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Salesian Sisters of St. John Bosco
Our Lady of Hope Province – AFE- PDO



Human Rights Council

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Joint Stakeholders' Submission on:

HUMAN RIGHTS IN KENYA

Submitted by:

IIMA - Istituto Internazionale Maria Ausiliatrice delle Salesiane di Don Bosco

VIDES International – International Volunteerism Organization for Women, Education and Development

Congregation of Our Lady of Charity of the Good Shepherd (RGS)

(NGOs in Consultative Status with ECOSOC)

And

Daughters of Mary Help of Christians, Province of East Africa (FMA-AFE) - Kenya

Geneva, October 2024

I. INTRODUCTION

1. This stakeholders' report is a joint submission of the above-mentioned organizations. The report highlights key concerns related to Human Rights in Kenya. Each section conveys recommendations to the Government of Kenya.

2. The data and information obtained for this submission came from various sources and includes information from teachers, educators, children and youth, as well as other civil society actors living and working in Kenya. All information concerned the period from February 2020 to October 2024.

3. **Daughters of Mary Help of Christians (Salesian Sisters of St. John of Don Bosco), Province of East Africa (FMA-AFE)** is a faith-based Catholic charitable organization that envisages a just and harmonious society where young people, women and communities, especially in remote areas and informal urban settlements, are empowered through sustainable development programs and projects. In Kenya, over the years, the organization managed different social development programs ranging from education, health and livelihoods support. Our primary focus has been the education and youth empowerment through interventions in formal and informal education settings, targeting the poor and vulnerable children and youth.

4. **Istituto Internazionale Maria Ausiliatrice (IIMA)** is an international NGO in special consultative status with the Economic and Social Council. IIMA is present in 97 countries where it provides education to children, adolescents, youth and women, particularly the most disadvantaged and vulnerable.

5. **VIDES International**, established in 1987, is an international NGO in special consultative status with the Economic and Social Council operating in 49 countries. It promotes volunteer service at the local and international levels to ensure the implementation of human rights to vulnerable groups, especially children and women.

6. **Congregation of Our Lady of Charity of the Good Shepherd (RGS)**, an organization in Special Consultative Status with the Economic and Social Council of the United Nations, operates in 68 countries where the sisters and their partners-in-mission work to empower lives, uphold rights, and restore the dignity of girls, women, and children. In Kenya, the organization focuses on addressing extreme poverty through programs that empower women and girls, tackle unequal access to opportunities, and promote their holistic development for social and economic inclusion.

II. EXECUTIVE SUMMARY

7. Kenya is due for the review in the fourth cycle of the Universal Periodic Review (UPR) in April/May 2024 (49th UPR Session). Between 2021 and 2022, this NGO coalition contributed to conduct a post Covid-19 pandemic need assessment research concerning, *inter alia*, the **situation**

of girls from marginalized communities in the remote areas of Kenya.¹ This joint study, entitled “How are the girls?”, identified various human rights implementation gaps namely **digital divide, mental health challenges and violence against girls and young women**, and put forward several recommendations to address them. The present submission builds on and expands on the findings of the previous research.

III. RIGHT TO EDUCATION: Accessibility, Affordability and availability of digital devices, energy (electricity, solar energy) and internet facilities.

8. Access to the Internet is an indispensable enabler of a broad range of human rights, including education.² While the issue of digital education was not specifically addressed during the previous UPR of Kenya held in 2020, several recommendations were raised concerning the right to quality education, including its accessibility, affordability and availability, especially for the most vulnerable children in Kenya.³ In particular, recommendation no. 142.215 asked to “Continue efforts to address access to education by children living in rural areas by ensuring adequate infrastructure and educational resources”⁴. Kenya has accepted to implement such recommendations.

A. Inadequate Internet and Energy Infrastructure

9. The World Bank (2019) states that the number of individuals using internet has increased since 1990 to date in Kenya⁵. Despite the increase in internet users, the challenge of weak connectivity is paramount in Kenya, especially in rural areas since many households lack energy/electricity supplies.

10. The 2030 Agenda for Sustainable Development Goal 7 focuses on access to affordable, reliable, sustainable and modern energy for all. In Kenya, this is not yet attained fully since affordability, reliability and supply of energy countrywide is not resonating with the common citizen. As the energy demand increases, the electricity token price also rises. For a common village dweller to have electric connection in his/her home, the cost is high thus making it inaccessible. The rural electrification project initiated by the government in recent years to benefit several rural segments was associated with several shortcomings: it is not cost-effective and is inconvenient in terms of connection fees and fluctuating prices, especially the payment of token units. Due to mistrust and corruption, the most marginalized households struggle to untangle the bureaucratic connection procedures, forcing them to quit before they are connected. Among other challenges, rural electricity does not reach all households, since the project is only able to benefit those living within a few kilometers from the shopping center.

¹ “How are the Girls?”, A Study on the Rights of Girls during the COVID-19 Pandemic in six countries, promoted by four International Women Religious Congregations, available at: https://www.howarethegirls.gsif.it/docs/Howarthegirls_ENG-Print.pdf

² Report of the United Nations High Commissioner for Human Rights on Solutions to promote digital education for young people and to ensure their protection from online threats (A/HRC/57/28), p. 2, §5.

³ See Recommendations No 142.59, 142.191, 142.207/142.254. Report of the Working Group on the Universal Periodic Review of Kenya, 20 March 2020, UN Doc. A/HRC/44/9.

⁴ Recommendation No 142.215: Continue efforts to address access to education by children living in rural areas by ensuring adequate infrastructure and educational resources (Myanmar). Report of the Working Group on the Universal Periodic Review of Kenya, 20 March 2020, UN Doc. A/HRC/44/9.

⁵ World Bank Data 2021.

B. Accessibility of digital devices

11. In Kenya the devices are available, however accessibility is closely linked to affordability and the literacy level⁶. Most people living in the rural areas come from marginalized households. With the high cost of living in Kenya, they cannot afford digital devices such as smart phones, computers, tablets, etc., especially since these devices are very expensive. As a result, many girls, especially those from humble backgrounds, do not own a computer or even a smart phone. With the competence-based curriculum, there is high demand for the learners and parents to access the internet. Lack of access to digital devices hinders effective learning and can lead to discrimination in exercising the right to education for students from low-income backgrounds.

12. Technology companies have adopted the strategy of selling in installments and shipping their items. In this way, the buyer can get a phone on credit, paying a certain amount each day. If the payment is interrupted, the phone stops working. Many Kenyans purchase their cell phones in this way, then realizing that the cost of the item is extremely high compared to the normal purchase price.

13. During the Covid-19 pandemic, when online training was the only option for learning, many students were not able to participate in digital education. Among them, girls were particularly discriminated: according to the above-mentioned Study “How are the girls?”⁷, 50% of girls interviewed, experienced difficulties in studying. This was due to the fact that they were fully engaged in household chores, faced a lack of access to digital devices (phones, tablets and computers), and could not access the internet facilities needed to connect with the teachers and other learners as well as facilitate their studies online.

C. Digital literacy

14. At present, Kenya has adopted relevant policies, such as the Policy on Information and Communication Technology (ICT) in Education and Training, promoted by the Ministry on Education, which outlines among its objectives the promotion and integration of ICT in education and training; as well as the promotion of an inclusive environment for ICT in education, training and management⁸. Accordingly, Kenya had incorporated digital learning in schools, particularly in primary schools. Pupils were lucky to use tablets provided by the government to study online and learned how to operate the digital devices. However, this intervention has been limited to promoting online learning, without progressing in promoting the acquisition of computer knowledge and skills in the other educational levels among students. Students in some private educational institutions have the opportunity to receive a comprehensive digital education due to the availability of the necessary resources. However, the most marginalized families take their children to public schools, where digital learning is not offered or is not fully integrated.

⁶ [Availability access and affordability across digi \(1\).pdf](#)

⁷ “How are the Girls?”, A Study on the Rights of Girls during the COVID-19 Pandemic in six countries, promoted by four International Women Religious Congregations, available at: https://www.howarethegirls.gsif.it/docs/Howarthegirls_ENG-Print.pdf

⁸ ICT in Education and Training Policy 2021.

15. This NGO Coalition recommends the Government of Kenya to:

- 1. Promote the affordability of digital devices by providing tax incentives for the importers and manufacturers of digital devices for them to reduce the purchase price, as well as by encouraging local manufacturing in order to reduce importation fees.**
- 2. Increase the availability and accessibility of energy infrastructures through rural electrification especially in the rural areas and promote internet connectivity at affordable cost.**
- 3. Foster partnerships with the ICT Companies, international organizations, private sectors to fund and implement projects that will focus on improving digital and internet accessibility, including by enforcing policies that regulates the pricing of the digital and energy services.**
- 4. Integrate digital education as a cross-cutting concern to be applied to policies of the Ministry of Education regarding all educational levels.**
- 5. Provide the learning institutions with digital devices and adequately train the educational staff to ensure effective and efficient online learning as a component of quality education.**

IV. PROTECTION AGAINST ON LINE AND OFFLINE VIOLENCE

A. Digital privacy and security

16. The digital world offers both opportunities and challenges for young people as they navigate their transition to autonomy. Children and young people also face threats and restrictions to their human rights online. That includes threats to their rights to privacy, participation, freedom of expression and peaceful assembly and association, as well as risks to their safety. Furthermore, the commercialization of digital spaces, including educational platforms, views individuals as consumers rather than rights holders, and has seen profit prioritized over upholding human rights online.⁹

17. During the previous UPR of Kenya in 2020, the issue of the protection of data and privacy was already addressed. In particular, recommendation n. 142.176 calls to “Ensure that surveillance and profiling of citizen respect to right to privacy, including judicial oversights.” Similarly, recommendation n. 142.28 requests to “Revise and enact the draft data protection bill and create a data protection framework in line with international standards on the right to privacy”. These recommendations enjoyed the support of Kenya.¹⁰

⁹ Report of the United Nations High Commissioner for Human Rights on Solutions to promote digital education for young people and to ensure their protection from online threats (A/HRC/57/28), p. 3, §11-12.

¹⁰ Recommendation No 142.176: Ensure that surveillance and profiling of citizens respect the right to privacy, including judicial oversight (Germany); and 142.28: Revise and enact the draft data protection bill and create a data

18. Article 31 of the Kenyan Constitution 2010 recognizes the right to privacy¹¹. The Kenya Data Protection Policy 2018 put more emphasizes on implementing Kenyan constitution 2010 and urges the Kenyan Government to put into place policies that protect people's personal data not forgetting the more personal sensitive information¹².

19. Nevertheless, online privacy has been compromised and the human rights of several internet users' have been infringed. Internet abusers misuse others' data on internet, attack the reputation of people through body shaming, violate their right to privacy, and/or use information without giving credit to the source. For example, in the context of TikTok, several TikTokers' images are edited into illegal videos including harmful content that causes offence, distress or harm.

20. Despite the Cyber Security Strategy undertaken by the government,¹³ cybersecurity challenges have increased in Kenya, especially the cyber-attacks from hacktivists to various social media platforms with the aim of scamming the public of their money.

21. Online threats and lack of online safety is certainly a reason of concern in Kenya, since it has an extremely negative impact on children and young people's human rights. Among the main gaps and challenges to children and young people's protection from online threats in Kenya, this NGO coalition particularly highlight the following:

22. Cyberbullying as a threat to the well-being of the child and the youth. The UN Committee on the Rights of the Child and the UN Committee on the Rights of Persons with Disabilities consider bullying, including cyberbullying, as a form of violence. The Committee on the Elimination of All Forms of Discrimination against Women recognizes cyberbullying as a form of abuse affecting girls almost twice as much as boys, both as victims and perpetrators of cyberbullying.”

23. As recently stated by the UN Deputy High Commissioner for Human Rights; “Bullying is a serious issue, globally, exacerbated by the use of new technologies and the digital environment. [...] Cyberbullying takes bullying to the digital space. It leaves a digital footprint outside the confines of a specific time or location, such as the school or home. It can involve sending offensive messages to mock or humiliate by e-mail, by text, or through social media, often to a wide audience and with content that remains accessible for a long time. And it can also reach the threshold of threats, blackmail, of intimidation, and exploitation, sometimes involving sexual content”.¹⁴

24. In Kenya, students, parents or legal guardians encounter online bullying and security issues. While learning online, some students' accounts are hacked causing the loss of relevant

protection framework in line with international standards on the right to privacy (Estonia). Report of the Working Group on the Universal Periodic Review of Kenya, 20 March 2020, UN Doc. A/HRC/44/9.

¹¹ Kenyan Constitution 2010

¹² Kenya Data Protection 2018

¹³ Cyber Security Strategy.pdf (kippra.or.ke) available at:

<https://repository.kippra.or.ke/xmlui/bitstream/handle/123456789/3018/cyber%20Security%20Strategy.pdf?sequence=1&isAllowed=y>

¹⁴ Statement on Cyberbullying of Children, delivered by Nada Al-Nashif, United Nations Deputy High Commissioner for Human Rights, at the 54th session of the Human Rights Council - Panel discussion on cyberbullying against children, available at: https://www.ohchr.org/en/statements/2023/09/cyberbullying-children#_ftn1

information and sensible data. Most students and parents, especially those who lack digital literacy, have no idea of how to prevent or face these violations.

25. Girls and young women are at an even greater risk of abuse, through body shaming, fake partners, and scam relationships. Several cases are reported of girls and young women that have been scammed into relationships on dating sites, where they are conned money in the name of love. As a result, some end up being sexually abused and trafficked.

26. Importantly, children, adolescents and youth in Kenya lack training and information on how to protect their privacy on the internet. Since many children and young people lack adequate digital literacy skills (see Section C of the present submission), very often they are not aware of existing online security setting to report abuses and are therefore more exposed to the risk of human rights violations online, such as the infringement of their privacy.

27. Inadequate age-appropriate content verification allows children and young people to access information that is not suitable for their age leading to exposure to harmful content that contributes to their negative behavior change and negatively affects their well-being. Children and youth are increasingly exposed to harmful online contents that incites hatred or violence and/or are expressed in language that is disrespectful of human rights. While interacting online (e.g. through chats), the risk of contact with potential online abusers is also very high.

28. This NGO Coalition recommends the Government of Kenya to:

- 1. Ensure that children and young people can enjoy the full range of their rights safely and without intimidation online, particularly on digital platforms, and can access justice and effective remedies when violations occur.¹⁵**
- 2. Provide adequate digital literacy for children and young people to learn about existing online security settings to report abuses, as a means to reduce the risk of human rights violations online and ensure that perpetrators are held accountable.**

B. Violence against girls and young women

29. In addition to increasing violence in the digital world, violence taking place offline remains a reason of deep concern in Kenya. Accordingly, the issue of violence against girls and women was raised in the previous UPR of Kenya held in 2020. Relevant UPR recommendations no.142.31, 142.113 and 142.130 were addressed to and enjoyed the support of Kenya.¹⁶

30. The Fourth Beijing Conference for women 1995 was fueled by women empowerment agenda that is considered to be a framework for gender equality. For gender equality to be achieved

¹⁵ Report of the United Nations High Commissioner for Human Rights on Solutions to promote digital education for young people and to ensure their protection from online threats (A/HRC/57/28), p. 17, § 104 (f).

¹⁶ Recommendations n. 142.31 Strengthen legislative and administrative measures on discrimination and violence against women and other vulnerable groups (South Africa); 142.113 Continue to implement its inclusive national framework on preventing and addressing sexual and gender-based violence (Philippines); and 142.130 Set up specialized courts that enable the speeding up and the effective treatment of gender-based violence cases (Spain). Report of the Working Group on the Universal Periodic Review of Kenya, 20 March 2020, UN Doc. A/HRC/44/9.

worldwide, several key strategic objectives were outlined during the conference¹⁷. Accordingly, addressing violence against girls and young women requires a comprehensive approach involving governments, communities, families, and individuals, working together to create safer environments and protect the rights of all girls and young women.

31. Despite many international, regional and local laws protecting women's rights, the eradication of violence against women and girls persists a major challenge in Kenya. In particular, the Constitution of Kenya 2010 (article 27) provides guidance on the promotion and protection of women's rights by highlighting the need to empower girls and women towards their development in various aspects.

32. Nonetheless, this NGO coalition remains deeply concerned by the persistence of serious discrimination and human rights implementation gaps experienced by women in Kenya. Women and girls are exposed to serious violations of their human rights, such as sexual abuse, forced marriages and early pregnancy¹⁸.

33. Furthermore, the Covid-19 Pandemic had a great impact on the lives of women and girls. According to a Policy Paper jointly issued by the African Union Commission (AUC), UN Women, OHCHR and UNFPA, a significant increase in violence against women has been reported since the pandemic. Abuses such as sexual harassment, female genital mutilation, child abuse, unreported domestic violence against women and girls are rising in Kenya¹⁹. Accordingly, the Study "How are the Girls?" jointly conducted by this NGO coalition with other partners on the situation of the girls from marginalized communities in 6 countries during the Covid 19 pandemic, indicates that 60% of consulted girls from Kenya confirmed the increase of conflicts at home during the pandemic. 25% of girls dropped out of school as a result of forced relationship and early marriage. 22% of consulted girls reported cases of child labor and exploitation at home and away from the homestead. 86% of girls were engaged in house chore throughout the time they were away from school during the pandemic. They focused more of their attention and energy on the chores compared to boys who had time to relax, play and study.²⁰

34. In Kenya, cases of sexual violence against girls particularly between January and June 2020 increased by 92.2% (Ahmed et al., 2021). Research done by Zulaika et al. (2022) indicated that girls reported 49% increase in undesired sex during the pandemic, increased working hours by 3.3 hours a day and the risks of dropping out of school was 3.4 times higher. In the first weeks of April 2020, Kenya recorded 35% of gender-based violence cases and 50% increase in violence against girls²¹.

35. This NGO Coalition recommends the Government of Kenya to:

¹⁷ [Fourth World Conference on Women | United Nations](#)

¹⁸ <https://www.weforum.org/agenda/2020/05/covid19-gender-equality-women-deliver>

¹⁹ [Gender Based Violence in Africa during COVID 19 pandemic | Policy paper | UN Women – Africa](#)

²⁰ "How are the Girls?", A Study on the Rights of Girls during the COVID-19 Pandemic in six countries, promoted by four International Women Religious Congregations, available at: https://www.howarethegirls.gsif.it/docs/Howarthegirls_ENG-Print.pdf

²¹ World Vision 2020.

- 1. Develop, review and enforce gender-based violence policy and enforcement of other related laws.**
- 2. Provide accessible psychosocial supports like counselling for victims of gender-based violence.**

C. Child Alternative Care and Family Reintegration

36. International human rights instruments have long recognized that the family is the natural and fundamental unit of society and that it performs valuable functions for its members, especially children, and for the community as a whole. At the same time, the family can also be the place where violations of the rights of individual family members may occur. In particular, children might find themselves in a situation of vulnerability in the domestic context.

37. During the previous UPR of Kenya held in 2020, the issue of child alternative care was raised. In particular, recommendation no. 142.247, focusing on eliminating the institutionalization of vulnerable children and orphans, and providing them with a family environment, was addressed to and accepted by Kenya. As a result, the government of Kenya is currently emphasizing child reintegration into family and all child-based institutions are working in compliance with this approach.

38. Most children are placed in child institutions as a result of child abuses, financial constraints, dysfunctional and broken families, orphans, alleged sexual abuse, and neglect among other reasons. The proposal of reintegrating them back to the same families may remind them of such shortcomings²². Among these vulnerable children, those in street situations struggle the most with a possible reintegration into families: they have been abandoned to live without no one taking care of them, struggling for survival (no shelter, decent clothing, food) and exposed to abuses including rape and early pregnancy.

39. While child reintegration *per se* is certainly a positive achievement to give a sense of belonging to the child, it also presents a few challenges. In most cases, childcare institutions in Kenya have been rendering good care services to the orphaned and/or other vulnerable children. However, this has taken a U-turn when children are reintegrated into the biological or foster family. They encounter difficulties to adjust to the family environment: some are unhappy, stressed and bothered because a better life in the family to which they are being reintegrated is not guaranteed.

40. At times, the families themselves may not be fully supportive of or refuse the child's reintegration, mainly due to the financial burden this will create. Other causes for the opposition of the family to reintegration are: broken relationship between the child and the parents, financial instability, delayed and /or insufficient support from the government, more particularly in processing children documents such as the birth certificates for orphans.

41. This NGO Coalition recommends the Government of Kenya to:

²² [Gov't trains 12 foster care families to assist in children reintegration process – Kenya News Agency](#)

1. **Strengthen family-oriented policies and programmes that promote and protect the human rights of all family members, and especially children, as part of an integrated and comprehensive approach to development.**
2. **While recognizing there are situations of abuse that require alternative care and separation of children from their families, highlight the importance of reintegrating the children in families whenever possible, and if not, involving relevant stakeholders to build a circle of protection around them and promote personalized and high-quality alternative care solutions, in accordance with the best interest of the child and in line with the UN “Guidelines for the Alternative Care of Children.”²³**
3. **Adopt sensitization measures to empower biological and foster families with positive parenting skills in order to foster a loving and safe space as well as a conducive environment for the child.**
4. **Allocate financial support to families and promote income generating activities for families.**

V. MENTAL HEALTH

42. The issue of mental health was raised during the previous UPR of Kenya in 2020. In particular, recommendation n. 142.27 required, *inter alia*, the government of Kenya to “finalize the adoption process of the draft bills on children, mental health and person with disabilities.”²⁴ As a result, the Mental Health Act 2022 came into force on 11th July, 2022. The act expects both county and national government to put more emphasis on mental health care by improving accessibility, affordability as well as setting up mental health councils. While the UPR recommendation n. 142.27 has been accepted and implemented by the government of Kenya with regard to the adoption of Mental Health Act, further efforts are still needed to ensure an effective enforcement of the Mental Health Act 2022 and to establish adequate monitoring procedures for its implementation.

43. According to the World Health Organization (WHO), Mental wellbeing has a key impact on individual’s healthier lifestyle²⁵. Mental health disorders can cause more harm and suffering to the patient. Victims of mental health disorders are likely to be violated, stigmatized and discriminated. They are subjected to unhygienic conditions and inhumane living conditions, sexual abuse, neglect, and harmful and degrading treatment practices in health facilities. They

²³ *Guidelines for the Alternative Care of Children* was adopted by the UN General Assembly in 2009.

²⁴ Recommendation n.142.27 Finalize the adoption processes of the draft bills on children, mental health and persons with disabilities, and consider ratifying the Optional Protocol to the Convention on the Rights of Persons with Disabilities (Ecuador). Report of the Working Group on the Universal Periodic Review of Kenya, 20 March 2020, UN Doc. A/HRC/44/9.

²⁵ WHO (2009).

are limited to enjoying their civil and political rights in a way that they cannot marry or even exercise their right to vote or participate fully in public life²⁶.

44. The role that women and girls play in their families exposes them to an increased risk of developing mental health disorders. Cultural, economic and social factors such as discrimination, sexual and domestic violence, conflict and poverty also favor mental disorders like stress, anxiety, and falling into depression²⁷.

45. The constitution of Kenya 2010 under article 43 1(a) states that every person has the right to the highest attainable standards including access to healthcare services, among which are those aimed at mental health. Accordingly, the Kenyan Mental Health Policy 2015-2030 focuses its commitment to ensuring optimal health status of every individual. It provides directives on interventions for securing mental health system reforms in Kenya. This policy sets high standards in attaining mental health wellbeing of Kenyan people in private and public sectors. The policy outlines the relevance of developing and implementing it. Mental health is perceived as a key determinant to the overall health status of a person. This policy is in line with the global health vision to be attained by 2030.

46. In Kenya, similarly to the rest of the world, the COVID-19 Pandemic aggravated mental health issues due to increased anxiety, stress, economic hardships and its combination with other pre-existing health concerns. The pandemic impacted the lives of adolescents worldwide especially because of curfews, lock downs, school closure and suspension of public gatherings. By observing these governmental preventive measures, most people were isolated, experienced more stress, sadness, anxiety, boredom, loneliness, and fear among other challenges²⁸.

47. Even in the post pandemic, children and youth encounter mental health challenges because of stress due to uncertainties in their lives. Those that face financial problems and family crises like violence, school dropout, early marriages, or struggle to find a job are even more exposed to mental health disorders, often associated to alcohol or drug-additions.

48. The government has employed counselors who offer free of charge services related to mental health in public hospitals. However, in the rural areas, such public health facilities are only a few, while several private facilities are located nearby. As a result, mental health services are not sustainable in terms of accessibility and affordability, since public health facilities are often far away, while private facilities offer their services at a higher price.

49. This NGO Coalition recommends the Government of Kenya to:

- 1. Establish counselling facilities in learning institutions and employ more qualified counsellors for mental health related services.**
- 2. Decentralize mental health facilities in remote areas to ensure free of charge assistance.**

²⁶ <https://publications.universalhealth2030.org/uploads/Kenya-Mental-Health-Policy.pdf>

²⁷ [Kenya-Mental-Health-Policy.pdf \(universalhealth2030.org\)](https://publications.universalhealth2030.org/uploads/Kenya-Mental-Health-Policy.pdf)

²⁸ “How are the Girls?”, A Study on the Rights of Girls during the COVID-19 Pandemic in six countries, promoted by four International Women Religious Congregations, available at: https://www.howarethegirls.gsif.it/docs/Howarthegirls_ENG-Print.pdf

- 3. Raise awareness on mental health disorders through sensitization initiatives addressed to staff in education institutions, as well as through promoting life skills and mentorship programs to prevent and respond to mental health disorders among students.**