



Digital Literacy as Catalyst for Reducing Educational Inequality Among Nairobi Girls, 2006

Mutua Mwangi^{1,2}, Rutto Cheruiyot³, Chiragai Kibet^{2,4}

¹ Department of Advanced Studies, Egerton University

² Department of Advanced Studies, Strathmore University

³ Egerton University

⁴ Department of Interdisciplinary Studies, Egerton University

Published: 10 May 2006 | **Received:** 01 December 2005 | **Accepted:** 19 March 2006

Correspondence: mmwangi@outlook.com

DOI: [10.5281/zenodo.18838824](https://doi.org/10.5281/zenodo.18838824)

Author notes

Mutua Mwangi is affiliated with Department of Advanced Studies, Egerton University and focuses on Law research in Africa.

Rutto Cheruiyot is affiliated with Egerton University and focuses on Law research in Africa.

Chiragai Kibet is affiliated with Department of Advanced Studies, Strathmore University and focuses on Law research in Africa.

Abstract

Educational inequality among girls in Nairobi, Kenya, persists despite government initiatives aimed at improving access to education and reducing disparities. A qualitative study employing semi-structured interviews with educators, students, and parents in selected schools across Nairobi to understand the impact of digital literacy initiatives on educational outcomes and social inclusion. Findings indicate that integrating digital literacy programmes into school curricula has led to a significant improvement in girls' technological skills (45% reported increased proficiency), fostering greater participation in online learning platforms, and reducing gender disparities in access to education technology resources. Digital literacy programmes have the potential to bridge educational gaps among Nairobi girls by equipping them with essential digital competencies and promoting equal opportunities for learning. Schools should prioritise integrating digital literacy into their curricula and seek partnerships with tech companies to provide necessary resources and training for educators. Parents and communities must also be involved in supporting these initiatives.

Keywords: *Kenya, Nairobi, Girls Education, Qualitative Study, Digital Divide, Empowerment Strategies, Participatory Research*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge