point of access to multimedia and entertainment content.

Some, who belong to the Savvy Set, say that to allow for these casual interactions with several previously unknown online friends, they must have low privacy settings to their social media and chat profiles.

The issues of privacy of personal information aside, children and young people fear their parents or other authority figures will see their names and pictures and be able to find records of their online behavior. Some say their parents are online and a few have social media profiles. Therefore, these children create fake identities so they can be invisible to their parents and other elders who might have their own social media profiles, or who may be monitoring their use.

False identities can take on many forms - they may include using a pseudonym or a partial name (only first or middle names) on social media profiles or in chatrooms. They may also include using fake pictures on one's profile and lying about one's age. This phenomenon is common across all user groups. Dabblers and Savvy Sets all admitted to using some form of fake or secret identity online.

Someone can read your name and they will know where you are coming from.....so I use a fake one. [Male, 12-14 Kitui]

I don't understand why she is worried about being caught all she needs is a new name that nobody knows about and to search for all her relatives then block them from your page (Laughter) [Female, 15-17, Kitui]

The children and young people who participated in this study (especially those who were between 12 and 14) find the idea of being older appealing. They register themselves as older so they are “able to chat and meet late teens and young adults.” They even create fake personalities and jobs. When probed, they say no one wants to have online friendships and romantic relationships with school-aged young people; it is not “cool.” The young girls often say they are around 18 years old, and the boys pretend to be in their early 20s, which, according to the children and young people interviewed, are the “cool” ages for meeting attractive people of the opposite sex. With regards to Facebook in particular, the setting of their ages to 18 years old and above means that some of the safety measures that are automatically applied by Facebook for users below the age of 18 to enhance their privacy, do not apply⁵³.

We want to socialize with people who are older than us so that is why we put that age, so when you are chatting with such a person you just lie to them so that at least you can socialize with them. (Laughter) [Female, 12-14, Kitui]

Almost all who participated in the study said they posted fake pictures of themselves. This seems to happen for two reasons - the fear of being discovered by elders and the desire to appear intriguing and attractive to others. They upload an older person's picture (often someone famous). Children and young people also choose new online friends on the basis of their pictures and their perception of attractiveness.

⁵³ Facebook. “Minors and Privacy”.
<https://www.facebook.com/help/473865172623776/>

The private space, accompanied with a secret identity, gives them anonymity and confidence. Creating an online relationship seems easier than creating one face to face.

The comment below shows that physical appearance is an important factor in engaging with previously unknown online friends.

The feeling is 50-50 I might confirm or not depending on how good the person looks. [Female, 15-17, Kisii]

Some of these children and young people feel they need to look “better” than they do and post pictures of friends or famous people instead of themselves to meet more people.

And so, with fake names, ages and pictures, the digital and social media space is private, hidden from parents and guardians, where these children and young people can be who they want to be. The private space, accompanied with a secret identity, gives them anonymity and confidence. Children and young people can talk about things online that they might be judged for in the offline world - be it elders or even peers. Often young people find that they have inadequate offline outlets to talk openly about teen issues such as sex.

Creating an online relationship seems easier than creating one face-to-face. They can be bolder with online friends they don't know in real life, and not be reprimanded, as they might be in face-to-face communication among those they know. These two boys from Kisii speak about a certain confidence that chatting on the internet gives them:

On the internet you are more confident than face to face. There are some things you can say there that you fear saying face to face. [Male, 15-17, Kisii]

If girls have strict parents, you cannot even go talk to them because the parents may chase you away, so chatting becomes easier and you are more confident. [Male, 15-17, Kisii]

These children and young people want to meet new people and want to be able to speak about things they may be shy to bring up in offline lives. This interaction also operates on a continuum, with Dabblers who want see status updates posted by friends and see how others feel about the things they are going through:

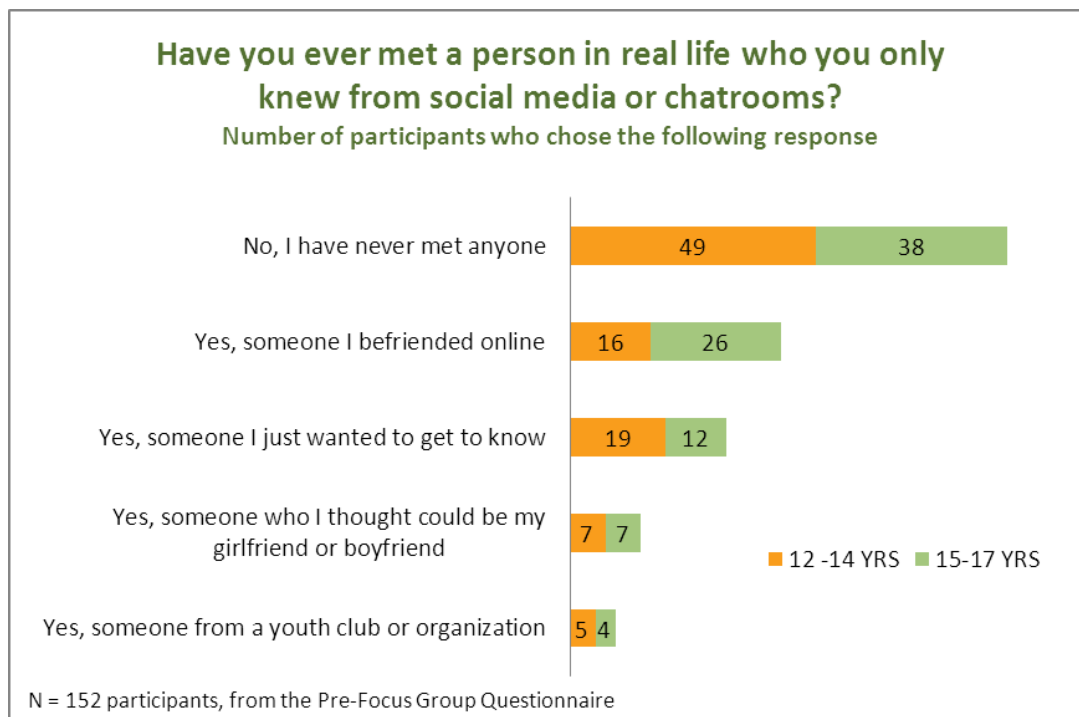
I like looking at people’s status updates on Facebook. Sometimes they can get really interesting, like for example my classmate said he had a headache and he got all sorts of advice from the friends he has on Facebook some telling him very funny things like ‘go out and eat some termites, it’s really funny. (Laughter) [Female, 12-14, Kitui]

They actually engage some of these online friends more deeply and have regular chats with them about a variety of content, both benign and potentially harmful. Though often harmless, these connections are strong and real, and provide support and companionship to young people:

I have this Indian guy in Calcutta who is a genuine friend and he helps me a lot when I’m stressed, I share with him and he encourages me a lot. The first time was I posted a status that said I was down and he inboxed me [sending a message on Facebook] and we talked about it, cannot remember what it was about but he really encouraged me and I was able to overcome it. [Female, 15-17, Kawangware]

Figure 10: Meeting friends from social media or chatrooms

(Multiple responses were allowed)



The Savvy Set may go as far as meeting with some of these previously unknown friends and romantic partners they have met online. While this may not be dangerous in itself, it can be risky when older adults pose as teenagers to lure young people to meet them. With these children and young people, especially those in the Savvy Set, expressing a willingness and desire to meet their online-only friends, they can be putting themselves at risk. Figure 10 shows that a significant proportion of children and young people (42 out of 152), who answered the questionnaire, have met someone in real life who they only knew online, through social media or through online youth organizations.

Motivations for meeting people are varied - some want to build friendships, and others want to find romantic partners:

Some people like dirty chats and meet the guys who chat like that, but I find a guy who is sensitive and kind and thoughtful really interesting and if he is cute on his photos I would meet him to see if the photographer did him justice. I also like a guy who is focused; there are guys you block the same day you confirm since after confirming them they are all over your wall commenting on your photos, smearing vulgar words on your wall, such guys are idiots and not worth my time. [Female, 15-17, Kitui]

Meeting online friends or romantic partners in the offline world can be particularly risky due to the possibility of older people acquiring fake identities to deceive children and young people and force them into sexual relationships, kidnap them or cause other harm. Girls, meeting previously unknown boys/men, who they claim are their romantic partners, may be at particular risk.⁵⁴

⁵⁴ The 2010 Kenya Violence against Children Study (VACs) found that 11 per cent of males and four per cent of females interviewed, had experienced sexual violence. For females between 13 and 17, who had experienced sexual violence,

Children and young people, especially those in the Savvy Set can be putting themselves at risk by expressing a willingness and desire to meet their online-only friends, offline.

Female participants in poorer remote areas like Kitui and poorer urban locations such as Kawangware indulge in riskier behavior. In these cases, the gap between their digital use and skills, and parental awareness of their use and skills is wider, and they may often put themselves at greater risk. The desire for a life that is different from the one they have is a strong motivation for initiating contact with appealing people online. Setting themselves apart from their counterparts in richer and often more informed environments, some children and young people in urban poor or rural poor neighborhoods, especially girls aged 15 to 17, described moving in and out of offline sexual relationships. Some of these relationships are with much older men:

My guy is a bit older, we met on Facebook. He had lied about his age and said he is 20 and in real life he is 35 years old, I do not like him much but he gives me some money regularly, sometimes I have this feeling like he is married but the money is good and I have not slept with him though he is starting to really insist that I meet him in a private place but I keep telling him I'm in school just to buy timeI told him I am a virgin just to keep him interested....The more interested he is the more money I am able to get from him, I am a hustler and I need to make ends meet, I need nice clothes too[Female, 15-17, Kawangware]

the most common perpetrators were boyfriends/romantic partners (25 per cent), followed by neighbors (20 per cent) and friends/classmates (20 per cent). For males, the most common perpetrators were friends/classmates (35 per cent) followed by girlfriends/romantic partners (30 per cent) and neighbors (23 per cent).

Girls between the ages of 15 and 17, who have dropped out of school in both Kawangware and Kitui, see social media as a way to find male friends who will give them money to support themselves. They see it as a road map to a better life since most of them have no steady jobs and no sources of income. The friends or boyfriends they meet online solely for the purposes of getting money from them are called *sambaza boys*. *Sambaza* is a Kiswahili word that means share and spread. It was first popularized by Kenya's leading telecommunications company, Safaricom, when it launched a system that allowed users to share mobile phone airtime.

Mostly with my boyfriend too, flirting a little at night and telling him he looks great on his pictures so as to make him send me some money for my allowances... We met in FB and we mostly talk on FB if it's not face to face.... [Female, 15-17, Kawangware]

Another way for connecting with new people is via mobile phone functions such as SMS, MMS and calling. Some Dabblers, who were 12 to 14 years old, said that they call or text random numbers to see if they can meet new people:

There was a day I chatted with somebody I didn't know, the person pretended to know me but we had never met. The person said we met and I gave him my number, but I don't know where this person came from. So, we just continued chatting till we became friends on the phone. So I wanted to see who this person was. So, I called this person, and we agreed on a place where we could meet, so that is when I came to know the person and we are still friends up to now. [Female, 12-14, Kisii]

Accessing pornographic content is common

Sharing pornographic content is the second most commonly mentioned risky activity, after

meeting online-only friends, offline. Many participants in the study reported having encountered sexually explicit content via the internet on computers and mobile phones, with some sharing it on DVDs and hard drives with. However, participants define pornography broadly. What they call "adult content" or "dirty sites/pictures/videos" or "XX content" can refer to adult pornographic movies, videos and images, to X-rated games, to less explicit, sexually-suggestive and racy images.

Level of access (and sharing) of sexual or pornographic content and the frequency of this access seem to increase with age, and with greater ease of access to digital and social media technologies, i.e., it increases along the user spectrum described earlier. Additionally, though access is fairly common among participants of this study, frequency of access differs. Although many participants have accessed or shared pornographic content a few times in the past, some, especially boys from the Savvy Set download and share this content more regularly. Many female participants say they don't access this content themselves, but boys in their lives (friends or boyfriends) often send them videos or suggestive pictures to watch or ask them to watch it together.

Besides age, and to a lesser extent, gender, other demographic factors such as coming from urban, rural environments as well as from households with differing income levels had little influence on access to pornography and a preference for it. Young participants from varied groups admitted to having encountered sexually explicit and pornographic content.

Though they may not always seek out this content, many participants said they were curious when it was sent to them:

It is not good to watch these movies because they will spoil your morals.....But most teens talk about them so I guess curiosity also contributed to me watching. [Female, 12-14, Kitui]

Online pornography is accessed offline via movies on CDs, and widely shared between young people and classmates:

Out of curiosity I asked a friend in class who told me she can bring me a CD from her older brothers room, she said he has lots of them, it was last year and he was in form four [tenth grade] in boarding school, she brought me one and since then I started watching when alone in the house, I get them from different classmates we always exchange. [Female, 12-14, Kitui]

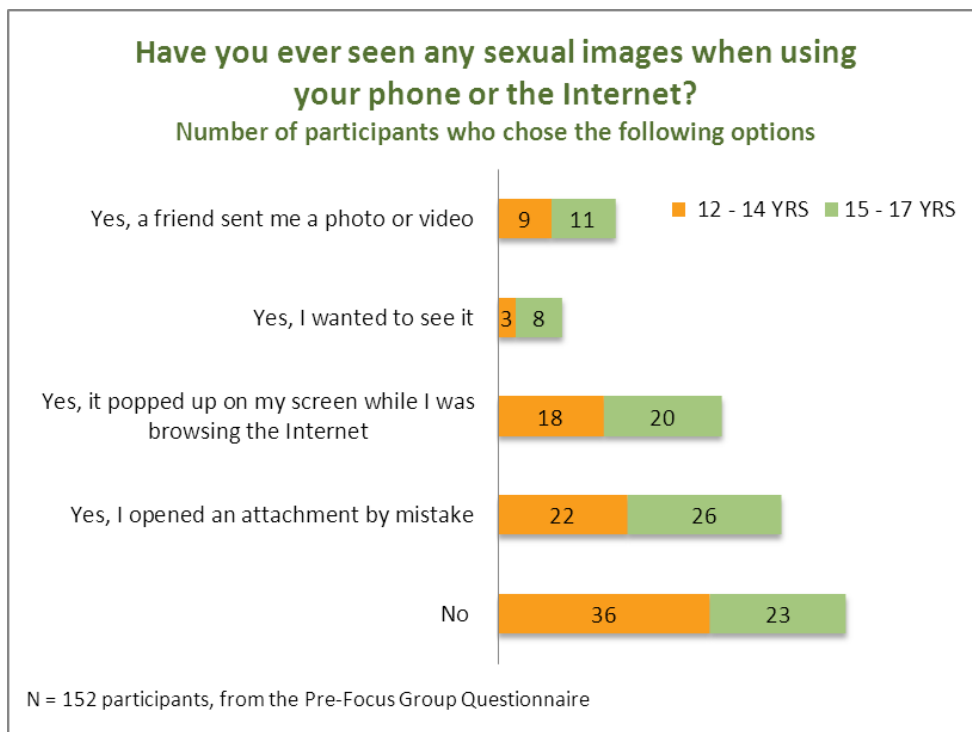
Pornographic content is also fairly pervasive in schools, with many young boys in this study saying they brought storage drives or mobile phones to school, containing pornographic content. Sometimes they watch it together with their friends on the school premises. Others access this content at home, with friends or even siblings, when the parents are not at home. Accessing this content at a cyber café is less common because of the public nature of the place and the fear of being caught by family and

other elders, they may know.

Both male and female participants said they use code words for accessing pornography when adults are around and take great care to hide this content from parents and other authorities. Pornographic movies are called “Norpo” movies or black movies among young people. Wapred/RedWap is the most common site for pornographic material. But some people also see Facebook as a site to view explicit images and during discussions named Facebook groups that featured graphic content. While Facebook claims to take out pornographic images, a check of these sites on Facebook revealed that these images were at least temporarily active.

Often, dipping their feet in the world of pornography with limited privacy controls means that children and young people invite all kinds of posts and comments on their profiles and Facebook walls. This is another reason why young users want secret or fake identities. They don't want parents and elders to be able to see that they have accessed such content.

Figure 11: Pornographic Content
(Multiple responses were allowed)



Suggestive self-exposure and sexual conversation can be part of interacting with romantic partners online

Sexually explicit conversation is more common than suggestive self-exposure among children and young people in this study. Among participants, it is common for those in online romantic relationships to have sexually laden conversation, exchange pornographic content or sexual jokes amongst each other. Often romantic couples watch pornographic or sexual content together. The risk increases, if these children and young people are engaging in such conversation with people they have never met offline before.

The link between online-only friends and requests for suggestive self-exposure is common between participants in this study. Often in conversations with some of their online friends or romantic partners, sexual conversation can move to demands for self-exposure. This is a more recurrent experience for young girls than boys. Here too, there is a difference between regions. Girls in more urban and prosperous regions such as Nairobi South B and Kisii, are more aware of the risks of self-exposure, and know when to pull the plug. One girl said:

This guy I befriended on Facebook, he started telling me to send him photos of myself without clothes on, I told him I can't, he insisted and I refused, he then started [verbally] abusing me and I called him a few names too, he could not stop and I shared with my older cousin who blocked him for me. [Female, 15-17, Nairobi South B]

But girls' reactions in Kawangware and Kitui were varied- some comply and others resist. In these neighborhoods, some of the young girls who participated in this study made online friendships to reap financial benefits. In these cases, requests for the girls to engage in self-exposure and sexual conversation are even higher. These girls also said they often hide a

majority of their digital use from their parents. Lacking information on the risks of this behavior from parents and elders, girls might often comply with requests from their online friends and endanger themselves further.

Cyberbullying, defamation and hateful content is common

When asked about cyberbullying, specifically, many children and young people in this study said it is not common online or on social media networks. However, when given some examples of cyberbullying, such as sending hateful content via online chat or SMS, or spreading rumors or posting hurtful or defamatory content on a social media profile, these young people reported incidents occurring fairly often (see Figure 12). However within focus groups, it became clear that the term cyberbullying is not widely used or recognized to describe such behavior.

Many of these incidents left them embarrassed and hurt:

When I receive bad messages I really get shocked. I have never sent but I have received. It was a bad message from a girl. She accused me of being naked with another girl. It was a lie. She was my girlfriend before and we had a misunderstanding. [Male, 12-14, Kitui]

When someone calls you an ugly slut [on Facebook] that is abusive. [Female, 15-17, Nairobi South B]

If not bullying or defamation directly, children and young people are embarrassed by online friends who post or tag them in with sexual content, which appears on their profiles:

Sometimes, people [you meet online] comment with dirty languages on your wall which can portray you in a bad way. Even

worse you can be tagged in a photo of a nude person, can you imagine what would happen if you're mum saw your wall? You would be taken to jail. (Laughter) Female, 15-17, Kawangware]

This behavior seems to be more common via mobile phone than online or through social media. Interestingly, of those who said they had experienced any bullying or defamation or hateful content online, 51 out of 89 people said they did not “know” the person or people sending the message or posting things online about them. This leads to additional links between interactions with previously unknown online friends or romantic partners, and risky and unsafe online behavior.

Figure 12: Cyberbullying, Defamation and Hateful Content Online
(Multiple responses allowed)

Privacy violations are frequent, targeted marketing is not

Children and young people, who participated in this study, seek privacy from elders, but most of them are fairly lax with their personal information online. In fact privacy with regards to their personal information does not seem important to them.

When asked if they would provide their personal information to be able to access gaming sites, more than half said they would readily provide their name, email address and phone number. The remainder said they would give fake details or navigate away from the sites.

When probed about privacy, many children and young people stated techniques they use to hide their digital and social media behavior from parents and teachers. Often they save their social media apps on their phones using different names, or hide them behind folders so that anyone who picks up their phone at home cannot find their conversations.



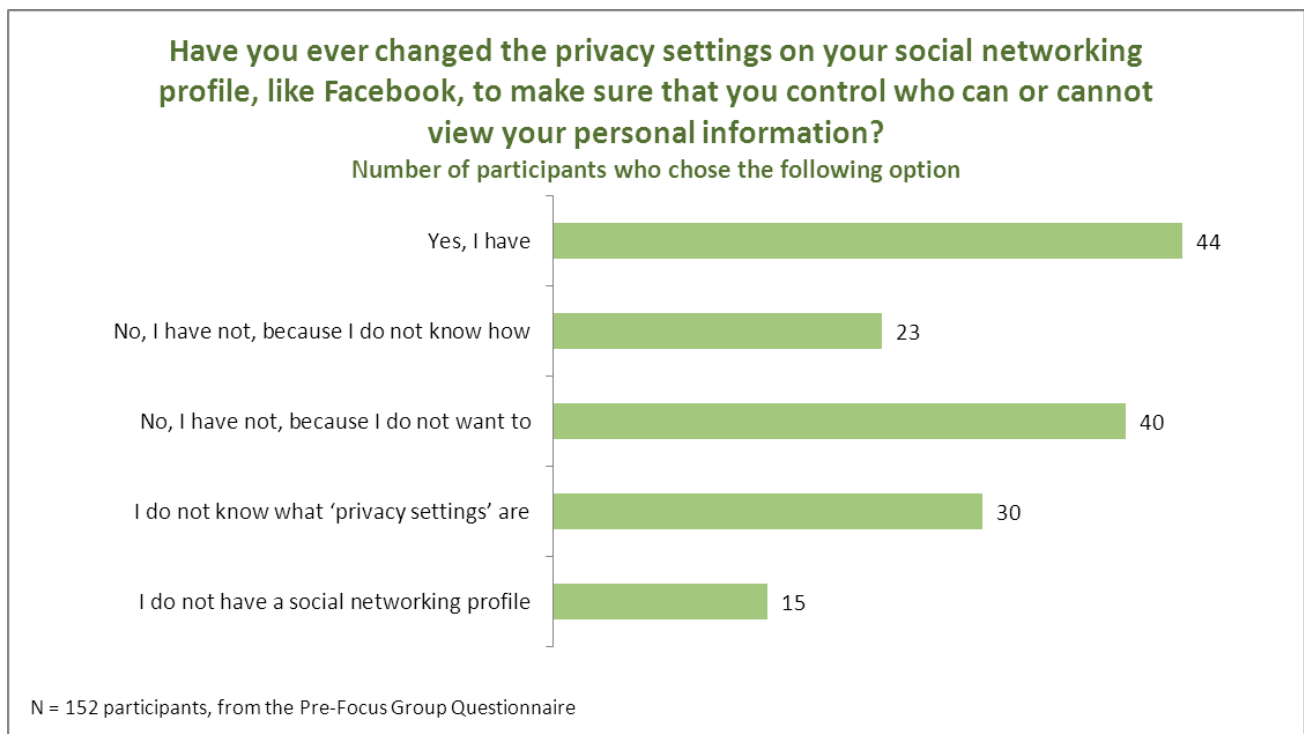
Both at home and outside, the mobile phone is a very handy device for privacy from elders. The mobile phone is more private than the personal computer, which is generally situated in the common area of the home. It is also better than the cyber café to some. Though they are away from their parents at a cyber café, many said if someone in the café sees them watching pornographic content, that person may tell their parents about it. In one case, the school administrators had prohibited its students from visiting cyber cafés.

About one-third of the participants in this study did not seem to be aware of the privacy settings on Facebook or other social media. Many, who are aware, only have a very basic understanding of how to activate them. Though they are aware of searching for a wide range of information that is of interest to them, information on risky online behavior and safety precautions is rarely, if ever, sought. Seeking information on privacy settings for various social applications also is a low priority. This could be attributed to their accessing Facebook and other social media via their mobile phones, which does not give options

on privacy setting. However they know how to block individuals they do not like.

Though children and young people are a vulnerable target for product marketing, half the young people said they had not received any emails, SMS or social medial alerts related to certain products for young people. Buying products and services online came up rarely. While spending money on online games came up in the interviews, it was mentioned by only a few young people. Very few of them said that they had been cheated out of their money online.

Figure 13: Privacy Settings



Perceptions of risks and safety

Currently, parents, siblings and friends are often the main sources of information on issues relating to risk, protection and safety (see Figure 14). It is interesting that while children and young people often say that their parents don't know enough about this, a sizeable proportion of children and young people also said they did not know where to find this information.

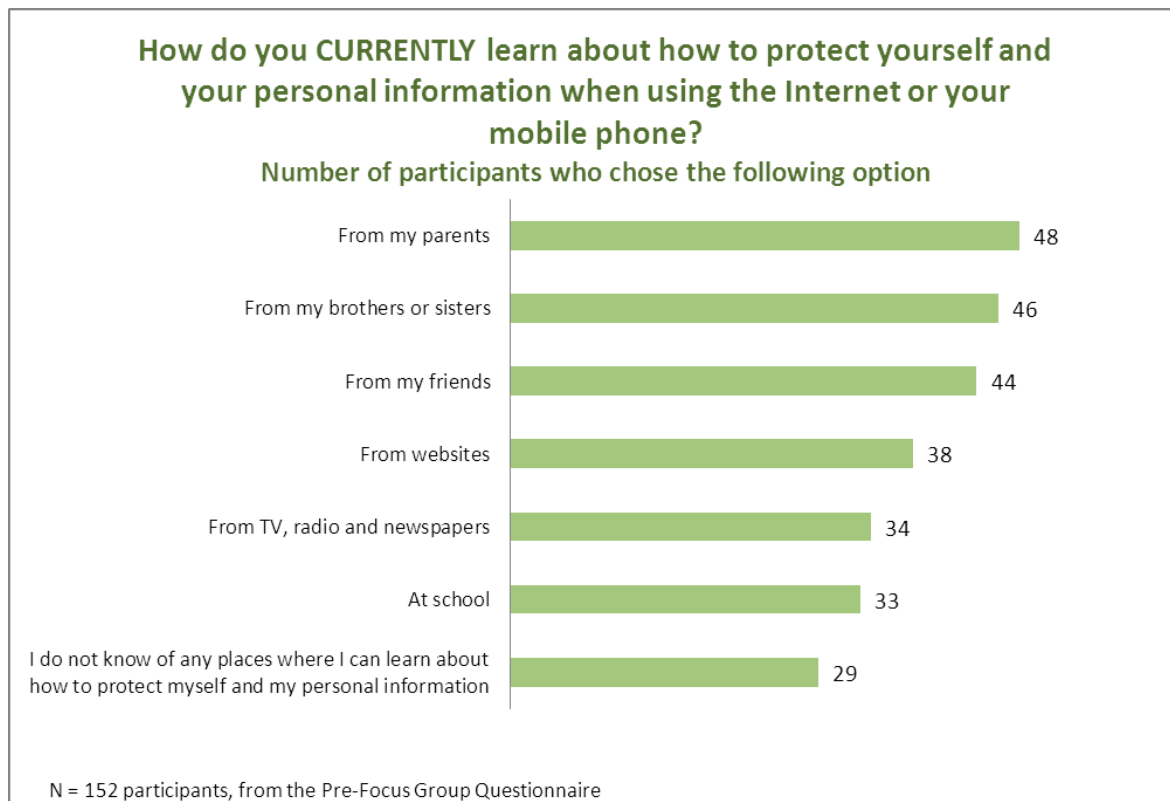
Fear among some, and a casual indifference in most

Some children and young people, who participated in this study, have had a fear of digital and social media instilled in them. As chart 13 shows, parents are the top source for information about digital safety. However focus groups show that parents are not giving their children practical digital safety information. While many parents caution their children on digital use, the conversation is framed by their fear that the young people will fall behind at

school, or their characters' will be ruined because they use the internet too much. This is true for most parents, according to participants, but more prevalent among parents with lower ICT skills and usage.

As a result, some participants, who are influenced greatly by their parents, have learned to fear the negative consequences of digital and social media, as described by their parents, and they may even abstain from risky behavior because of it. However, children and young people haven't received accurate information on safety precautions they need to take online:

Figure 14: Digital risk and safety information today



I am afraid of meeting someone on Facebook physically then they might kidnap or rape me. I was told by a friend that older people target people our age to kidnap and ask for ransom and they get their physical address on Facebook through the status updates like when someone says she is at central school and also putting your number on Facebook is not good they can track you through that. [Female 12-14, Kitui]

A very small group of young people are aware of the risks they face and know how to avoid them:

Unlike Facebook, 2go [a mobile messenger and chat site] has no option of sending pictures therefore avoiding bumping into "dirt stuffs." As it also has privacy in that if one dares to send a nude picture it will be immediately blocked. [Male, 15-17, Kitui]

Interestingly, most participants said they are aware some of their behavior may be considered "risky," but they do not consider it risky enough to stop. All three user groups only have an abstract sense of the risk and safety issues surrounding their digital and social media use. While these young people may know that someone engaging in the same risky and unsafe behavior as they engage in might get into trouble, they rarely think that something bad might happen to them. A young girl from Kitui summed up her reaction to risk and safety:

It all depends on what the motivation is, you see immorality is what we find interesting, anything about sex sells in this generation, that is why am saying the bad is heavier because the good people who are not driven by immorality are few online, most of us want all the bad things, the porn the flirting all these make the net [Internet] more interesting. [Female, 15-17, Kitui]

Most participants said are aware that some of their behavior may be considered "risky," but they do not consider it risky enough to stop. Consistently, across all user types, friends and having fun outweigh risk.

Many spoke casually about getting to know previously unknown online friends or romantic partners on a social site and then meeting them offline in a public space.

Though not representative, this articulates a certain feeling prevalent among all children and young people who participated in this study. There is a fascination with what is considered morally wrong in society, such as sexual content, sexual conversation, and it does belie some, if not most, of the risky and unsafe online behavior.

Consistently, across all user types, friends and having fun outweigh risk. These children and young people consistently rated "risky behavior" as a five on a scale of one to 10, with 10 being the riskiest behavior. The perception is that there is a chance something bad could happen, but chances are you could meet some cool people. Stories of people getting kidnapped were mentioned, but the participants seem to think that the risk of being kidnapped only applies to other people. Many do not personally know of anyone who experienced problems as a result of meeting online friends and romantic partners in an offline setting, and describe such negative events as very rare and just bad luck. Many spoke casually about getting to know online-only friends or romantic partners on a social site and then meeting them offline in a public space. But when probed on the risk of meeting such online friends in public, several retracted a little, and said, "Oh well, I take a friend along for such meetings," or "Oh, I only meet in public spaces."

We don't meet the person [online friend] alone, we are always accompanied by someone else. [Male, 15-17, Kawangware]

In fact, it became apparent these children and young people were more concerned about deception or people using false identities because of superficial reasons rather than any risk to their safety. Especially for the girls, who interact with online friends and romantic partners, the bigger concern was if the person they planned to meet was going to look like their profile picture, or would they be much older, less attractive or uncool:

I had a friend and she was on Facebook, so she started chatting with someone she thought was her age, so they planned for a meeting. When she arrived there she called him to see who will pick the call, when she called, she saw an old man picking the phone. She realized that the person was an old man almost the age of her father, so she was ashamed and left....if he was younger, like her age, she would have definitely met him. [Female, 12-14, Kitui]

Risk perception of accessing pornographic content is especially low. In most cases, the need to watch pornography is normalized in young people's minds. It is considered inevitable for this age and period in their lives. They may be hesitant to talk about it at first, but they are certainly not ashamed or afraid to admit to accessing pornography when asked directly. Besides friends, older siblings or cousins also can be access points to this content, and this further normalizes it in these young people's minds. The following exchange between two boys illustrates how one participant's hesitation to receive and view pornography is dismissed by the other's ease and confidence with it:

Male 1: If you open your Facebook and find that someone has sent you a pornographic movie, you abandon the person.

Male 2: Why should you when the person has just sent you a movie; you know a movie is not life you abandon the movie.

Male 1: Okay I agree it is not life but what if the person sends another one, you will report the person.

Male 2: Why should you report the person, when they have just send you a movie, he has not done something bad, he has just send you a movie, is it a must you watch that movie?

[Males, 12-14, Kisii]

When these children and young people encounter cyberbullying, hateful content or sexually explicit content, it is not always perceived as a security risk in their minds. They simply block these people online or on their phones, and move on to the next thing. If it's via phone or text - they simply block the phone numbers. They might write back with hurtful messages of their own, but it is rarely something they would discuss with parents or elders.

In general, when they encounter unsafe or negative experiences, the participants said they speak about it with their friends and siblings, and often ask for advice. Parents, guardians or teachers were not mentioned. The availability of helplines for children or young people were not mentioned, nor were they aware of any resources online or offline they could access to report risky, unsafe or negative experiences.⁵⁵

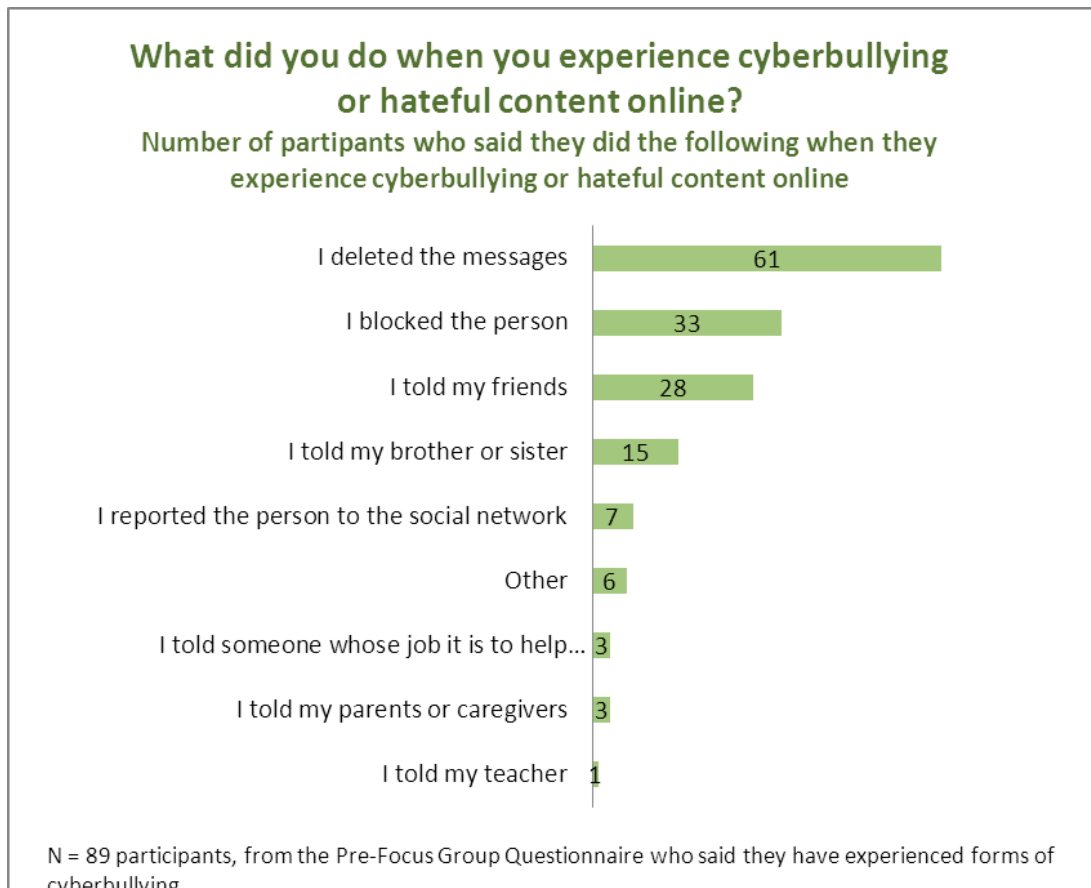
⁵⁵ Despite lack of awareness among young people, helplines do exist in Kenya that provide help on various matters to young people, including violence and abuse. For instance, Child Helpline 116 provides a direct interface with children, thereby ensuring that their voice is consistently heard and acted upon in a timely fashion. UNICEF Kenya, together with Child Helpline 116, have collected national level data, analysis of trends on young people's issues and found that child abuse, namely gross child neglect, child physical abuse, escalating child sexual abuses (especially sodomy) are common in the family home as well as in public and community institutions such as schools and religious center (madrassa and Sunday school settings). These forms of abuse nationally are mirrored in similar fashion in all regions of Kenya.

In the future, participants responded that they want to learn about digital safety, but they would like to do so on their own terms and from people they can relate to. They want to learn from their siblings or peers and through role models their own age (Figure 16). Children and young people say they want to learn about digital safety while they are searching online for other information. They want an interactive, digital and collaborative learning environment where they can discuss digital safety issues and their own digital behavior freely and openly.

While they are interested in learning from their parents, they don't believe their parents possess the necessary information or skills to inform them. There is slightly lesser interest in learning from mass media or through the school environment. Very few said they did not want to learn about protection and safety at all.

Figure 15: Reaction to cyberbullying

(Multiple responses allowed)



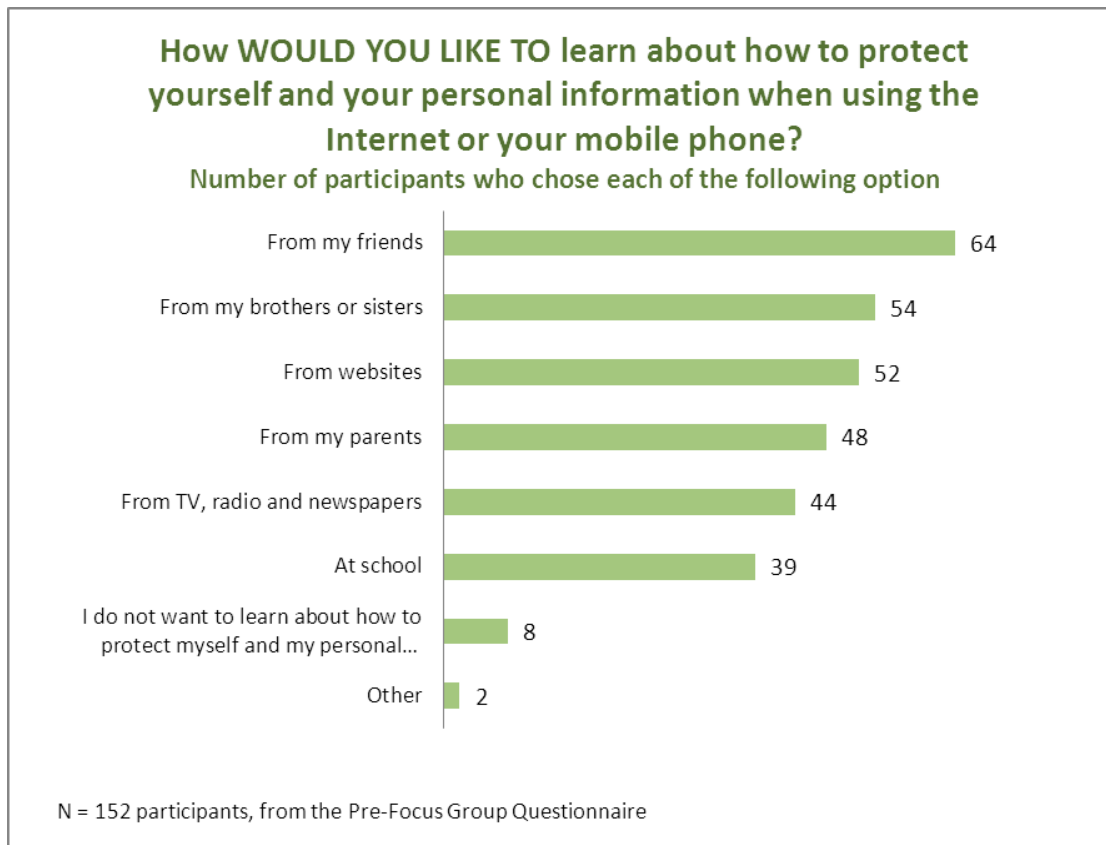
The Parent Gap

There is a substantial gap between these children and young people's digital media skills and behavior and 1) parental awareness of these skills and behavior, and 2) parents' own digital know-how.

Parents, as well as school authorities, often lag behind young people in their knowledge and skills in the digital space, although some exceptions exist in more urban and affluent neighborhoods. With many children and young people accessing the internet on mobile phones outside their homes, they are often unsupervised by their parents. Parents are often unaware of their children's digital media skills and behavior. This knowledge gap between young people and older family members is even greater for those living in poorer urban neighborhoods such as Kawangware or rural areas like Kitui. Here are two girls in Kitui talking about how they use social media without their parents' knowledge:

I cannot say I'm on Facebook [to my parents], I play dumb, I say I don't even know what Facebook is all about before my parents, it's illegal in my house. When mum asks about Facebook I'm like 'mum is Facebook that site that really misleads girls, I don't think I want to join such a site, I prefer going to church and choir practice.' (Laughter). My dad does not even know that I have a phone; I just put it on silent. [Female 15-17, Kitui]

Figure 16: Digital risk and safety information in the future



Participants say their curiosity for information and connections online is juxtaposed with control exercised by parents. It should also be noted, older people in the community, grandparents and relatives, authority figures at school and others these young people meet in public places can also control their behaviors. For example, if they encounter children and young people accessing unsuitable content at a cyber café, they may inform the child's parents. This makes the circle of control bigger.

While this circle of control is considered commonplace and inevitable by most, for some of these young people, it creates a sense of frustration and lack of physical and mental space. Participants in this study said many parents, as well as other authority figures, are trying to control behavior they do not understand fully. Many said they know much more than their parents do about using the internet and social media.

Yet, the more parents try to control their adolescent children, the more these children and young people are attracted to what is prohibited, seek to explore on their own terms, and try and conceal their behavior from their parents. Thus, risky behavior may go unchecked. This digital knowledge divide between these children and young people and their parents (and school authorities) can lead to a tense dynamic between them. Parents are responsible for the care and protection of their children; but the less they understand about the digital world, the more fearful and worried parents can become about the negative impact of digital media on their children. This can lead them to control their children's behavior even more. This is more common for the parents of the younger age group, between 12 and 14, and truer for girls than boys. Young people on the other hand, facing such control, might feel a greater need to rebel and go to great lengths to hide their digital use.

Many said the computers, laptops and tablets in the house were shared, so they preferred to use them when they were alone. Others said they use their phones after dinner, when everyone

was asleep, to text or chat with friends or access sexual or inappropriate content online. One young girl in Nairobi spoke about her parents casually searching her bag and mobile phone regularly. As a result, she hid some mobile phone applications under pseudonyms and within hard-to-find folders so they could not find her chats and messages. Another spoke about creating alternate social media accounts:

Just imagine, I'm only allowed on FB on Friday and even then I should post something that makes sense, not nonsense, this has made me open three different Facebook accounts⁵⁶ that he [older brother] does not know about but am still afraid of him, he is a monster. I like posting porn videos and nude pictures, not mine but I find it fun I don't want him on my back so I have alternative accounts. [Female 15-17, Kitui]

Participants said their parents often use fear, instead of informative conversations, to restrict online and social media use, and they don't provide explanations for their restrictions. It is rarely about educating young people on their digital safety. According to the participants, some parents tell their children that social media is bad for their character development, and others tell them the internet and social media distract them from their studies. Some children and young people said they would prefer to have conversations or explanations:

I was warned by my aunt not to confirm people [as friends on Facebook]. I don't know because they could do me harm, she never really told me what harm would come my way but she was very stern with me on this issue. [Female, 12-14, Kitui]

Finally, as a result of the knowledge divide between children and young people and their

⁵⁶ Potentially using distinct email addresses or phone numbers.

parents, the conversation about risk and safety is rarely balanced by the emphasis on the usefulness of the internet relative to learning, research, commerce, etc.

Few parents understand and encourage the use of digital media to supplement education. In fact, often parents limit digital and social media use on the grounds that it will hamper learning. At the institutional level (i.e., schools), young people do not adequately combine offline and online learning for coursework, which may be due to lack of resources or the instructors lack of technical know-how.

As a result, most children and young people who participated in this study, only hear about the negative aspects of digital use from both parents and other authority figures, and do not hear enough about the potential of digital media as a supplement to their learning in schools and at home. This gap also serves as an opportunity for further development

Participants said their parents often use fear, instead of informative conversations, to restrict online and social media use, and they don't provide explanations for their restrictions. It is rarely about educating young people on their digital safety.

Conclusion & Recommendations



Conclusion & Recommendations

Conclusions:

Social and digital media use is an integral and growing part of the lives of young Kenyans. The changing media landscape in Kenya, particularly with the rise in the cheap availability of Web-enabled mobile phones, has also changed the way these young Kenyans seek information and news, make new connections and entertain themselves. Many use the internet regularly and most have access to a shared phone or their own personal phone, with internet access.

As the mobile phone is the main point of access to the internet, many children and young people, who participated in the study, switch fluidly between using the internet and using the phone. The words chatting, texting, messaging, are used interchangeably to refer to communicating with friends online via emails or social media platforms or via mobile phones (SMS or calling). While describing their digital use, they do not separate mobile phone use from internet use. It is part of an integrated digital experience.

These children's and young people's digital use is framed by their need to explore and be inquisitive, social or sometimes even exhibitionist among those they choose to befriend. This occasionally may lead to risky and unsafe behavior. Many befriend people online they never previously have met in their offline lives. They have a blurred distinction between online-only and other friends from their school, neighborhoods, or other parts of their offline lives. Whether they see their "friends" at school every day or they only know of each other through Facebook chats, these children and young people refer to both groups as their friends. Some may try meeting these online-only friends offline. Most young people regularly encounter, access and share pornography using

Web access on computers and mobile phones, or sharing DVDs and hard drives containing sexually explicit content. They often create fake identities and aliases to be able to chat with online-only friends and access pornographic content freely.

Awareness of risk and the consequences of unsafe digital behavior among these children and young people is very low. They have an abstract sense of the risk and safety issues surrounding their digital and social media use and many of them think that repercussions of risky behavior only happen to other people. Others do not think meeting online-only friends or suggestive self-exposure may be risky. These young people want to learn about digital safety, but they would like to do so on their own terms. They want to learn from their peers and from information they can find online.

There is a substantial gap between children's and young people's digital media skills and behavior and 1) parental awareness of these skills and behavior, and 2) parents' own digital know-how. Children and young people tend to acquire and advance their digital abilities quite quickly, learning most often from siblings and peers about general use and specific websites, and applications. As many children and young people access the internet on mobile phones and cyber cafés outside their homes, they are often unsupervised by their parents. This knowledge gap between young people and older members of their families is even greater for those living in poorer urban neighborhoods or rural areas.

The digital knowledge divide between children and young people and their parents can promote an even greater divide. The less parents understand the more fearful and worried they can become that the digital world will have a negative impact on their children. The more fearful and worried they become, the more they try to control their children's behavior. This is understandable given that parents are primarily responsible for the care and protection of their children. Nevertheless, the more parents try to control their adolescent children, the more these

children are attracted to what is prohibited, the more they seek to explore on their own terms, and the more they try and conceal their behavior from their parents.

Children and young people will be young people and societal support needs to catch up. The 12- to 17- year-old participants in this study are much like young people around the world. They like sports, fashion, games, romance and gossip. They want to meet new people and learn new things. Most of all, they want to see information and connections on their own terms, to have a private world where they can explore, be inquisitive, be social or even exhibitionist among those they choose to befriend. This is part and parcel of their self-discovery and transition to adulthood, and digital and social media give them the private space that they often lack in their offline, adult-controlled lives.

A concern is that, while use of social and digital media is expanding rapidly among children and young people, societal understanding of and support for these new realities are lagging behind. While there is now relatively easy access to entertainment and pornography through digital applications, there are fewer visible examples for parents and these children of how social media and digital technologies can be used for education, information, opportunity and empowerment. This will surely evolve as Kenya adjusts to the expanding information society; however, there are several recommendations emerging from this study that can be followed in the meantime.

Key recommendations to consider:

Understand digital use and digital safety from the perspective of children and young people first, before designing the content of digital safety information programs. This includes understanding their definitions (or lack thereof) of digital technologies, digital use, online contacts and risky or unsafe behavior.

For children and young people, the terms mobile phone and Web services are often indistinguishable, since mobile phones are most often the devices used to access Web services. They fluidly switch from texting, calling and Web applications on their mobile phones.

The term “friends” has new meaning. Often, the distinction between friends in the online world and the offline world as they refer to it is not important to young people. They regard both with equal importance, and spend time in both. Children and young people do not always know to distinguish between child-appropriate and child-inappropriate content and communication, such as pornography or sexually-laden conversation. In addition, they do not consider cyberbullying a serious offense and do not use this all-encompassing term to describe receiving hateful messages online, calling each other hurtful names or inappropriate posts on one’s social media platforms.

Children’s and young people’s digital use is grounded in the idea that experimentation is inevitable, enjoyable and worth pursuing. This experimentation may be harmless, but along a user continuum, may take riskier turns, such as befriending previously unknown people online, suggestive self-exposure, accessing pornography and sexually explicit conversations in the digital and social media space.

Consider the disparities in the amount of information on digital media and digital safety received by children and young people growing up in different environments, such as rich or poor, urban or rural and the subgroups of these.

There are clear distinctions in awareness of digital safety between children and young people who grow up in well-informed homes and go to well-resourced schools and those who acquire mobile and internet technologies due to their cheap costs, but live with less-informed parents and attend under-resourced schools. While cheap access to mobile phones and the internet is an equalizer, the children and young

people in resource-poor and information-poor environments often lack guidance from their elders, and are more likely to indulge in riskier behavior. The differences in the circumstances faced by these disparate groups of children and young people, and their level of risk awareness, must be considered in any program efforts. Risky digital behavior in urban poor or rural environments might deserve more urgent attention because those children and young people and their parents and guardians have particularly low levels of digital safety information.

Focus on informing those children and young people who might risk meeting potentially harmful friends and romantic partners from the online world in the offline world.

The children and young people participating in the study said it's common for them (or for someone they know) to meet friends and romantic partners from the online world at malls and cafés. Although, most of them take the precaution of taking someone along with them, they are putting themselves at risk. This is especially true if the online friend or romantic partner is an adult who faked his identity online to lure them and take physical, sexual or monetary advantage of them. Explore working together with civil society and digital safety groups, especially in such cases where offline and online worlds for children are converging or merging in potentially dangerous ways.

Involve parents and school authorities in digital safety programs aimed at young people.

Children's and young people's digital use may occasionally be risky and unsafe; however, risky and unsafe behavior may go unchecked and intensify due to the digital knowledge gap between children and parents/caregivers.

The wide knowledge gap between children and young people and their parents dictates that

separate trainings and targeted campaigns are needed for parents and authorities in the communities. Parents need to be provided with the necessary knowledge and practical know-how so they understand better the merits and demerits of online engagement.

Encourage instructive and democratic conversations on digital safety between parents and other adults and children by bringing parents and school administrators together with young people, and increasing their awareness and knowledge about digital media. Children and young people must be given incentives and encouragement from parents and school authorities to freely share their digital experiences and behavior, and any concerns they may have about them. Based on consultations with children and young people, parents, caregivers, teachers and school management appropriate policies and/or strategies can be designed.

Balance digital safety messages with emphasis on the usefulness of the internet in areas such as education, research and commerce. Encourage children and young people to use the internet as a resource for also reporting online or offline abuse or other inappropriate behavior.

Digital and social media are seen as tools for information and connections. But they are not thought of as tools for education among children, parents and school authorities. At home, too, few parents understand and encourage the use of digital media to supplement education. In fact, parents often limit digital and social media use on the grounds that it will hamper learning and take their children away from their studies. As a result most children and young people who participated in this study did not see the full potential of digital media as a supplement to their learning in schools. This is a gap that can simultaneously be an opportunity to incorporate alternate ideas of digital use alongside information on digital safety.

The internet also can be used a source for reporting online and offline unsafe behavior. The development of a custom Web application, for example, can provide an interactive way for children and young people to not only learn about digital safety, but report incidences of unsafe behavior.

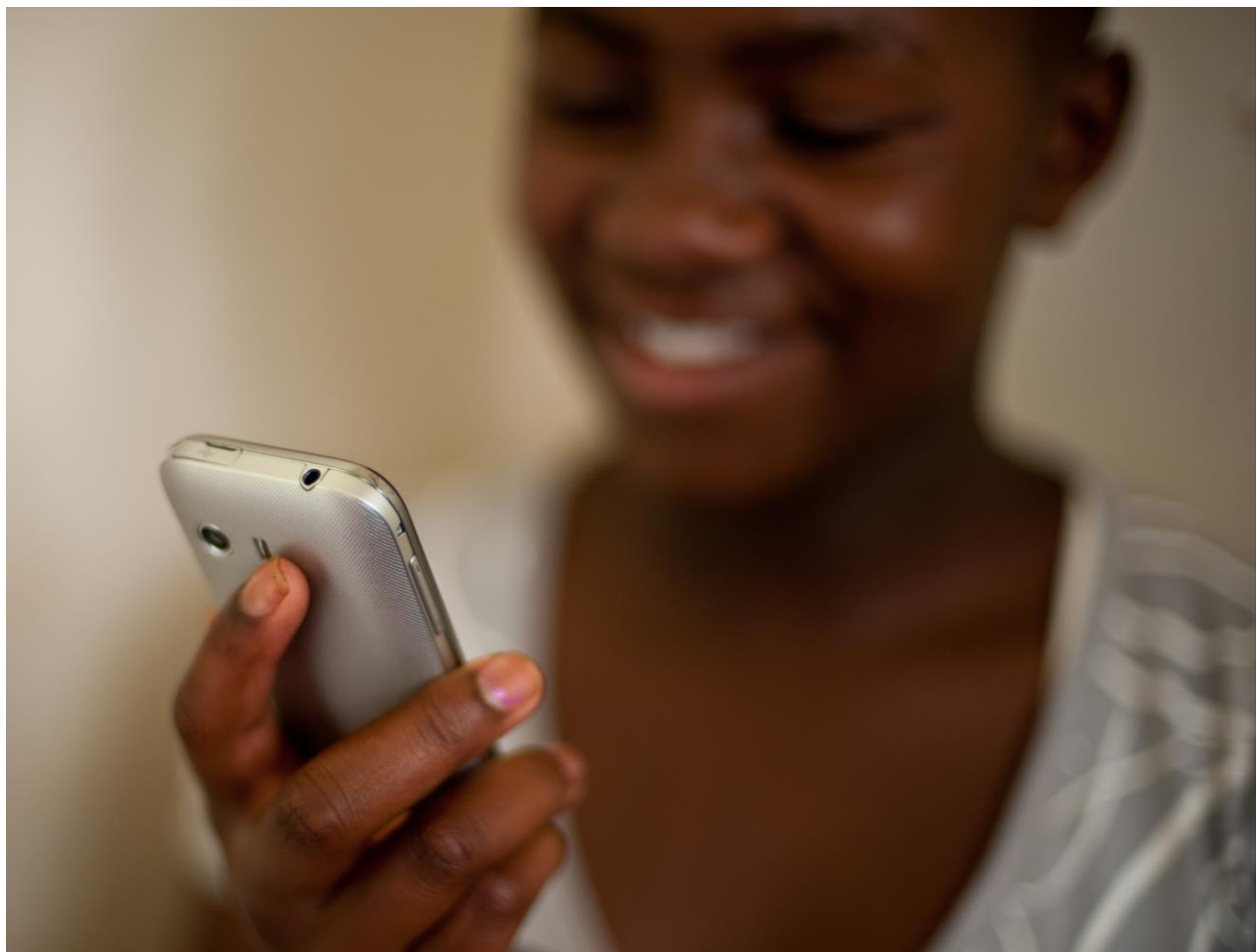
Create online and offline digital safety campaigns for placement on the full spectrum of traditional and digital media outlets, such as television channels, radio shows, websites and social media platforms young people commonly access and use.

The participants in the study said they want to learn about digital safety, while they are searching online for other information. Instead of unexplained directives and restrictions, they would prefer an interactive, digital and

collaborative learning environment where they can discuss digital safety issues and their own digital behavior freely and openly.

Foster young digital safety champions who can speak to their peers through digital media, audio and video spots on mass media, and offline spaces like schools and universities.

Most children and young people clearly say they want to learn about digital safety; but that they would like to learn through role models their own age, their friends and their siblings. They want to hear from voices like theirs.



About

Voices of Youth Citizens

All around the world, more and more young people are engaging with social media and digital tools. This is done through computers and – increasingly – through mobile phones.

In response, Voices of Youth Citizens is a UNICEF initiative which gathers timely and relevant information to help young people, policymakers and the public at large understand the opportunities and risks that social media and digital tools present to young people.

For more information visit
www.voicesofyouth.org/citizens

About InterMedia

InterMedia (www.intermedia.org) is a consulting group with expertise in applied research and evaluation. Clients come to us for insight on how people gather, interpret, share, and use information from all sources and on all platforms.

We provide guidance and impact assessment for strategies focused on engagement, behavior change, content delivery and the use of communication technologies for social benefit.

InterMedia promotes knowledge-sharing through its AudienceScapes (www.audiencescapes.org) resources center and other online and offline tools. We are also committed to strengthening research capacity in the countries where we work.

InterMedia's offices are located in Washington, D.C., London and Nairobi. Contact:
generalinfo@intermedia.org.

Appendix I - Methodology

The research design to realize these objectives was developed collaboratively by InterMedia, UNICEF's Social and Civic Media Section and a Steering Committee overseeing multi-country research on digital citizenship and safety. The Steering Committee includes the UNICEF Kenya Country Office, UNICEF Office of Research – Innocenti, and the Berkman Center for Internet and Society at Harvard University. InterMedia developed the research materials (protocols, questionnaires and discussion guides) with the input and approval of the Steering Committee, and carried out the research in conformance with the best practice and ethical guidelines for research with young people, as established by the European Society for Opinion and Market Research (www.esomar.org). InterMedia ensured the young people and their parents were fully informed of the nature of the study and their participation, and they were asked to provide consent for participation, and were guaranteed anonymity. The children and young people were provided with contact details for ChildLine, a resource for reporting abuse and inappropriate behavior, in order to report anything that occurred in the course of the study that might have upset them in anyway.

The research design chosen was an in-depth, hybrid quantitative-qualitative method in order to understand the broad trends and underlying nuances of Kenyan children's and young people's access to, use of and experiences with digital and social media from their perspectives and in their own languages. The format was a two-part Digital Youth Clinic with young Kenyan males and females aged 12 to 17.

Part one consisted of guided administration of an approximately 30-minute, self-completion questionnaire that captured the specifics of individual social and digital media awareness, access and use. Part two involved a 90-minute moderated focus group discussion (in a combination of English, Swahili and Sheng) in which six male or six female participants shared motivations, preferences, experiences and

expectations around their involvement with social and digital media. The findings from this study will be integral to the design of more in-depth and localized quantitative and qualitative research instruments for future research by UNICEF and others.

A total of 20 Digital Youth Clinics with a total of 130 active users of digital and social media, aged 12 to 17, were held in three locations across Kenya:

- 10 clinics in Nairobi (Central Kenya) – an upscale neighborhood, South B, and a downscale neighborhood, Kawangware.
- 5 clinics in Kisii (Western Kenya) peri-urban
- 5 clinics in Kitui (Eastern Kenya) rural

These locations were chosen in order to explore differences in children's and young people's digital and social media access and use, and in the risks and opportunities they face among different socio-economic groups and in urban, peri-urban and rural settings. In order to gain an in-depth understanding of these young people's attitudes and behaviors, and to ensure lively and substantive discussion, all participants recruited had access to and used the internet/social media platforms in the past three months, and had regular access to a mobile phone.

Each clinic consisted of six male or female participants, and there were an equal number of male and female clinics. The moderators were chosen for their experience conducting qualitative research among young people and their ability to moderate the groups in a combination of English, Swahili and Sheng. The moderators took part in a day-long training session and a day of pilot testing to refine their skills and familiarize themselves with the research objectives and instruments.

Since the fieldwork had to take place during the school term, the clinics – made up of five consecutive sessions per day – were convened on weekend days over a period of four weeks.

The four day-long clinics were completed on time, although some sessions ran simultaneously, and not consecutively. This was due to many young people arriving late.

The total achieved sample was 130 children and young people aged 12 to 17 against a target sample of 120. The focus group discussion was audio recorded for analysis purposes. The number of participants filling out the questionnaire (n=152) exceeds the number of focus group participants (n=130), as we over-recruited young people that took part in the digital clinics to ensure achievement of targeted size. An equal number of male and female clinics were conducted (five male and five female in Nairobi; two male and three female in Kisii; three male and two female clinics in Kitui).

InterMedia partnered with the local research agency Research Guide Africa (RGA) to carry out the fieldwork, and with the Nairobi-based NGO Youth Alive! Kenya (YAK) for their specialist knowledge of young people, children's rights and policy reforms in Kenya.

Recruitment and Incentives

Recruiters from RGA divided the chosen neighborhoods into five blocks, which were all within walking distance of the venue for the Digital Clinics (not more than 15 minutes, and, in this case, no major highways to cross).

From each block, based on where they started, they picked the nearest household and presented the project details to the parents with children between the ages of 12 and 17. If the parents gave their consent, RGA came back after school (4 p.m.) to screen the children. After successfully recruiting a participant, the recruiters moved a reasonable distance to pick the next household so that participants were not known to each other. A maximum of three recruits were sought from each block.

Study participants who were in school were given Ksh 200 (\$2.38) worth of airtime and a geometry set as an incentive for participation in the study. Out of school participants were given Ksh. 300 (\$3.57) of airtime. Participants who arrived too late to participate in the groups that

were already in session, were given a token gift of Ksh. 100 (\$1.19) airtime.

Challenges and Solutions

A repeat group was convened in Nairobi (South B), to make up for a shortfall in the original turnout in the 12- to 14-year-old female group in the high SES clinic. Due to the challenge of turnout, student participants for this make-up group were recruited from Our Lady of Mercy Primary School and participated during school hours.

The team also encountered recruitment issues with the out-of-school girls group aged 15-17, as many did not have access to the internet and they only owned the most basic mobile phones. This cohort is typically struggling to make ends meet and did not have interest in, or time for, the internet. As a result of the difficulties of recruiting out-of-school candidates with access to or experience in using the internet for Clinic 2, the out-of-school groups in Clinics 3 and 4 were replaced with in-school low SES group.

Achieved Sample

Digital Clinic 1: Nairobi high SES, Urban (South B)

Group	Gender	Age Range	Participants
1	Male	12-14 Years	6
2	Female	12-14 Years	3
3	Male	15-17 Years	6
4	Female	15-17 Years	5
5	Male	15-17 Years	6
6	Female (repeat group to make up for the shortfall of Group 2)	12-14 Years	6
			32

Digital Clinic 2: Nairobi low SES, Informal Settlement (Kawangware)

Group	Gender	Age Range	Participants
1	Male	12-14 Years	6
2	Female	12-14 Years	6
3	Male	15-17 Years	6
4	Female	12-14 Years	6
5	Female(Out of School)	15-17 Years	6
			30

Digital Clinic 3: Kisii, Peri-urban

Group	Gender	Age Range	Participants
1	Male	12-14 Years	7

2	Female	12-14 Years	6
3	Female	15-17 Years	7
4	Female	15-17 Years	7
5	Male (In School Low SES)	15-17 Years	7
			34

Digital Clinic 4: Kitui, Rural

Group	Gender	Age Range	Participants
1	Male	12-14 Years	7
2	Female	12-14 Years	7
3	Male	12-14 Years	6
4	Female	15-17 Years	7
5	Male (In School Low SES)	15-17 Years	7
			34

Appendix II - Glossary of Terms

Access: The right, opportunity, and/or means of finding, using or retrieving information. (Source: International Standard ISO/TR15489-1, Clause 3.1)

Airtime: Time during which a cellular phone is in use, including calls made and received.

Blog: A Web site on which an individual or group of users record opinions, information, etc. on a regular basis.

Broadband: A transmission capacity with sufficient bandwidth to permit combined provision of voice, data and video, with no lower limit. Broadband is implemented mainly through ADSL, cable modem or wireless LAN (WLAN) services. (Source: ITU <http://www.itu.int/wsis/tunis/newsroom/stats/The_Portable_Internet_2004.pdf>).

Chatroom: An online discussion forum. Everyone who is logged into a chatroom sees what everyone else is typing, although two people can decide to break off and have a private chat. (Source: PC Magazine, <http://www.pcmag.com/encyclopedia_term/0,2542,t=chat+room&i=39614,00.asp>).

Connectivity: The ability to access the Internet and utilize online resources. (Source: Center for International Development at Harvard University, Information Technologies Group, <http://cyber.law.harvard.edu/readinessguide/glossary.html>, pg. 23)

Cyberbullying: Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices (Source: Center for International Development at Harvard University, Information Technologies Group, http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/RAB_Lit_Review_121808_0.pdf)

Developing Nations: According to the World Bank classification, countries with low or middle levels of GNP per capita. Several countries with transition economies are sometimes grouped with developing countries based on their low or middle levels of per capita income, and sometimes with developed countries based on their high industrialization. (Source: "Glossary," The World Bank Group, <<http://www.worldbank.org/depweb/english/beyond/global/glossary.html>>).

District: *See Province.*

Digital Behavior: The process whereby an individual behaves and interacts with other users online and in groups. Also referred to as **Digital Use.**

Digital Divide: The gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard to their opportunities to access information and communications technologies (ICTs) as well as to use the Internet. (Source: Patricia, J.P, (2003) 'E-government, E-Asean Task force, UNDP-APDIP', <<http://www.apdip.net/publications/iespprimers/eprimer-egov.pdf>>).

Digital Literacy: The interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society. (Source: Lennon, M., Kirsch, I., Von Davier, M., Wagner, M. and Yamamoto, K. (2003), "Feasibility Study For the PISA ICT Literacy Assessment," Organization for Economic Co-operation and Development (OECD) <<http://www.oecd.org/dataoecd/35/13/33699866.pdf>>).

Digital Media: Digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics. News from a TV network, newspaper, magazine, etc. that is

presented on a website or blog can fall into this category. (Source: Penn State University, "The Fourth Amendment Relating to Technology," <<https://wikispaces.psu.edu/display/IST432SP11Team14/Definition+of+Digital+Media>>).

DVD: Digital Versatile Disc. A high-density videodisc that stores large amounts of data, especially high-resolution audio-visual material.

E-mail (electronic mail) - A computer-based form of sending and receiving messages via the Internet. Users may have their own e-mail account or use a shared account. (Source: Center for International Development at Harvard University, Information Technologies Group, <<http://cyber.law.harvard.edu/readinessguide/glossary.html>>).

Emerging Economies/Emerging Markets: Developing countries' financial markets that are less than fully developed, but are nonetheless broadly accessible to foreign investors. (Source: International Monetary Fund (IMF): Global Financial Stability Report 2004, p. 24).

Fixed broadband Internet subscribers: The number of broadband Internet subscribers with a digital subscriber line, cable modem, or other high-speed technology. (Source: ITU, <<http://www.itu.int/ITU-D/ict>>).

Follow: On Twitter, a microblogging platform, "following" someone means you will see their tweets (Twitter updates) in your personal timeline. Twitter lets you see who you follow and also who is following you. Followers are people who receive other people's Twitter updates.

Friend: Friends might jointly refer to online-only and offline friends. With the popularity of the Facebook concept of *friending*, young participants use the word "friends" to refer to friends from their school, neighborhoods, or other parts of their offline lives, as well as friends they have met online. Whether they meet at school every day or only know of each other through Facebook chats, these young people refer to people in both groups as their friends.

Friending: Adding (someone) to a list of contacts associated with a social networking Web site. (*Also see, unfriending*).

Gender: Classification based on the social attributes and opportunities associated with being male and female, and the relationships between women and men, and girls and boys, (Source: UN Women, <<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>>).

Gender Equality: A condition under which women and men have equal opportunities to realize their full human rights and to contribute to, and benefit from, economic, social, cultural and political development. (Source: UN Women, <<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>>).

Information and communication technologies (ICTs) - The building blocks of the networked world. ICTs include telecommunications technologies, such as telephony, cable, satellite and radio, as well as digital technologies, such as computers, information networks and software. (Source: Center for International Development at Harvard University, Information Technologies Group, <<http://cyber.law.harvard.edu/readinessguide/glossary.html>>).

Internet: A linked global network of computers in which users at one computer can get information from other computers in the network. (Source: ITU <http://www.itu.int/wsis/tunis/newsroom/stats/The_Portable_Internet_2004.pdf>).

Internet subscribers: People who pay for access to the Internet (dial up, leased line, and fixed broadband). The number of subscribers includes those who pay for Internet use, pay via the cost of their telephone call, pay in advance for a given amount of time (prepaid), and/or pay for a subscription (either flat-rate or volume-per-usage based). (Source: ITU <<http://www.itu.int/ITU-D/ict>>), p. 25.

Internet Users: Subscribers who pay for Internet access (dial-up, leased line, and fixed broadband) and people who access the worldwide computer network without paying directly, either as the member of a household, or from work or school. The number of Internet users will always be much larger than the number of subscribers, typically by a factor of 2–3 in developed countries, and more in developing countries. (Source: ITU <<http://www.itu.int/ITU-D/ict> >).

Microblogging: Microblogging is a broadcast medium in the form of blogging. A microblog differs from a traditional blog in that its content is typically smaller in both actual and aggregate file size. Microblogs are used to exchange small elements of content such as short sentences or audio-visual content or links.

MMS: Multimedia Messaging Service, a system that enables cellular phones to send and receive pictures and sound clips as well as text messages.

Mobile Phone: Portable telephone device that does not require the use of landlines. Mobile phones utilize frequencies transmitted by cellular towers to connect the calls between two devices. A mobile telephone service provided by a network of base stations, each of which covers one geographic cell within the total cellular system service area. (Source: ITU, <http://www.itu.int/wsis/tunis/newsroom/stats/The_Portable_Internet_2004.pdf>).

Mobile Cellular Subscriptions: The number of subscriptions to a public mobile telephone service using cellular technology, which provides access to the Public Switched Telephone Network. Post-paid and prepaid subscriptions are included. (Source: ITU (2009), <<http://www.itu.int/ITU-D/ict> >).

Mobile Internet: Internet accessed via mobile devices such as mobile phones through advanced wireless technologies like Wi-Fi, WiMax, IMT-2000, ultra wideband and radio frequency identification (RFID) tags. These operate at long, medium and short ranges. Handheld devices that are Internet enabled could open up the information gateway in a new and exciting market –one that could help further the goals of universal access while challenging manufacturers and service providers to meet different users’ needs across the globe. (Source: ITU, <<http://www.itu.int/osg/spu/publications/portableinternet/ExecSummFinal2.pdf>>).

Offline: Not controlled by or directly connected to a computer or external network.

Online – A resource that is available over the Internet or a network. (Source: Center for International Development at Harvard University, Information Technologies Group, <http://cyber.law.harvard.edu/readinessguide/glossary.html>).

Online Content: Information that is available online. The “message” rather than the “medium.” (Source: Center for International Development at Harvard University, Information Technologies Group, <http://cyber.law.harvard.edu/readinessguide/glossary.html>).

Online-only: Limited to online. Could refer to a resource or contact available over the Internet or a network.

Online-only Friends: For the purpose of this report, these refer to friends who are first encountered over the Internet or mobile phone.

Penetration: A measurement of access to telecommunications, normally calculated by dividing the number of subscribers to a particular service by the population and multiplying by 100. (Source: ITU (2009), “Glossary, Acronyms and Abbreviations”, <http://www.itu.int/ITU-D/ict/publications/wtdr_99/material/glossary.html>).

Personal computers: Self-contained computers designed to be used by a single individual. (Source: ITU (2009), <<http://www.itu.int/ITU-D/ict> >).

Population: The number of all residents in a country, regardless of legal status or citizenship, excluding refugees not permanently settled in the country of asylum. Data are midyear estimates. (World Bank, "Country At a Glance technical notes", <<http://go.worldbank.org/WG51XXDWB0>>).

Post: To publish a message (text, audio, and video) in an online forum, social media platform or newsgroup.

Private Chat: An online discussion between two users via keyboard on a computer or mobile device such as a phone. (Source: PC Magazine, <http://www.pcmag.com/encyclopedia_term/0,2542,t=chat+room&i=39614,00.asp>).

SIM: Subscriber identity module (card). A small printed circuit board inserted into a GSM-based mobile phone. It includes subscriber details, security information and a memory for a personal directory of numbers. This information can be retained by subscribers when changing handsets. (Source: ITU, <<http://www.itu.int/osg/spu/publications/portableinternet/ExecSummFinal2.pdf>>). 27

Smartphone: A smartphone is a mobile phone built on a mobile operating system, with more advanced computing capability and connectivity than a basic feature phone.

SMS: Short Message Service. A service available on digital networks, typically enabling messages with up to 160 characters to be sent or received via the message center of a network operator to a subscriber's mobile phone. (Source: ITU, <<http://www.itu.int/osg/spu/publications/portableinternet/ExecSummFinal2.pdf>>).

Social Media Platform: *See social network site.*

Social Media Profile: An established user profile using a social media platform.

Social Network Site: A web-based service that allows individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. (Source: Boyd, d. m., & Ellison, N. B. (2007), "Social network sites: Definition, history, and scholarship", <<http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>>).

Software: The programs or other "instructions" that a computer needs to perform specific tasks. Examples of software include word processors, e-mail clients, web browsers, video games, spreadsheets, accounting tools and operating systems. (Source: Center for International Development at Harvard University, Information Technologies Group, <http://cyber.law.harvard.edu/readinessguide/glossary.html>).

Tablet: A "tablet computer," or simply "tablet," is a complete computer contained entirely in a flat touch screen that uses one or more physical context sensitive buttons or the input from one or more accelerometers; an on-screen, hidden virtual keyboard is generally offered as the principal means of data input. Available in a variety of sizes, tablets customarily offer a screen diagonal greater than 7 inches (18 cm), differentiating themselves through size from functionally similar to smartphones or personal digital assistants.

Unfriending: Removing a person from a friend list on a social media platform. This means he or she will no longer be able to view a profile or information associated with it.

Video Game: A game played by electronically manipulating images produced by a computer program on a television screen or display.

Wireless: Generic term for mobile communication services which do not use fixed line networks for direct access to the subscriber. (Source: ITU, <<http://www.itu.int/osg/spu/publications/portableinternet/ExecSummFinal2.pdf>>).

World Wide Web: The complete set of electronic documents stored on computers that are connected over the Internet and are made available by the protocol known as HTTP. The World Wide Web makes up a large part of the Internet. (Source: ITU, <<http://www.itu.int/ITU-D/ict> >).

Youth/Young People: For this report, males and females 12 to 17 years old. Across academic and non-academic literature, “young people” can refer to a wide age-range, from 15 to 35. Also can be defined as those between 14-24 years. (Source: United Nations Children’s Fund (UNICEF), “The State of the World’s Children 2011”, <http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_. Also note: Adolescent: Males and females aged 10-19 years. (Source: United Nations Children’s Fund (UNICEF), “The State of the World’s Children 2011,” <http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf>).

Appendix III- Study Instruments

This study was implemented through Digital Youth Clinics among young Kenyan males and females aged 12 to 17. Each Digital Youth Clinic consisted of a self-completed questionnaire on their digital habits, including several questions on digital safety. They then took part in a 1.5 hour discussion (in a combination of English, Swahili and Sheng) around their behavior, attitudes, experiences and perceived benefits versus risks. Both study instruments- the pre-focus group questionnaire and the focus group guide are included below:

Pre-Focus Group Questionnaire

QUESTIONNAIRE NO. _____ LOCATION _____
(HOJAJI NAMBA _____ ENEO _____
_____)

KENYA Digital Citizenship Survey

QUESTIONNAIRE

HOJAJI YA

Utafiti kuhusu Matumizi ya Dijitali nchini Kenya

Dear Participant/ Mshirika Mpendwa:

Welcome and thank you for agreeing to take part in our study. The Digital Citizenship and Safety Project of UNICEF, the United Nations Children’s Fund, is looking at how young people like you use social media, the Internet and mobile phones all around the world. We want to know more about how and where young people use these technologies so we can work with our partners to help all children and young people benefit from them. We have done similar studies in Vietnam, Turkey, South Africa, Indonesia and Zambia. Before we proceed with today’s discussions we would like you to answer the questions below. Your answers will help us understand how young people in Kenya are using mobile phones, social networking sites and the Internet.

Karibu na shukrani kwa kukubali kushiriki katika utafiti wetu. Uraia wa Kidijitali na Mradi wa Usalama wa shirika la Umoja wa Mataifa la UNICEF, Hazina ya Watoto ya Umoja wa Mataifa, wanatafiti kuhusu jinsi watu wachanga kama wewe wanavyotumia vyombo vya habari vya kijamii, mtandao wa intaneti na simu za mkononi (rununu). Tunataka kufahamu kwa mapana kuhusu ni kwa jinsi gani na mahali gani ambapo watu wachanga hutumia teknolojia hizi ili tuweze kushirikiana na washirika wetu kusaidia watoto wetu na watu wachanga kunufaika nazo. Tumefanya utafiti kama huu katika mataifa ya Vietnam, Uturuki, Afrika Kusini, Indonesia na Zambia. Kabla ya kuendelea na mjadala wa leo tungependa kujibu maswali yaliyo hapa chini. Majibu yako yatatusaidia kuelewa jinsi watu wachanga nchini Kenya wanavyotumia rununu, mitandao ya kijamii na intaneti.

What you need to know/ Unachofaa kujua:

- **Your responses are confidential.** At no time will your actual identity be revealed.

Majibu yako yatawekwa kwa siri. Hakuna wakati wowote utambulisho wako halisi utawekwa wazi.

- Remember that there are no 'right' or 'wrong' answers. This is not a test. We would appreciate your honest answers./

Kumbuka hakuna majibu 'sahihi' au 'yasiyo sahihi'. Huu siyo mtihani. Tutashukuru sana kwa majibu yako ya uaminifu

- When you answer the questions, only think about yourself, not your family or friends./

Unapojibu maswali hayo, jifikirie wewe binafsi wala siyo mtu yeyote wa familia yako au rafiki zako

- Please mark all the appropriate answers like in the example below./

Tafadhali tia alama kwa kila jibu linalofaa kama ilivyo katika mfano huu hapa chini.

Examples/Mfano:

*Which of the following colors is your favorite color? **Select only one answer.***

*Ni rangi ipi kati ya zifuatazo unayopenda zaidi? **Chagua jibu moja pekee***

Blue/Bluu	<input checked="" type="checkbox"/> 1
-----------	---------------------------------------

Red/ Nyekundu	<input type="checkbox"/> 2
Yellow/ Manjano	<input type="checkbox"/> 3
Green/ Kijani	<input type="checkbox"/> 4
Purple/ Zambarau	<input type="checkbox"/> 5

Which of the following colors do you like? **Mark all that apply.**

Ni gani kati ya rangi zifuatazo unayopenda? **Chagua majibu yote yanayofaa.**

Blue / Bluu	<input checked="" type="checkbox"/> 1
Red/ Nyekundu	<input type="checkbox"/> 1
Yellow/ Manjano	<input type="checkbox"/> 1
Green/ Kijani	<input type="checkbox"/> 1
Purple/ Zambarau	<input checked="" type="checkbox"/> 1

1. **What is your gender/ Jinsia yako ni ipi?**

Male/ Kiume	<input type="checkbox"/> 1
Female/ Kike	<input type="checkbox"/> 2

2. **What is your age? Please write down. Una umri gani? Tafadhali andika hapa.**

—

3. **Are you currently attending school? Select only one answer.**

Je, kwa sasa huwa unaenda shule? **Chagua jibu moja pekee.**

No, I am not, I dropped out/ <i>La, sisomi, niliacha</i>	<input type="checkbox"/> ₁
No, I am not, I finished STD 8 and I am waiting for my exam results/ <i>La, huwa sisomi, nilimaliza darasa la 8 na bado ninasubiri matokeo yangu ya mtihani.</i>	<input type="checkbox"/> ₂
Yes, I am/ <i>Ndio huwa ninasoma.</i>	<input type="checkbox"/> ₃

3.1 If you marked **1 in question 3**, please write down the highest grade you achieved/completed/

Ikiwa ulichagua 1 katika swali la 3, tafadhali andika kiwango cha juu ulichofika/kiwango cha juu ulichokamilisha

3.2 If you marked **2 in question 3**, please write down the highest grade you achieved/completed/

Ikiwa ulichagua 2 katika swali la 3, tafadhali andika kiwango cha juu ulichofika/kiwango cha juu ulichokamilisha

3.3 If you marked **3 in question 3**, please write down which grade you are in currently/

Ikiwa ulichagua 3 katika swali la 3, tafadhali andika hapa kiwango cha elimu ulichofika kwa sasa.

4. Which of these do you personally use, at home or anywhere else? Mark all that apply.

Ni vitu vipi kati ya hivi ambavyo wewe binafsi hutumia, nyumbani au kokote kwingineko? Chagua yote yanayofaa.

A mobile phone/ <i>Simu ya mkononi (rununu)</i>	<input type="checkbox"/> ₁
A computer, laptop or tablet/ <i>Kompyuta, kipakatalishi au tarakilishi bamba</i>	<input type="checkbox"/> ₁

<i>(tabuleti)</i>	
A radio set/ <i>redio</i>	<input type="checkbox"/> ₁
A television set/ <i>Runinga/televisheni</i>	<input type="checkbox"/> ₁

5. Which of the following best describes you? Select only one answer.

Ni gani kati ya yafuatayo inayoelezea vizuri kukuhusu? Chagua jibu moja pekee.

I have my own mobile phone/ <i>Ninamiliki simu ya mkononi</i>	<input type="checkbox"/> ₁
I share a mobile phone with my family members/ <i>Huwa tunatumia kwa ushirikiano simu ya mtu mmoja wa familia yetu</i>	<input type="checkbox"/> ₂
I share a mobile phone with my friends/ <i>Huwa ninatumia simu kwa ushirikiano na rafiki wa familia yetu</i>	<input type="checkbox"/> ₃
I share SIM cards with my family members/ <i>Huwa ninatumia kadi za simu (SIM) na wanafamilia wenzangu</i>	<input type="checkbox"/> ₄
I share SIM cards with my friends/ <i>Huwa ninatumia kadi za simu (SIM) na rafiki zangu.</i>	<input type="checkbox"/> ₅

6. On average, how much do you spend on buying airtime for your mobile phone per month? Select only one answer. /Kwa wastani, huwa unatumia pesa ngapi kwa

mwezi kununua kadi ya pesa za mawasiliano ya simu yako ya mkononi? Chagua jibu moja pekee

Less than 50 KHS (Chini ya Sh50)	<input type="checkbox"/> ₁
50-100 KHS	<input type="checkbox"/> ₂

101-250 KHS	<input type="checkbox"/> 3
251 – 500 KHS	<input type="checkbox"/> 4
501 – 1000 KHS	<input type="checkbox"/> 5
More than 1000 KHS (Zaidi ya 1000 KSH)	<input type="checkbox"/> 6
Don't know/ <i>Sijui</i>	<input type="checkbox"/> 8

7. How do you pay for airtime for your mobile phone? Select only one answer.

Huwa unapataje pesa za kununua kadi ya fedha za simu yako ya mkononi? Chagua jibu moja pekee.

I have a job/ <i>Nina ajira</i>	<input type="checkbox"/> 1
My parents/caregivers give me money for airtime/ Wazazi/ walezi wangu hunipa fedha za kununua kadi ya pesa za mawasiliano ya simu ya mkononi	<input type="checkbox"/> 2
Friends give me money for airtime/ <i>Marafiki hunipa pesa za mawasiliano ya simu ya mkononi.</i>	<input type="checkbox"/> 3
My own savings/ <i>Akiba yangu mwenyewe</i>	<input type="checkbox"/> 4
Other (specify)/ <i>Nyingine (elezea):</i> _____	<input type="checkbox"/> 97

8. How do you connect to the Internet? Mark all that apply.

Huwa unafikiaje mtandao wa intaneti? Chagua yote yanayofaa

A mobile phone (your own phone, a friends or a family member's)/ <i>Simu ya mkononi (simu yako mwenyewe, ya rafiki au ya mwanafamilia)</i>	<input type="checkbox"/> 1
A computer, laptop or tablet at home in my bedroom or another private space/ <i>Kompyuta/ kipakatalishi au tabuleti ya nyumbani iliyo katika chumba changu cha kulala au sehemu nyingine ya faraghani.</i>	<input type="checkbox"/> 1

A computer, laptop or tablet at home in the living room or any other shared room/ <i>Kompyuta, kipakatalishi au tabuleti ya nyumbani katika sebule au chumba chengine cha wazi kwa wote</i>	<input type="checkbox"/> ₁
A computer, laptop or tablet at school or library/ <i>Kompyuta, kipakatalishi au tabuleti shuleni au katika maktaba</i>	<input type="checkbox"/> ₁
A computer, laptop or tablet at a friend's house/ <i>Kompyuta, kipakatalishi au tabuleti katika nyumba ya rafiki yangu</i>	<input type="checkbox"/> ₁
At an Internet café/cyber-café/ <i>Katika saiba/ saiba kafee</i>	<input type="checkbox"/> ₁
A computer, laptop or tablet at a community center/public space/ <i>Kompyuta, tarakilishi au tabuleti katika kituo cha kijamii/ ukumbi wa umma</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

9. How often do you access the Internet? Select only one answer.

Ni mara ngapi huwa unafikia mtandao wa Intaneti? Chagua jibu moja.

Several times a day/ <i>Mara kadha kwa siku</i>	<input type="checkbox"/> ₁
Once a day/ <i>Mara moja kwa siku</i>	<input type="checkbox"/> ₂
2-3 times a week/ <i>Mara 2-3 kwa wiki</i>	<input type="checkbox"/> ₃
2-3 times a month/ <i>Mara 2-3 kwa mwezi</i>	<input type="checkbox"/> ₄

10. How did you learn to use the Internet? Mark all that apply.

Ulijifunzaje kutumia mtandao wa intaneti? Chagua yote yanayofaa.

I learnt by myself/ <i>Nilijifunza mwenyewe</i>	<input type="checkbox"/> ₁
I learnt from my parents or caregivers/	<input type="checkbox"/> ₁

<i>Nilijifunza kutoka kwa wazazi au walezi</i>	
I learnt from my friends/ <i>Nilijifunza kutoka kwa marafiki</i>	<input type="checkbox"/> ₁
I learnt from my brothers or sisters/ <i>Nilijifunza kutoka kwa kaka na dada</i>	<input type="checkbox"/> ₁
I learnt from my teachers at school <i>Nilijifunza kutoka kwa walimu wangu shuleni</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

11. Which of these topics do you chat about with people using your phone or computer?

Mark all that apply.

Ni mada gani kati ya hizi ambayo huwa unazungumzia na watu kwenye simu yako au kompyuta?

Chagua yote yanayofaa.

Loveline and/or dating/ <i>Maisha ya mapenzi na/ au kutongoza</i>	<input type="checkbox"/> ₁
School work and homework/ <i>Kazi za shuleni na nyumbani</i>	<input type="checkbox"/> ₁
Music, movies and celebrities/ <i>Muziki, filamu na watu maarufu</i>	<input type="checkbox"/> ₁
Gossip/stories about people at school or in the community/ <i>Umbea/gumzo kuhusu watu katika shule au katika jamii</i>	<input type="checkbox"/> ₁
Sport/ <i>Michezo</i>	<input type="checkbox"/> ₁
Things going on in my community/ <i>Mambo yanayoendelea katika jamii</i>	<input type="checkbox"/> ₁
Politics/ <i>Siasa</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza) :</i> _____	<input type="checkbox"/> ₁

12. Which of the following activities have you ever engaged in? Mark all that apply.

Ni shughuli gani kati ya hizi ambayo umeshawahi kushiriki? Chagua yote yanayofaa.

Sent sms or text messages via a mobile phone/ <i>Kutuma arafa (SMS) au jumbe fupi kwenye simu ya mkononi</i>	<input type="checkbox"/> ₁
Sent a message via WhatsApp or BBM (Blackberry Messenger) <i>Kutuma ujumbe kupitia WhatsApp AU BBM (Blackberry Messange)</i>	<input type="checkbox"/> ₁
Sent emails/ <i>Kutuma barua pepe</i>	<input type="checkbox"/> ₁
Used an online social networking site like Facebook/ <i>Kutumia mtandao wa kirafiki kama vile Facebook</i>	<input type="checkbox"/> ₁
Used Twitter/ <i>Kutumia Twitter</i>	<input type="checkbox"/> ₁
Used YouTube/ <i>Kutumia You Tube</i>	<input type="checkbox"/> ₁
Shared pictures or videos of myself online <i>Kuweka picha au video zangu binafsi kwenye mtandao</i>	<input type="checkbox"/> ₁
Did research for school online / did homework/ <i>Kufanya utafiti wa shuleni katika mtandao/ kufanya kazi ya nyumbani</i>	<input type="checkbox"/> ₁
Took a class or a course online/ <i>Kusoma somo au taaluma kupitia mtandao</i>	<input type="checkbox"/> ₁
Played games online/ <i>Kucheza mchezo katika mtandao</i>	<input type="checkbox"/> ₁
Went online to get information for jobs and careers/ <i>Kuingia kwenye mtandao kutafuta habari kuhusu kazi na taaluma</i>	<input type="checkbox"/> ₁
Went online to get news or information about current events or politics/ <i>Kuingia kwenye mtandao kutafuta habari kuhusu matukio ya kisasa au siasa</i>	<input type="checkbox"/> ₁
Shared something online that I created myself like an artwork, photos, story or video/ <i>Kuweka kitu fulani nilichotengeneza mwenyewe kama</i>	<input type="checkbox"/> ₁

<i>vile cha usanii, picha/habari au video katika mtandao</i>	
Wrote a blog/ <i>Kuandika blogu</i>	<input type="checkbox"/> ₁
Commented on other people's articles or blogs <i>Kutoa mapendekezo kuhusu maoni au blogu za watu wengine</i>	<input type="checkbox"/> ₁
Looked online for health, dieting, nutrition, or exercise information/ <i>Kutafuta kwenye mtandao habari kuhusu afya, vyakula, au mazoezi ya mwili</i>	<input type="checkbox"/> ₁
Looked for information online about a health topic that is hard to talk about, like alcohol and drug information, sexual health (sex, sexual health, and/or gender and sexuality), or mental health issues such as depression)/ <i>Kutafuta habari kwenye mtandao kuhusu mada za afya ambazo ni ngumu kuzizungumzia, kama vile pombe na dawa, afya ya ngono (ngono, afya ya ngono, na/au jinsia na mapenzi), au masuala ya afya ya akili kama vile jakamoyo (mawazo mengi)</i>	<input type="checkbox"/> ₁
Chatted with someone online that I have not met in person/ <i>Kuzungumza na mtu mwengine ambaye sijawahi kukutana naye uso kwa macho kwenye mtandao.</i>	<input type="checkbox"/> ₁
Watched movies online/ <i>Kutazama filamu kwenye mtandao</i>	<input type="checkbox"/> ₁
Listened to radio or music online/ <i>Kusikiza redio au muziki kwenye mtandao</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

13. Have you ever changed the privacy settings on your social networking profile, like Facebook to make sure that you control who can or cannot view your personal information? Select only one answer.

Umeshawahi kubadilisha mpangilio wa mambo ya faragha/binafsi/siri kwenye mtandao wako wa kirafiki, kama vile Facebook ili kuhakikisha kuwa unaamua ni nani anayetazama habari zako za kibinafsi au la? Chagua jibu moja pekee.

I do not know what 'privacy settings' are/ <i>Sijui 'kubadilisha mpangilio wa mambo ya faragha' ni nini</i>	<input type="checkbox"/> ₁
No, I have not, because I do not want to/ <i>La, sijafanya hivyo, kwa kuwa sitaki kufanya hivyo</i>	<input type="checkbox"/> ₂
No, I have not, because I do not know how/ <i>La, sijabadilisha, kwa kuwa sijui hufanywaje</i>	<input type="checkbox"/> ₃
Yes, I have/ <i>Ndio, nimebadilisha</i>	<input type="checkbox"/> ₄
I do not have a social networking profile/ <i>Sina habari za kibinafsi kwenye mtandao wa kirafiki</i>	<input type="checkbox"/> ₅

14. **If the sites you most commonly used for games or browsing prompt you to give personal information, what would you do? Select only one answer.** /Ikiwa mitandao unayopenda kutumia kwa ajili ya michezo au kusakura inakuuliza kutoa habari zako za kibinafsi, utafanya nini? Chagua jibu moja pekee.

Give my personal information including my name, my e-mail address and my phone number/ <i>Nitatoa habari zangu za kibinafsi ikiwemo jina langu, barua pepe na namba ya simu</i>	<input type="checkbox"/> ₁
Give a fake name and fictional e-mail address and a phone number/ <i>Nitatoa jina lisilo halali na barua pepe pamoja na nambari ya simu ya kubuni</i>	<input type="checkbox"/> ₂
Abandon the site and move on to another one/ <i>Nitaachana na mtandao huo na kusonga kwa mwingine</i>	<input type="checkbox"/> ₃

15. Have you ever received by mail or SMS or encountered on your personal social networking site page advertisements related to certain products for children? Select only one answer.

Umeshawahi kupokea kupitia barua pepe au SMS au kukuta kwenye mtandao wako wa kirafiki matangazo ya kibiashara yanayohusiana na bidhaa za watoto? Chagua jibu moja pekee

Yes, all the time/ <i>Ndio, kila mara</i>	<input type="checkbox"/> ₁
About half the time (50 per cent)/ <i>Karibu nusu ya muda wote niliotumia (asilimia 50)</i>	<input type="checkbox"/> ₂
Very rarely/ <i>Nadra (mara chache) sana</i>	<input type="checkbox"/> ₃
Never/ <i>Bado</i>	<input type="checkbox"/> ₄

16. Have you ever done any of the following things online? Mark all that apply.

Umeshawahi kufanya mambo yafuatayo kwenye mtandao? Chagua yote yanayofaa.

I accepted friend or chat requests from people I never met in real life/ <i>Nilikubali ombi la kutaka urafiki au mazungumzo kutoka kwa watu ambao sikuwa nimewahi kukutana nao</i>	<input type="checkbox"/> ₁
I lied about my age/ <i>Nilidanganya kuhusu umri wangu</i>	<input type="checkbox"/> ₁
I was asked by someone to send a photo of myself in which I am not fully dressed/ <i>Niliombwa na mtu fulani kumtumia picha yangu niliyopigwa bila kuvaa nguo kikamilifu</i>	<input type="checkbox"/> ₁
Someone used my password to access my information or to pretend to be me/ <i>Mtu fulani alitumia namba yangu ya siri kufikia habari au kujifanya alikuwa mimi</i>	<input type="checkbox"/> ₁
I lost money by being cheated on the Internet (real money, not imaginary money in a computer game)/ <i>Nilipoteza pesa kwa kudanganywa kwenye</i>	<input type="checkbox"/> ₁

<i>mtandao (pesa halisi, siyo pesa dhahania kwenye mchezo wa kompyuta)</i>	
I sent my phone number or my home address to someone that I have never met in real life/ <i>Nilituma namba yangu ya simu au anwani ya nyumbani kwa mtu nisyewahi kukutana naye maishani mwangu</i>	<input type="checkbox"/> ₁
I sent an offensive or mean message or photo to someone else, either by mobile phone or computer <i>Nilituma ujumbe wenye kuudhi au wenye matusi au picha ya mtu mwingine kupitia simu ya mkononi au compyuta</i>	<input type="checkbox"/> ₁

17. Have you ever met a person in real life who you only knew from social media or chatrooms?

Mark all that apply. /Umeshawahi kukutana na mtu katika maisha halisi ambaye ulikuwa umemjua tu kupitia mtandao wa kirafiki au ukumbi wa mazungumzo. Chagua yote yanayofaa

No, I have never met anyone/ <i>La sijawahi kukutana na yeyote</i>	<input type="checkbox"/> ₁
Yes, someone I befriended online/ <i>Ndio mtu niliyefanya urafiki naye kwenye mtandao</i>	<input type="checkbox"/> ₁
Yes, someone who I thought could be my girlfriend or boyfriend/ <i>Ndio, mtu fulani ambaye nilimuona kufaa kuwa mpenzi wangu</i>	<input type="checkbox"/> ₁
Yes, someone from a youth club or organization/ <i>Ndio, mtu kutoka kilabu au shirika la vijana</i>	<input type="checkbox"/> ₁
Yes, someone who promised me a job/ <i>Ndio, mtu aliyeniahidi kazi</i>	<input type="checkbox"/> ₁
Yes, someone I just wanted to get to know/ <i>Ndio, mtu ambaye nilitamani sana kumjua tu</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

**18. If you answered yes to question 17, which of the following things did you do?
Select only one answer.**

Kama ulijibu ndio katika swali la 17, ni vipi kati ya vitu vifuatavyo ulivyowahi kufanya?
Chagua jibu moja pekee.

I did not tell anyone I was meeting this person/ <i>Sikuambia mtu yeyote kuwa nilikuwa naenda kukutana na mtu huyu</i>	<input type="checkbox"/> ₁
I told a friend who I was meeting and where/ <i>Niliambia rafiki yangu ni mtu yupi niliyekuwa naenda kukutana naye na mahali pa kukutana</i>	<input type="checkbox"/> ₂
I told a family member who I was meeting and where/ <i>Niliambia mtu wa familia mtu niliyekuwa naenda kukutana naye na wapi pa kukutania</i>	<input type="checkbox"/> ₃
Other (specify)/ <i>Nyinginezo (eleza):</i> _____	<input type="checkbox"/> ₉₇

**19. Which of the following things, if any, have you, personally, experienced online?
Mark all that apply.**

Ni vipi kati ya vitu vifuatavyo, kama kuna vyovyote, ulivyokutana navyo kwenye mtandao, wewe binafsi? Chagua yote yanayofaa

Someone spread a rumor/ wrong information/bad information about me online / <i>Mtu fulani alisambaza uvumi / habari za uongo / habari mbaya kunihusu kwenye mtandao</i>	<input type="checkbox"/> ₁
Someone posted or forwarded through SMS an embarrassing picture of me online without my permission/ <i>Mtu fulani aliweka au kusambaza picha ya kuaibisha inayonihusu mimi bila ruhusa kupitia SMS</i>	<input type="checkbox"/> ₁
Someone sent messages to my mobile phone that were nasty or hurt my feelings/ <i>Mtu fulani alinitumia ujumbe mchafu na wa kuumiza moyo kwenye simu yangu ya mkononi</i>	<input type="checkbox"/> ₁
Someone sent me emails that were nasty or hurt my feelings/	<input type="checkbox"/> ₁

<i>Mtu fulani alinitumia barua pepe chafu au ya kuumiza moyo</i>	
Someone sent me messages via chat that were nasty or hurt my feelings/ <i>Mtu fulani alinitumia ujumbe mchafu au wa kuumiza hisia zangu kupitia chat</i>	<input type="checkbox"/> ₁
Someone said/posted hurtful or nasty things about me on a social networking site like Facebook/ <i>Mtu fulani alisema/aliweka vitu vya kuumiza moyo au vichafu kunihusu kwenye mtandao wa kirafiki kama vile Facebook</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

20. Think about the LAST time that this happened to you. How upset were you about what happened? Select only one answer.

Fikiria kuhusu wakati wa MWISHO ambapo jambo hili lilifanyika. Ulichukizwa kiasi gani kuhusu kilichofanyika?

Very upset/ <i>Nilikasirika sana</i>	<input type="checkbox"/> ₁
A bit upset/ <i>Nilikasirika kiasi</i>	<input type="checkbox"/> ₂
Not at all upset/ <i>Sikukasirika</i>	<input type="checkbox"/> ₃
Don't know/ <i>Sijui</i>	<input type="checkbox"/> ₈

21. If you experienced any of the things in question 19, did you know the person/people sending the messages or posting things online about you? Select only one answer.

Kama ulipitia mojawepo ya hali zilizo katika swali la 19, je ulijua mtu/watu aliyekuwa anatuma jumbe hizo au kuweka vitu hivyo kwenye mtandao kukuhusu? Chagua jibu moja pekee

Yes/ <i>Ndio</i>	<input type="checkbox"/> ₁
No/ <i>La</i>	<input type="checkbox"/> ₂

**22. If you experienced any of the things in question 19, what did you do afterwards?
Mark all that apply.**

Kama ulipitia mojawepo ya hali zilizo katika swali la 19, ulifanya nini baadaye? Chagua yote yanayofaa.

I deleted the messages/ <i>Nilifuta ujumbe huo</i>	<input type="checkbox"/> ₁
I blocked the person/ <i>Nilikatiza uhusiano/mawasiliano na mtu huyo</i>	<input type="checkbox"/> ₁
I reported the person to the social network/ <i>Nilimshtaki mtu huyo kwa mtandao wa kirafiki</i>	<input type="checkbox"/> ₁
I told my friends/ <i>Niliambia rafiki zangu</i>	<input type="checkbox"/> ₁
I told my brother or sister/ <i>Niliambia kaka au dada yangu</i>	<input type="checkbox"/> ₁
I told my parents or caregivers/ <i>Niliambia wazazi au walezi wangu</i>	<input type="checkbox"/> ₁
I told my teacher/ <i>Niliambia mwalimu wangu</i>	<input type="checkbox"/> ₁
I told someone whose job it is to help children (police/social worker) / <i>Niliambia mtu fulani ambaye kazi yake ni kuwasaidia watoto (polisi/ mhudumu wa jamii)</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

23. Have you ever seen any sexual images when using your phone or the Internet?

Sexual images include pictures, photos or videos. They could be showing people naked or having sex. Mark all that apply.

Umeshawahi kuona picha zozote za kimapenzi unapotumia simu yako au intaneti?

Picha za mapenzi zinajumuisha pia video. Zinaweza kuwa zinaonyesha watu wakiwa uchi au wakifanya mapenzi.

Chagua yote yanayofaa.

No/ La	<input type="checkbox"/> ₁
Yes, I opened an attachment by mistake/ <i>Ndio, nilifungua ujumbe ambata kimakosa</i>	<input type="checkbox"/> ₁
Yes, it popped up on my screen while I was browsing the Internet/ <i>Ndio, ilijitokeza ghafla kwenye skrini (kiwambo) wakati nikisakura kwenye mtandao</i>	<input type="checkbox"/> ₁
Yes, I wanted to see it/ <i>Ndio, nilitaka kuiona</i>	<input type="checkbox"/> ₁
Yes, a friend sent me a photo or video/ <i>Ndio, rafiki yangu alinitumia picha au viedo</i>	<input type="checkbox"/> ₁

24. How do you CURRENTLY learn about how to protect yourself and your personal information when using the Internet or your mobile phone? Mark all that apply.

Huwa unajifunzaje SIKU HIZI kuhusu jinsi unavyoweza kijikinga na kulinda habari za kibinafsi unapotumia Intaneti au simu yako ya mkono? Chagua yote yanayofaa.

I do not know of any places where I can learn about how to protect myself and my personal information/ <i>Sijui mahali popote ninapoweza kujifunza kuhusu jinsi ninavyoweza kukinga habari zangu za kibinafsi</i>	<input type="checkbox"/> ₁
At school/ <i>Shuleni</i>	<input type="checkbox"/> ₁
From my parents/ <i>Kutoka kwa wazazi</i>	<input type="checkbox"/> ₁
From my brothers or sisters/ <i>Kutoka kwa kaka na dada zangu</i>	<input type="checkbox"/> ₁
From my friends/ <i>Kutoka kwa marafiki</i>	<input type="checkbox"/> ₁
From TV, radio and newspapers <i>Kutoka kwa TV, redio na magazeti</i>	<input type="checkbox"/> ₁
From websites/ <i>Kutoka kwenye mitandao</i>	<input type="checkbox"/> ₁

25. How would you like to learn about how to protect yourself and your personal information when using the Internet or your mobile phone? Mark all that apply.

Ungenda kujifunza vipi kuhusu jinsi unavyoweza kujikinga na kuinga habari zako za kibinafsi unapotumia Intaneti au simu ya mkononi? Chagua yote yanayofaa.

I do not want to learn about how to protect myself and my personal information/ <i>Sitaki kujifunza kuhusu jinsi ya kujikinga na kuinga habari zangu za kibinafsi</i>	<input type="checkbox"/> ₁
At school/ <i>Shuleni</i>	<input type="checkbox"/> ₁
From my parents/ <i>Kutoka kwa wazazi</i>	<input type="checkbox"/> ₁
From my brothers or sisters/ <i>Kutoka kwa kaka na dada zangu</i>	<input type="checkbox"/> ₁
From my friends/ <i>Kutoka kwa marafiki zangu</i>	<input type="checkbox"/> ₁
From TV, radio and newspapers/ <i>Kutoka kwa TV, redio na magazeti</i>	<input type="checkbox"/> ₁
From websites/ <i>Kutoka kwa mtandao</i>	<input type="checkbox"/> ₁
Other (specify)/ <i>Nyingine (eleza):</i> _____	<input type="checkbox"/> ₁

THANK YOU!

SHUKRANI!

Focus Group Guide

Young People's Mobile Phone and Internet Usage, Behavior and Experiences

Moderator: Introduce yourself and all other adults in the room (notetaker, Reuben from YAK and Dixie from InterMedia) – they should have name labels on – explain their role in the room and that kids should pretty much not focus on them).

Welcome and thank you for agreeing to take part in our study. As you know, we are partnering with UNICEF on this study, which aims to understand how young people like you use social media, the Internet and mobile phones. UNICEF has been conducting this study in several countries, including Kenya, because they want to help ensure that all children and young people benefit from new technologies.

Thank you for agreeing to take part in this study and for filling in the questions for us. Now here is the fun part of the day. We are going to spend the next hour and a half together sharing our experiences of using our mobile phones, the Internet and the sites that we use.

I am here to guide the discussion and to listen carefully to what you have to say. You are the important people here today and we want to hear from all of you. There are no strict rules. Although we are meeting in a school, this is not like a school lesson and I am not a teacher. Please feel free to say what you like. We want you to feel free to share your experiences – the good and the not so good experiences – with us all. Please doesn't worry about what you say, there are no right things or wrong things to say and we are interested in everything you say – good, bad, positive and negative.

I will ask a question and we will then go around the room and see what you have to say. Don't worry if you can't think of anything – I will give you plenty of opportunity to say what you want to. We will be here for around one and a half hours. You may want to disagree with something someone says – that is fine, so long as we all respect one another's views. You have all been specially selected and your parents/ guardians have agreed to you being here today – please all speak up as we are interested in everything you can share with us. If you feel at all uncomfortable at any time just let me, or my colleague.....know. We want you to be very much at ease and to enjoy this group session. We will not be sharing anything you say today with your parents or teachers.

I want to assure you that you will not be identified in any reports or documents. I will just call you by your first name – so first of all let's all write our first names on these labels and stick them on so that we can all see them and read them. I will record the discussion so that I don't have to take detailed notes and so that I can make sure I capture everyone fairly. I will use the recording to write my report. It will not be shared with anyone beyond myself.

When we have finished our discussion we can go outside and have some sodas and something to eat – you will be ready for a drink by then.

Do you want to ask me anything before we start?

(Include housekeeping issues such as toilets, silencing mobile phones, etc.)

INTRODUCTIONS [10 mins]:

Let's find out a little bit about each other. We can do this in two's together and then share the information as a group.

Turn to your neighbor and find out 4 things:

- How old they are
- Where they go to school/ college
- What they most like doing when they are not in school/ college
- What they most like about the mobile phone they use most.

Now tell the whole group about your neighbor

Section 1 – How we use our mobiles and how that use fits into our daily lives (20 minutes)

Let us start by agreeing on our understanding of the terms internet and social media.

- **What do you understand by the term internet?**
- **And what do you understand by the term social media? Any examples you know about?**

Let's go around the table and you tell us:

- Do you have your own phone or do you use/share someone else's?
- If shared, when do you get access to it and is it supervised or alone time? Who

pays the bill?

- What do you mainly use the phone for (SMS, calls, MMS, accessing the Internet)
- What do you like best about using a mobile phone?
- How much time do you spend using your phone?

Tell me all the applications/features you have on your phones and I will write them up on this flip chart then we can go through them and see which of you have the application/feature

PROBE:

- How important are these applications/ features to you?
- Why are these applications/ features important to you?
- If I allowed you to have only 2 or 3 and no more, which ones would you choose? Why would you choose these particular applications?

Who uses the mobile phone to go to the Internet? (show of hands)

PROBE:

- Why do you use a mobile phone to use the Internet
- When you use the Internet on a mobile phone what sites are you using?
- What are the advantages/disadvantages of accessing the Internet via mobile phone?
- How long have you been using the Internet on your phone?
- How did you learn to do it—alone or did someone show you how, and why?
- Have you shown others how to connect to the Internet using a mobile phone? If so, who?

- Some of you don't access the internet using a mobile phone, why is that?
- Those of you (if any) sharing a phone, are you allowed to or are there rules about how much time you can spend on the internet?

Who doesn't use the mobile phone to go to the Internet? (show of hands)

- Why don't you access the internet via a mobile phone?

Let's talk about how you use a mobile phone – let's take yesterday (Friday)

- Take me through a typical school/ college day from when you wake up to when you go to sleep.

Moderator: Get someone to start by telling their story then bring everyone else in. Try to get as much information as possible on the typical sort of day, including where and how they use their mobiles, for what purposes, with whom, for how long) Then summarize on the flip chart: Pre-school/ morning/ lunchtime/ afternoon/ afterschool/ evening

Which is your most preferred method of accessing the Internet? Why is that?

Is there something you wish you were able to do more easily to access the internet?
What is that?

Section 2 – Let's talk a bit more about how and why you use the Internet (25 minutes)

How old were you when you started to use the Internet?

Why did you start using the internet?

PROBE

- What were the main things you wanted to do on the internet?
- How did you get started? (Where, with whom, via PC or mobile?)

Do you prefer using the internet to talking/sms on your phones? Why/why not?

What are your favorite Internet sites? (Moderator: List them on a flipchart – put a mark for every participant likes a similar site)

PROBE for why they especially like these sites

- What are the good/ fun things about these sites
- Are these sites designed for people like you, your age?
- What, if anything is not so good about these sites?
- If you could change these sites, what changes would you make?

Moderator: *Focus on the 2 most used/ popular Social Media/ Networking sites*

- Let's look at these sites – which of them do you use most of all? Why is that?
- When did you start to use these sites/ how old were you?
- How did you start? Did someone else tell you about them? Who (family/friends)?

PROBE FOR

- **The age limit for those with personal accounts (You are allowed to open an account on facebook when you are above 13 years)**
- **Who sets the 'rule' for age of having an account?**
- **How do they feel about this 'rule'?**
- Why did you start to use these sites?

PROBE FOR:

- News/ entertainment/ keep in touch with friends, family/ socializing/ school work/ information/ keep up to date with sports/ celebrity news and gossip
- Are your parents/guardians aware you access these sites? How much do they know about your online activity?

Let's access the Internet and take a look at the steps we go through to get to our favourite social media site

Let's see if we know how to do these things:

Moderator: Using a flip chart, write up the steps participants go through to get on the internet on their phones – let them take out their phones and use them as prompts but do not focus on every person doing the task. ASK:

- How do you go about accessing your favorite website and/or a website you want to check out? Tell me the steps (probe for bookmarking/searching/links in email/sms)
- How much have you customized on your phone to make it easier to access your favourite sites (for example do you know how to change your settings, change your profile, block or delete information).
- How much do you customize on your phone for these websites or do you do that on a computer?

Section 3 – Let's share our experiences of using our mobiles and the Internet (45 minutes)

People do lots of different things online/on the Internet using devices like computers, tablets and mobiles like finding about friends, making new friends, chatting, sending emails and messages. Which kinds of things do you do? Why do you do these things?

FOR EACH, PROBE FOR:

- The activities (socializing, keeping up with friends/family, finding out what's going on, sharing information, making new friends, adding people you know/have never met to your sites, etc.);
- The feelings (fun, exciting, interesting, confidence-building, empowering, etc.)

We all know that most things have good and bad sides. We've been discussing how mobiles, the Internet and social media can make our lives better and more fun. But do you see ways that these things might be harmful? Have you or anyone you know ever experienced things via mobile or the internet that concerned or upset you? These might be things that you might be hesitant to share with an adult or a person younger than you.

PROBE AROUND DIFFERENT LEVELS OF RISKY BEHAVIOR:

- ***Instigators/originators of exploitative or malicious information***
- ***Accomplices of exploitative or malicious information (pass the information on)***
- ***Bystanders of exploitative or malicious information (receive the information but do nothing about it)***

Let's fit our discussion around this scale of 1 to 10, where 1 is not at all harmful/risky and 10 is extremely harmful/risky. For each experience or behavior we mention let's try and map it on this scale. Which experiences/behaviors would we consider very risky (range 7-10), somewhat risky (4-6) and of minimal risk (1-3)?

Moderator: prompt with specific examples if the participants are not forthcoming (eg, being asked to friend/meet someone they don't know, being asked for personal information, being asked to buy something, sharing photographs.)

Reuben's story:

A young girl opened a Facebook account and was happy to add some of her school friends and even friends from her neighbourhood, some random guy who posed to be one of her long lost friends and even had her picture also sent her a friend request and she was very excited to have reconnected with her friend once again, so they started communicating and even planned to meet, on the meeting day she went to the place where they had agreed to meet but she could not see her friend, a guy who was not the one on the profile photo came along and offered to take her to where her friend was at that moment in time.

Now that we have listed these risky scenarios, how often do you think young people in your neighborhood experience them?

What do you think they do when one of these scenarios happen to them?

PROBE FOR:

- Stopped using the sites, talked to someone, tried to fix the problem, deleted the contacts, blocked the contacts, changes settings, reported it to someone, etc.

Which actions do you think are most effective?

If they don't do anything, why do you think this is so?

What do you think could be done to avoid or minimize these upsetting scenarios?

To wrap up, on the whole do you think the good things about digital technology and social media outweigh the bad things? Why or why not?

Thank you so much for coming and talking with us today.

Let's get some sodas before you go back home. (Once outside they will be given some refreshments, a childline leaflet – this will be explained to them and some airtime as an incentive)