

SHRINKING CIVIC SPACES IN INSTITUTIONS OF HIGHER LEARNING PROJECT

Student Rights Advocacy Manual

**A RESOURCE FOR UNIVERSITY STUDENTS
AND PRACTITIONERS**



LEONIDA ODONGO | SIMON DUMA | JUDITH AKOTH



Shrinking Civic Spaces in Institutions of Higher Learning Project



Student Rights Advocacy Manual

**A Resource for University Students and
practitioners**

Disclaimer

The content of the publication is the sole responsibility of Haki Nawiri Afrika and does not necessarily reflect a position of RLS.

Table of Contents

Acknowledgement.....	iii
Abbreviations.....	v
Background.....	vi
Introduction.....	1
Characteristics of Human Rights.....	9
Higher Education in Kenya.....	11
Evolution of Human Rights.....	13
Contestation on Student Rights in Kenya	13
Human Rights as Contained in the Kenyan Constitution (2010)	18
Students Rights Advocacy.....	52
The overall aim.....	54
Obstacles to change	54
Opportunities.....	55
Actions that students can take	55
References	57

Acknowledgement

The Students Rights Manual is a deliverable under Haki Nawiri Afrika's Shrinking Civic Spaces in Institutions of Higher Learning Project. The project was implemented with support from Rosa Luxemburg Stiftung (RLS) -Eastern Africa Regional Office. The successful development of this manual is a joint effort of individuals and institutions.

Of special mention is Rosa Luxembourg Stiftung (RLS), without whose financial support the project would not have become a reality.

We acknowledge the support of Billegeya Mussa Programme Manager-RLS for his guidance during implementation of the Shrinking Civic Spaces in Institutions of Higher Learning Project.

We appreciate the contribution of students for giving their insights, which made the production of the manual a reality. Of special mention is Joan Jael Nato (Kenyatta University), Brian Abok (Kenya School of Law), Mercy Mbatia (University of Nairobi) Lewis Otieno (Catholic University of Eastern Africa) and Kibet Brian (University of Nairobi).

We acknowledge the contribution Haki Nawiri Afrika team namely Leonida Odongo, Alfred Abuka,

Simon Ouma, Judith Akoth and Brian Odero for their coordination towards the production of this manual.

Abbreviations

CATs:	Continuous Assessment Tests
KPU:	Kenya Peoples Union
KHRC:	Kenya Human Rights Commission
GSU:	General Service Unit
IMLU:	Independent Medical Legal Unit
ICCPR:	International Covenant on Civil and Political Rights
ICESCR:	International Covenant on Economic Social and Cultural Rights
LRF:	Legal Resources Foundation
JKUAT:	Jomo Kenyatta University of Agriculture and Technology
RLS:	Rosa Luxemburg Stiftung
SDC:	Student Disciplinary Committee
UDHR:	Universal Declaration of Human Rights
SONU:	Student Organisation of Nairobi University

Background

The Students Rights Manual is a deliverable under Haki Nawiri Afrika's Shrinking Civic Spaces in Institutions of Higher Learning Project. The project was implemented with support from Rosa Luxemburg Stiftung -Eastern Africa Regional office.

Project Goal and Objectives

The goal of the project is to expand civic space among university students. The objectives of the project are; enhance capacities of students to demand and defend their rights; strengthen responsiveness to issues affecting students; enhance the capacities of students to access justice and enable students solve community problems.

Who is this manual for?

This manual has been developed for university students both private and public to demand and defend their rights. It is also developed for other interested parties working in learning institutions handling young people on daily basis.

Why a Student Rights Manual?

Media images of riot police brutally beating university students are disturbingly common. Recently, Kenyan university students have faced a number of suspensions, expulsions and university closures. Many students decry of rights violations in institutions of higher learning including repressive disciplinary measures and criminal procedures against vocal students¹. This manual serves to define the rights of students in institutions of higher learning and provide them with referral points when rights are violated. It seeks to empower students to know their rights and responsibilities and understand how to advocate and defend rights.

¹ https://defenderscoalition.org/wp-content/uploads/2021/02/Neutered-Activism_-Tattered-Future-2-1.pdf

Introduction

Higher Education in Kenya

The roots of higher education in Kenya dates back to 1956 with the founding of Nairobi's Royal Technical College. Today Kenya's higher education sector includes -52 public, private and constituent university college institutions.² Higher education in post-independence Kenya from 1963 to 2009 has been characterised by rapid expansion -both in terms of student enrolment and a sharp increase in the number of both private and public universities. While national and institutional mechanisms, such as the establishment of a revolving fund, the Higher Education Loans Board (HELB) and the introduction of the Privately Sponsored Students Programme, have been initiated to address the sharp demand for higher education³.

Kenya's universities, like most of Africa's institutions of higher education, are recent creations. For most of the colonial period, British officials in Africa fought vigorously against higher

² <http://africauniversities.org/kenya/>

³ https://repository.up.ac.za/bitstream/handle/2263/32399/kiboiy_dynamics_2013.pdf?Sequence=4

education for Africans, both to prevent competition for administrative jobs and to discourage a potential cadre of new political leaders (Nwauwa 1996).⁴ Given the African struggle for schooling more generally during this time, the expansion of the educational system after independence had profound symbolic significance. New schools and universities served as "visible national monuments to independence" (Mwiria 1996:11), and building universities became a source of legitimacy for the newly independent governments (Hughes 1994). During president Jomo Kenyatta's speech at independence, inaugurating the newly independent Kenya, the President made a solemn pledge: the new government would tackle the three big challenges of poverty, ignorance and disease⁵. Access to education, including higher education expanded rapidly over the next three decades, and literacy rates increased dramatically⁶.

⁴ Appolos O. Nwauwa, *The British Establishment of Universities in Tropical Africa, 1920-1948: A Reaction against the Spread of American " Radical " Influence*, Cahiers d'Études africaines Année 1993

⁵<https://www.aljazeera.com/features/2014/1/29/kenyattas-promise>

⁶ Klopp, J. M., & Orina, J. R. (2002). University Crisis, Student Activism, and the Contemporary Struggle for Democracy in Kenya. *African Studies Review*, 45(01)

Evolution of Human Rights

The recognition of Human Rights by the United Nations was enshrined in the Universal Declaration of Human Rights (UDHR) in 1948, the International Covenant on Civil and Political Rights (ICCPR) in 1966 and the International Covenant on Economic Social and Cultural Rights (ICESCR).

According to international human rights law, States have three key obligations: to protect, to fulfil and promote human rights. Therefore, States must protect individuals and groups against human rights abuses. Obligation to fulfil implies that the State must take positive actions to facilitate the enjoyment of human rights. Commitment to promote means that States must avoid, prevent and remedy human rights abuse. The State must also do its utmost to advance awareness and acceptance of human rights.

Contestation on Student Rights in Kenya

Images of riot police brutally beating university students have been reported in the media in Kenya. Recently, Kenyan university students have faced

unprecedented numbers of expulsions⁷, student demonstrations⁸, university closures and police brutality on campus⁹.

Shortly after Kenya gained her independence in 1963, students were viewed as apolitical and "immune to opposition politics" (Savage & Taylor 1991:311). A study of Kenya's students (1966) at the first public university, the University College of East Africa, Nairobi, found that they appeared to "pursue their studies with little active attention to the political world" (McKnown 1975:215-16). These highly privileged students, a tiny fraction of the population, initially had free education and a stipend. They faced a buoyant post-independence economy with an ample supply of jobs.

Government officials, including President Kenyatta, reminded these university students of their privileged status. Students also knew that they depended on the government's goodwill to gain coveted civil service positions upon

⁷ <https://infolinks.co.ke/list-students-expelled-kenyatta-university-demonstration/>

⁸ <https://nairobi.news.nation.co.ke/news/multimedia-university-students-protest-block-road-in-row-with-administration>

⁹ <https://www.bbc.com/news/world-africa-50388704>

graduation. Thus, the State attempted to socialise university students into accepting the status quo.

Students and the government first collided in 1969. When the government prevented Oginga Odinga, leader of opposition party, Kenya Peoples Union (KPU), from speaking at the University College of East Africa-Nairobi. Consequently, the students demonstrated and boycotted classes. The government which set the pattern for future crackdowns to the present period, involved a classic divide and rule tactic as noted by McKeown (1974). The University was closed for a few months, with each student made to re-apply. Successful candidates were required to sign an apology for disobeying the government. Ultimately, five students were expelled and Professor Ngugi wa Thiong'o resigned in protest, outraged by the silence of most lecturers and professors. University closures and such selective punishment of student leaders would persist and increase in length and frequency to date.

1969 is a key year in Kenya's university education; this marked the legacy of repression of student organisation and dissident academic staff. In 1972, the University of Nairobi student paper, *University Platform* was shut down and lead editors Chalagat

Mutai and Ochieng K' Onyango were expelled. The 1975 assassination of the Nyandarua Member of Parliament (MP) Josiah Mwangi (JM) Kariuki ¹⁰ prompted students and lecturers to join in a demonstration demanding the resignation of the government and the arrest of the murderers. in response, the Kenyatta government sent paramilitary which attacked the campus, brutally beating and raping female students. Sixty students were arrested and charged with rioting (Awiti & Ong'wen 1990).

During the Moi era, General Service Unit (GSU) and riot police were sent to put down student riots leading to the closure of the University of Nairobi. Following trends in student activism in other parts of the continent, students held a licenced meeting to protest the death of Walter Rodney ¹¹ and condemn apartheid in South Africa and the role of multinational corporations in Kenya, in response, the Nairobi University Students' Organisation (SONU) was banned, and the police -the feared Special

¹⁰ <https://www.kenyans.co.ke/news/43695-words-cost-jm-kariuki-his-life>

¹¹ <https://www.blackpast.org/global-african-history/rodney-walter-1942-1979/>

Branch¹², as well as faculty and student informers, became a regular presence on campus (Kenya Human Rights Commission 1992:3; Mwiria1996: 10). In the same year (1980), the University Staff Union was also banned, and by 1981 a presidential decree demanded all student organisations wishing to hold meetings on campus apply for permits from the Office of the President for scrutiny by Special Branch.

In February 1982, the government allowed for the registration of the Students' Organisation of Nairobi University (SONU)¹³, in August of the same year, there were detentions without trial and an unsuccessful coup attempt, which led to the closure of the university for fourteen months, and student's activists were put under closer surveillance. Tito Andugosi Aloo¹⁴, chairman of the newly formed SONU, along with sixty-seven other students, were thrown in jail and tortured. (Africa

¹² Brigadier (rtd) Wilson Boinnet, The Origin of the Kenya Intelligence System, in Changing Intelligence Dynamics in Africa <https://gsdrc.org/wp-content/uploads/2013/02/Changing-Intelligence-Dynamics-in-Africa.pdf>

¹³ *ibid*

¹⁴<https://www.standardmedia.co.ke/opinion/article/2000090028/how-1982-coup-claimed-the-life-of-university-students-union-leader>

Watch 1991a: 391; Kenya Human Rights Commission 1992: 3).

For participating in a demonstration in support of the coup, Andugosi was convicted of " sedition " and sentenced to 10 years in Kamiti Maximum Security Prison, where he died in 1988 from mistreatment including denial of adequate medical attention (Africa Watch 1991), several other students including Muga K' Olale, Jeff Mwangi Kwirikia, David Onyango Oloo, Francis Kinyua and Wahinya Boore were also convicted and jailed for terms of five to ten years.

Human Rights in Kenya

Kenya is a signatory to various human rights treaties¹⁵. Being a party to these international treaties, Kenya should protect, promote and fulfil the human rights of its citizens and foreigners in her territory. Chapter 4 of the Kenyan Constitution (2010)¹⁶ contains the Bill of Rights, outlining various rights and freedoms. The objective of recognising and protecting human rights and fundamental

¹⁵https://lib.ohchr.org/HRBodies/UPR/Documents/Session8/KE/KSC_UPR_KEN_S08_2010_KenyaStakeholdersCoalitionforUPR_Annex3.pdf

¹⁶<http://kenyalaw.org/8181/exist/kenyalex/actview.xql?actid=Const2010>

freedoms lies in the preservation of the dignity of individuals and communities and to promote social justice and the realisation of the potential of all human beings.

Characteristics of Human Rights

Human rights are universal, indivisible, Interdependent and interrelated.

Universality of Rights

Universal means that all human beings are entitled to human rights irrespective of their colour, sex, language, political affiliation, social status, health, physical status or any other status.

Indivisibility of Human Rights

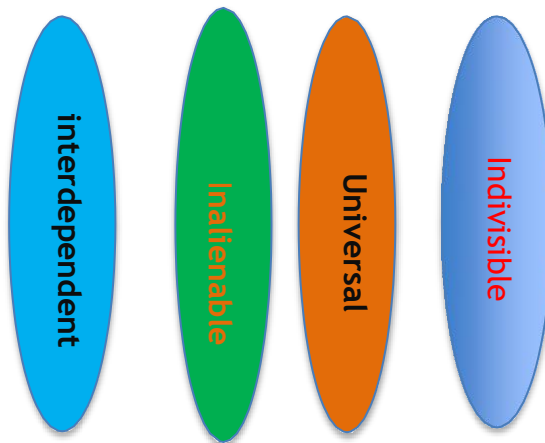
Indivisible means that all human rights are related and have equal importance. For example, the right to education is equally as important as the right to health.

Inalienability of Rights

Human rights should be recognized for all. This is because human rights are entitlements to be enjoyed by virtue of being a human being.

Interdependence of Human Rights

All human rights are interrelated and complement each other. This means that the enjoyment of one right depends on the enjoyment of another right. For example, one's ability to participate in governance is directly affected by the freedom of expression and right to information. The right to health is related to the right to life and the access to basic necessities of life such as food and shelter.



Injustices Meted on University Students

Injustices encountered by students in institutions of higher learning include arrests, arrests, expulsions, suspension¹⁷ missing marks¹⁸, sexual¹⁹ violence and harassment among other rights violations.

Higher Education in Kenya

The roots of higher education in Kenya date back to 1956 with the founding of Nairobi's Royal Technical College. Today Kenya's higher education sector includes: - 52 public, private and constituent university college institution. ²⁰ Higher education in post-independence Kenya from 1963 to 2009 has been characterized by rapid expansion - both in terms of student enrolment and in a sharp increase in the number of both private and public universities. While national and institutional mechanisms, such as the establishment of a

¹⁷ <https://nation.africa/kenya/news/education/rise-in-suspension-and-expulsions-of-students-raises-fears-235314>

¹⁸ <https://www.pd.co.ke/news/education/education-missing-marks-linked-to-sex-pests-in-universities-2878/>

¹⁹ <https://www.genderinkenya.org/news/facing-up-to-sexual-harassment-in-kenyan-universities-campusmetoo-movement>

²⁰ <http://africauniversities.org/kenya/>

revolving fund, the Higher Education Loans Board (HELB) and the introduction of the Privately Sponsored Students Programme have been initiated to address the sharp demand for higher education²¹.

Kenya's universities, like most of Africa's institutions of higher education, are recent creations. For most of the colonial period, British officials in Africa fought vigorously against higher education for Africans, both to prevent competition for administrative jobs and to discourage a potential cadre of new political leaders (Nwauwa 1996).²² Given the African struggle for schooling more generally during this time, the expansion of the educational system after independence had profound symbolic significance. New schools and universities served as "visible national monuments to independence" (Mwiria 1996:11), and building universities became a source of legitimacy for the newly independent governments (Hughes 1994)²³. Access to education, including higher education, expanded rapidly over the next three decades, and literacy rates increased dramatically.²⁴

²¹https://repository.up.ac.za/bitstream/handle/2263/32399/kiboiy_dynamics_2013.pdf?Sequence=4

²² *ibid*

²³ *ibid*

²⁴ *ibid*

Evolution of Human Rights

The recognition of Human Rights by the United Nations was enshrined in the Universal Declaration of Human Rights (UDHR) in 1948, the International Covenant on Civil and Political Rights (ICCPR) in 1966 and the International Covenant on Economic Social and Cultural Rights (ICESCR).

According to international human rights law, States have three key obligations namely to protect, to fulfil and to promote human rights. Therefore, States must protect individuals and groups against human rights abuses. Obligation to fulfil implies that the State must take positive actions to facilitate the enjoyment of human rights. Obligation to promote means that States must avoid, prevent and remedy human rights abuse. The State must also do its utmost to advance awareness and acceptance of human rights.

Contestation on Student Rights in Kenya

Images of riot police brutally beating university students have been reported in the media in Kenya. In Kenya. Recently, Kenyan university students have faced unprecedented numbers of expulsions, university closures and police crackdowns on

campus.²⁵

Shortly after Kenya gained its independence in 1963, students were viewed as a political and "immune to opposition politics" (Savage & Taylor 1991:311). Study of Kenya's students (1966) at the first public university, the University College of East Africa, Nairobi, found that they appeared to "pursue their studies with little active attention to the political world" (McKnown 1975:215-16).²⁶ These highly privileged students, a tiny fraction of the population, initially had free education and a stipend.

They faced a buoyant post-independence economy with an ample supply of jobs. Government officials, including President Kenyatta, reminded these university students of their privileged status. Students also knew that they depended on the goodwill of the government to gain coveted civil service positions upon graduation. Thus, the State attempted to socialise university students into accepting the status quo, with its socio-political hierarchies and deep and increasing economic.

²⁵ *ibid*

²⁶ *ibid*

Students and the government first collided in 1969. When the government prevented Oginga Odinga, leader of the opposition party, Kenya Peoples Union (KPU), from speaking at the University College of East Africa-Nairobi, students demonstrated, eventually boycotting classes. The government's, which set the pattern for future crackdowns to the present period, involved a classic divide and rule tactic as noted by McKeown 1974. The University was closed for a few months with each student made to re-apply. Successful candidates were required to sign an apology for disobeying the government. Ultimately five students were expelled and Professor Ngugi wa Thiong'o resigned in protest, outraged by the silence of most lecturers and professors. University closures and such selective punishment of student leaders would persist and increase in length and frequency.

1969 is a key year in Kenya's university education; this marked the legacy of repression of student organisation and dissident academic staff. In 1972, the University of Nairobi student paper, University Platform was shut down and lead editors, Chalagat Mutai and Ochieng K' Onyango were expelled. The 1975 assassination of MP J.M Kariuki in 1975 prompted students and lecturers to join in a demonstration demanding the resignation of the

government and the arrest of the murderers, in response, the Kenyatta government sent paramilitary which attacked the campus, brutally beating and raping female students. Sixty students were arrested and charged with rioting (Awiti & Ong'wen 1990).

During the Moi era, General Service Unit(GSU) and riot police were sent to put down student riots leading to the closure of the University of Nairobi. Following trends in student activism in other parts of the continent, students held a licenced meeting to protest the death of Walter Rodney and condemn apartheid in South Africa and the role of multinational corporations in Kenya, in response, the Nairobi University Students' Organisation was banned and the police -the feared Special branch, as well as faculty and student informers, became a regular presence on Campus (Kenya Human Rights Commission 1992:3; Mwiria1996: 10). In the same year (1980), the University Staff Union was also banned and by 1981, a presidential decree demanded all student organisations wishing to hold meetings on campus apply for permits from the Office of the president for scrutiny by the Special Branch.

In February 1982, the government allowed the registration of the Student Organisation of Nairobi University (SONU), in August of the same year, there were detentions without trial and an unsuccessful coup attempt, which led to the closure of the university for fourteen months, and student's activists were put under closer surveillance. Tito Andugosi Aloo, chairman of the newly formed SONU along with sixty-seven other students were thrown in jail and tortured (Africa Watch 1991a: 391; Kenya Human Rights Commission 1992:3). For participating in a demonstration in support of the coup, Andugosi was convicted of " sedition " and sentenced to 10 years in Kamiti Maximum Security Prison where he died in 1988 from mistreatment including denial of adequate medical attention (Africa Watch 1991), several other students including Muga K' Olale, Jeff Mwangi Kwirikia, David Onyango Oloo, Francis Kinyua and Wahinya Boore were also convicted and jailed for terms of five to ten years.

Human Rights as Contained in the Kenyan Constitution (2010)

Right to Life

Article 26 of the Kenyan Constitution talks about the right to life. Every person has the right to life. The constitution further says that a person shall not be deprived of their life intentionally, except to the extent authorised by the Constitution or other written law.



Case Studies on violation of Students' right to life

The right to life of students has been curtailed through murder. These have been at the hands of security forces, fellow students and community members. Examples where university students' lives have been cut short include:

Case 1

On 22nd December 2018, Carilton Maina, a 23-year-old Kenyan, University of Leeds University was killed in Nairobi's Kibera Laini Saba. He was cornered between two stalls and shot on his stomach, chest and face even as the student had surrendered and was pleading for his life.

Case 2

A Jomo Kenyatta University of Agriculture and Technology (JKUAT) Lewis Arthur Wamboga Musebe, a civil engineering student, had been reported missing on January 9, 2021. The 21-year old student is said to have been waylaid and his knees crushed before being strangled. The body was found adjacent to a coffee farm a few kilometres from Juja town.

Case 3

On 4th April 2019, Ivy Wangechi a 6th -year medical student, was hacked to death at the Moi Teaching and Referral Hospital in Eldoret. The police rescued the suspect identified as Kinuthia as irate locals descended on him with stones after he hacked the medical student with an axe and a knife. The student later died of injuries sustained after being rushed to hospital.

Case 4

A fourth-year female student at Mount Kenya University confessed to killing her boyfriend by stabbing him for being unfaithful. Teresia Roselyn Mburu and her friend Mary Nyambura, both fourth year students, admitted before the court to killing Zacharia Ndwiga, a graduate of Maseno University and a garage manager. Teresia said she killed Ndwiga out of anger after she realised, he was cheating on her.

Case 5

On 27th February 2018, Evans Njoroge - a student leader at Meru University, was taking part in a student demonstration outside Meru University. The demonstration was organised in protest at the rise of school fees, which would violate the right to an education by making higher education unattainable for many students. Evans attempted to flee the demonstration by running away as he was being intimidated and threatened by police due to his prominent role as a student-human rights defender and for his role in organising the protests. The rights defender was pursued by police as he ran away from the demonstration and was shot in the back of the head in a private compound.



Violations of students' rights to a fair trial happen in various ways in institutions of higher learning.

The violations of student rights are either direct or indirect, depending on whether the university is private or public. In some instances, student voices are muted and suffer in silence. Universities in Kenya are guided by the University Act 2020 ²⁷ revised 2019 edition, which gives guidelines on how universities should operate.

When students are faced with issues, public universities suspend students for a period of 1000 academic days pending Disciplinary Committee hearing. The 1000 days is almost equivalent to a 4-year academic degree.

According to the Kenyan Constitution (2010), every person is equal before the law, and every person has the right to equal protection before the law. Men and women have the right to equal treatment,

²⁷http://kenyalaw.org/kl/fileadmin/pdfdownloads/Acts/UniversitiesAct_Cap210B.pdf

including opportunities, social, cultural, and political spheres. The State is expected to adhere to non-discrimination either directly or indirectly against any person on any ground such as social origin, colour, age, disability, religion, conscience, belief, language, or birth.

Violations in Universities happen in the following ways:

Section 63 of the University Act (2012) provides for fair administrative action. Section 63(1) (a) states that a person who is likely to be affected, shall be informed of the nature of the allegations made.

Right to be informed of the nature of allegations against the student: This right is however, violated. The students are not told of the allegations they face and are later is suspended or expelled. In such situations, students do not have adequate information to defend themselves. Especially, in cases where the expulsion is under unclear circumstances.

Section 63(1)(b) of the Universities Act provides that a person who is likely to be affected should be given adequate time to prepare and present a defence.

Right to adequate time to prepare for defence: Inadequate time to prepare for a defence is a violation to the right to fair hearing of the students. Since students in many cases are unable to respond to the all the allegations levied against them adequately.

Right to be present or heard in person: This right is violated when the student is not heard in person or when the student is only called to receive the decisions of the Disciplinary Committee.

Section 63(3)(c) provides that the person who is likely to be affected should be heard in person.

Section 63(2) of the University Act provides that the university may act on general evidence on the character or conduct of the person and may not be bound by the rules of Evidence Act²⁸ Chapter 80 of the Laws of Kenya.

Right to examine witnesses or challenge evidence: Students cannot examine or question the evidence being produced or even challenge it; whatever evidence taken is deemed final. This section is also violating provisions of the Kenya

²⁸<http://kenyalaw.org:8181/exist/kenyalex/actview.xql?actid=CAP.%2080>

constitution Article 50(2)(K), which provides that a person has the right to a fair trial, which includes adducing or challenging evidence.

Section 63 (3) provides that a university Council shall expeditiously dispose all matters before it and in any event within six months.

- **Right to be heard amicably due to the pressure that may arise to conclude the matter within six months:** At times the council may summarise cases to ensure there are within the time frame.
- Section 63(4) provides that no person having personal interest or outcome in the matter shall be a member of the university committee hearing the said matter.
- **Conflict of interest should be avoided to ensure realisation of the right to a fair hearing.** Conflict of interest occurs when a student gets accused by the institution of higher learning, same institution is the accuser, prosecutor and judge against the student.
- Right to be informed of the charges against him/her with sufficient details.
- **Right to be presumed innocent until proven guilty:** At times the student is deemed guilty even before the trial process begins.

- Right to be given adequate time to present his/her defence.
- **Right to have the trial begin and concluded within reasonable time:** At times case may drag causing the student waste considerable amount of time.
- **Right to be present or being heard in person:** At times students are summoned for their case(s) and are very far from the university premises, this results to their case(s) being heard and determined in their absence.
- **Right to be informed in advance of the evidence the University Disciplinary Committee intends to rely on and to be given reasonable time to access the said evidence:** At times students are ambushed on the evidence that is intended to be used and are required to respond on it on the spot.
- Right to give evidence and challenge evidence brought by the disciplinary committee.
- Right not to give self-incriminating evidence against them.
- Right to appeal and the appeal heard within a reasonable time.
- Right to be heard before a neutral independent and impartial tribunal or disciplinary body.
- Right of the appeal to be heard before a

neutral independent and impartial tribunal or disciplinary body.

- **Right against double jeopardy.** One is not to be tried against the same offence again following an acquittal by the said disciplinary body.
- **Right to enjoy all the principles of natural justice** that is rule against bias and hearing of both sides of the matter.

University Students and the Justice system

Rights within the Justice system

A student(s) in the justice system has the following rights:

- An arrested person has the right to be informed promptly the reason for the arrest in a language they understand.
- Right be informed of the reason for the arrest.
- Right to remain silent.
- Right to communicate with an advocate or any other person example parents /guardians.
- Right not to be compelled to make a confession or an admission.
- Right to brought to court within the most reasonable time (but not later than 24 hours) after being arrested or can be held for more

hours by the order of the court.

- Right to be informed of the charge.
- Right to be released on bond or bail or reasonable conditions.

Rights of an accused person

- Right to a fair trial.
- Presumption of innocence until proven guilty.
- Right to be informed of the charge.
- Right to have adequate time and facilities to prepare for defence
- Every person has the right to a fair and public hearing.
- Every accused person has the right to a fair trial.
- Right to a public trial before a court as established by the Kenyan Constitution.
- Right to have a choice of representation by an advocate.
- Right to remain silent.

Challenges to Students' Rights in the Justice System

Within the justice system, students' right to a speedy trial is hampered:

- When there are incidences of missing files.
- When there are many adjournments to a case.
- When witnesses do not appear in court to testify.
- Threats to withdraw the case by the institution or have you suspended/expelled from school.
- Intimidation for lack of proper legal representation.
- Oppressive rules that bar students from speaking against injustices.
- Students are suspended for an indefinite period before the senate hearing in most universities.
- When delayed tactics are employed by suspending outspoken students until their associated followers graduate.

What should be done?

In case of violations of the rights above or more against the student;

- The student may appeal to the decision of the relevant university's Disciplinary Committee.

- The student may approach the court under Article 25(fundamentals and freedom that may not be limited), Article 27(equality and freedom from discrimination), Article 47 Fair administrative action), Article 48(access to justice), and Article 50(fair hearing) among other provisions of the Constitution.
- The student may also quote provisions of fair administrative actions as contained in the Fair Administrative Action Act No. of 4 of 2015.
- The students may seek for pro-bono lawyers in the event they cannot raise the legal fee.
- The affected student may approach human rights Non-Governmental Organisations (NGOs) which can assist in fighting for the said violated rights.
- The student to inform the court that he/she a student and bring evidence to court for example a student identity card.
- Make a request to the court for the mention dates to be brought closer to enable faster completion of cases.



Equality and Freedom from Discrimination

Freedom from discrimination is contained in Article 27 of the Kenyan

Constitution. This

article provides freedom

from discrimination based on race, sex, marital status, health status, ethnic or social origin, age, colour, disability, religion, conscience, belief, culture, dress, language and birth or any other status.

Discrimination based on sexual grounds is felt from the moment an individual registers in higher learning institutions in Kenya. Persons who are queer or non-binary are not given an opportunity to identify themselves as such since the admission form in universities requires them to fill as either male or female.

Some institutions of higher learning in Kenya are yet to make offices, hostels and libraries accessible by persons with disabilities. This amounts to discrimination, because they cannot access facilities that are fundamental in enjoying the right to education.

Violation of Equality and Freedom from discrimination

- Females being awarded more marks (this depends on subjects).
- Attachments and internship opportunities being awarded to students selectively.
- Ostracism by students of fellow students who become pregnant which is exhibited by “othering” behaviours such as failure to include them in groups formed for educational purposes.
- Incidences of pregnant students not accessing adequate medical care within institutions of higher learning.
- Most females do not have to work hard to earn marks, male students have to work harder.
- Missing Continuous Assessment Tests (CATs) or end of semester exams results from the student(s) portals.

What needs to be done

- Students to be encouraged to participate in the different committees.
- Student(s) to ensure they collect evidence of discrimination and keep it safe.
- Identify witnesses to the discrimination.

- Report the case to the university authority.
- Report the case to a human rights organization for purposes of monitoring.
- A system to be put in place to monitor outcome of issues students report.
- Balanced Student Disciplinary Committee (SDC) to enable students have confidence that their voices or issues will be addressed.
- There should be a follow up in reporting of cases where students' rights have been violated.



Everyone has the right to be treated with dignity and to be respected.

Violations of the right to human dignity

- Degrading treatment during arrests of students after a protest.
- Sexual harassment by lecturers and university staff e.g. sex for grades.
- When police officers enter student halls and vandalise students' property.

- When students get raped.
- Unnecessary touching and sexual harassment.
- Students not allowed to share their experiences of misconduct in the university.
- University Disciplinary Committees favours lecturers more than students, when students report cases of misconduct by lecturers and other university staff.
- When students get beaten up by the police.
- When a lecturer has a crush on a student and if the student does not accept a relationship, they are given retake and have to repeat a whole academic year making students not graduate. The lecturer can keep m doing this for as long as the student is part of the learning institution.
- When students report cases of violations, they are not sure of winning the case, majority of persons in the universities' Student Disciplinary Committee are lecturers resulting to students not having an upper hand.
- Intimidation by a lecturer(s) or other university staff after students report a case(s) of rights violation.
- Instilling fear on students either by lecturers or university staff.
- Students discontinuation from the university for a period of 3 years (1000 academic days) after

which they can come back to the university to defend themselves against the accusations levelled against them.

- False accusations of students (when demonstrations take place) the university administration is unable to identify who participated directly leading to collective punishment.
- Destruction of property during demonstrations.
- Exaggerated costs for damaged property during student demonstrations.
- All students are forced to pay for damages whether or not they are part of the demonstration. Mostly they pay more than Kshs. 3000 and this must be paid by all students.
- Anti-riot police going into hostels and students end up being raped
- Injuries during demonstrations.
- Students to lobby for Student Disciplinary Committees to have more student representatives to enable listening to students' concerns
- University management to listen to student grievances and concerns more.
- Before adopting a decision, it should be shared with students to get their views.

- Destruction of property during demonstrations by students, affects neighbouring community that results to conflicts between the community and students.
- Animosity between students and the neighbouring community.
- Thieves joining students during demonstration resulting into vandalism.

Sexual harassment in institutions of Higher Learning

Sexual Harassment as a violation to the right to human dignity. University students are coerced into sexual relations in order to pass exams, when they have failed either their CATs or end of semester exams or when pressured by lecturers and other university staff for sexual favours. Many times, victims of sexual harassment shy away from reporting these cases because they fear that:

- Nobody will believe them.
- The fear of discontinuity from the university.
- Fear of being a subject of ridicule by other students.
- Fear of being victimised by other lecturers.
- The presumption that it is difficult to get a conviction on sexual harassment.

- The length of time causes delay for example within the justice system.

Sexual harassment occurs in institutions of higher learning because:

- Majority of the perpetrators are males
- There are isolating environments (e.g. in the classroom, in an office etc.)
- There are social norms supportive of male dominance (for example sometimes you hear some people say women get raped because of how they dress).
- Belief in rape myths (e.g. she asked for it, she dressed inappropriately, sexist beliefs)
- Gender inequality exists between men and women
- Existing hierarchies and dependent relationship between students and lecturers, students and another university staff.
- Difficulties in making follow ups on sexual offence cases.
- Victimisation of survivors of sexual offences.
- The fact that society in many cases takes the side of the perpetrator.

What to do as a student

- Be aware that sexual harassment and other sex related offences is **NEVER** the victim's fault.
- Know your universities' Sexual Harassment Policy.
- As a student, ensure that allegations that you have are factual.
- Do not have a habit of sharing personal information with lecturers and other university staff (information such as challenges at home or economic conditions) this may make the student vulnerable to sexual harassment.
- Collect evidence of the sexual harassment and keep it safe (examples of evidence include text messages, photos or videos).
- Do not meet the lecturers/ university staff alone, ensure you have a trusted person accompanying you.
- Use a variety of options to communicate with the lectures e.g. phone calls instead of one on one meetings.
- In case you have to meet the lecturer, ensure it is within working hours and not evenings.

- Avoid meeting lecturers /university staff in isolated places.
- Report the case of sexual harassment or sex related offence to someone you trust.
- In case of rape, seek medical attention and keep the evidence safely.
- Report the case to the police.
- Report the case to a human rights organisation for monitoring during the court process.
- In case of rape, do not take a bath as this will tamper with the evidence.
- Download the Form P3, then report to the police station
- It is important to know that in sex offence related cases; the Kenyan government provides services free of charge to the survivor.

How to address Students' right to human dignity

- Reconstituting the Disciplinary Committee so that it has more students (to have a balance of lecturers and students in the disciplinary committee).
- Lecturers to listen more to student concerns.
- Identify a neutral body to address issues affecting students.
- University Vice Chancellors (VCs) to listen more to student leaders.

- Before making decisions, the university management needs to consult students and address emerging concerns.
- Sessions should be organised to talk about sexual harassment in universities to reduce normalisation of this offence.
- The student can report the case anonymously to prevent victimisation by lecturers and other staff.
- As a student, seek the services of a human rights organisation to assist in monitoring.


Every individual, as granted by the Constitution, has the right either as an individual or community to participate in public or private, to manifest his or her religion or belief



through worship. Additionally, the Kenyan Constitution further stipulates that no person can be denied entry or access to any institution, employment facility or hindered from enjoying any right because of their belief.

What to do when discriminated on religious grounds:

- Document evidence of the violation.
- Identify students who can walk with you through the process (support system).
- Identify a paralegal to give you advice.
- Identify a human rights organisation to support in monitoring the case



Freedom and
Security of the
Person

Every person has the right to freedom and security and this includes right not to be deprived of freedom arbitrarily and without cause, detained without trial except in a state of emergency.

Case 1: Student Security Under Siege

On 12 November 2019, students at the Jomo Kenyatta University of Agriculture and Technology (JKUAT) were protesting insecurity in the university and its environs. According to the students, knife-wielding criminals ambush them at around 6 pm and rob them off cash, phone and laptops. The University's Student Association through a member had directed the students to assemble for a peaceful demonstration, which turned chaotic. Officers deployed to disperse the protesting students were criticised over the use of excessive force.

Violation of Freedom and Security of the Person

Freedom and security of students is violated:

- When students get arrested during protests.
- When universities are closed indefinitely due to students' demonstrations and students are given hours to clear off campus. Many students become stranded.
- When students get abducted.

- When universities allow police to arrest students.
- When universities fail to provide accommodation forcing students to stay outside university which may be risky to security.
- When students get beaten up within and outside university.
- When students get injured during protests.
- When students get arrested while protesting for a just cause.

What to do as a student

- Seek medical attention in case of an injury
- Report the case to the necessary authority.
- Keep the evidence of the violation safely.
- Identify a human rights organization and report the case for monitoring.
- Identify a paralegal to help you understand the justice process and make the necessary follow ups.

Assessing Risks

- Among students, risk assessment involves vulnerabilities assessment, which constitutes of factors that increase the likelihood of harm occurring and /increase the impact of harm

Capacities assessment

- Resources that improve security. It is important to assess the students' capacities to respond to security issues within their universities and in communities.
- The Risk Formula:
$$\frac{\text{Risk} \times \text{Threats}}{\text{Vulnerabilities}}$$
- Students may lack support and become vulnerable, isolated and disconnected.

Responding to Security issues

- Visit a health facility and seek medical attention
- Go online and fill the P3 Form
- Visit the nearest police station to where the insecurity incidence took place and report
- Report the case to the police and have an Occurrence Book (OB) number
- Report the case to a human rights organization.

- Refer the case to a human rights organization e.g. Independent Medical Legal Unit (IMLU) and Kenya Human Rights Commission (KHRC) and Legal Resources Foundation (LRF).

Assessing risks as student

- Develop a sound understanding of your environment.
- Identify key actors who can come to your rescue.
- Map all the key actors and where they are located including their contacts.
- Understand all the underlying tensions.
- Understand the patterns and trends on security issues and how previous cases have been handled.
- Know where the attacks come from mostly.
- Have a sound understanding of the key actors in the security issue.
- For each security actor, know their interests, aims, their strategies, tactics, the power they have and readiness to act
- Explore the relationships between each of these security actors.

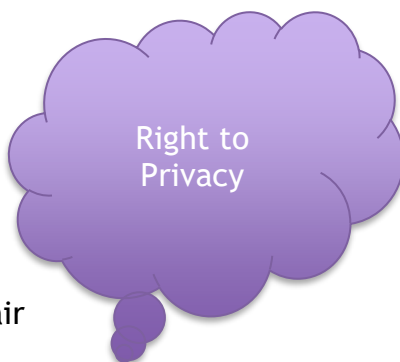
- As a student, be prepared to encounter security issues at any given time.
- React intensely to immediate threats.
- React quickly to sudden, dramatic changes.
- Know the risks.
- Make informed decision about security rules and procedures.
- Think about possible future scenarios and where possible take preventive action.
- Understand how each intervention affects a situation and how each actor might react.
- Conduct a Force Field Analysis - this is a technical process that helps you visually identify how different forces are helping or hindering you.
- Once you complete Force Field Analysis, evaluate the results.
- Force field analysis helps one to clearly visualize the forces they are dealing with. Every student needs to with carry out actors/stakeholder analysis. This is because insecurity is an issue that can affect any student at any time.

What to do

- Go to a health facility and get medical attention.

- Go online and get a P3 Form and fill it.
- Report to the nearest police station.
- When arrested, inform your family.
- Inform a close friend.
- Inform a community paralegal.
- Identify a human rights organisation to help in following up the case.

Every person has the right to privacy which includes right not to have their person, home or property searched, their possessions seized, information relating to their family or private affair unnecessarily required or revealed.



Violation of university students' right to privacy.

- Police raids in hostels²⁹ .
- Frisking and body searches.
- Surveillance.
- Tapping of phones.

²⁹ <https://www.standardmedia.co.ke/entertainment/local-news/2001256025/anti-riot-police-officers-attacked-university-of-nairobi-students-in-hostels-and-lec>

- Invasion of hostels by external persons e.g. police.
- Searching of hostels.
- Unwarranted searches of the students' lockers.
- Frisking of students in the entry points in school for illegal stuff.
- Disclosing of students' information to third parties without their permission for example exam results, confidential information.
- Spying on students.
- Forcing students to give information even when they don't have any or they just don't want to open up.



As stipulated in the Kenyan Constitution Article 70, every person has the right to a clean and healthy environment.

Economic and Social Rights

According to Article 43 of the Kenyan Constitution, every person has the right to the highest attainable standard of health, which includes the right to healthcare services including reproductive healthcare, right to accessible and adequate housing and to reasonable standards of sanitation,

be free from hunger and have adequate food of acceptable quality, right to adequate, clean and safe water, right to social security and right to education.

Right to Education

Students' right to education is inhibited when there is:

- Disappearance of marks /missing marks
- Sex for grades.
- Expulsion of students.
- Suspension of students.
- Sexual harassment of students by lecturers and other university staff.
- Coercion of students to produce Continuous Assessment (CATs) papers (when lecturers have misplaced the CATs)
- Disappearance of student marks from student portals without concrete explanation.
- Being forced to purchase some online applications for exams in specific faculties.
- Being sent away from class during exams.
- Being forced to undertake online classes without adequate gadgets (smartphones, inadequate data bundles).

- When students get locked out of the portal for non-payment of fees whereas they are still expected to pay fees.

Right to a clean and healthy environment

Every person has the right to a clean and healthy environment, which includes the right.



Violation of Students' Right to Health

- Lack of adequate medication in the sanatoriums.
- When students become sick, ambulance takes long to take the student(s) to hospital.
- When a student gets sick at night and they are staying outside campus, leading to delays in access to health.
- Unfriendly medical and subordinate staff at the sanatoriums.
- Rentokil bins not being frequently emptied.
- Hostels infested with lice, bedbugs and cockroaches.

Violation of Right to a Clean Environment

- Poor sanitation.
- Dirty ablutions.



The Kenyan Constitution 2010 says that a person has the right peacefully and unarmed, to assemble, to demonstrate, to picket, and to present petitions to public authorities.

The right to assembly, demonstration, picketing and petition among university student is interfered with during:

- Severe conviction of student leaders after students demonstrate to express grievances.
- When police throw teargas on students during peaceful demonstrations.
- When students get suspended for participating in demonstrations.
- When students and student leaders get expelled because of demonstrations to air students' grievances.

- When students get expelled for participating in demonstrations.



- When students get expelled for being vocal.
 - When students are not allowed to speak out on issues affecting them.
- When students participate in press conferences to give their side of the story and get expelled or suspended.

Students Rights Advocacy

Defining Advocacy

Advocacy is the process of influencing policy makers, to enable change of policies and practice aimed at resulting in positive and lasting impact.

Why students' advocacy?

- To **reform** existing policies and practices.
- Advocate for effective **implementation** of existing policies and practices.
- Advocate for **elimination** of current policies and practices.
- To push for **new** policies and practices.
- To **mobilise** support for students' voices

Violations of student rights continue to happen in institutions of higher learning and in the community.

Benefits of Advocacy

- Advocacy provides platform and channel for students' voices and issues affecting students.
- Enhance voices of students.
- Increases credibility as student-rights advocates.
- Enables influencing decision-making processes.
- Brings to the fore issues affecting the student community.

For effective advocacy on rights, students can undertake the following:

The problem

Describe the problem you want to solve in detail; how it affects the students, other relevant factors to the problem, why it is a problem and what is currently preventing change.

- Have a clear vision.
- Know your allies and opponents.

- Be creative and innovative.
- Understand your environment including allies. and who you need to win over.
- Map resistance to change - who needs persuasion and who needs to be isolated.

Organise

- Prioritise the right issues at the right time- being strategic.
- Organize and provide effective leadership.
- Be consistent.
- Mentor others.
- Work with multiple stakeholders.

The overall aim

- Explain what you are trying to achieve.
- What needs to change to achieve the goal.
- Identify what laws, policies, practices and attitudes need to change.
- What is inhibiting the desired change?

Obstacles to change

- Identify what the obstacles to change in the issue you are dealing.
- Know that change is a political process and

needs proper preparation and laying down the right strategies.

Opportunities

- Identify any existing reform processes that are relevant to your cause.
- Identify who are your allies and opponents.
- Identify what major events which this can be an agenda.
- Identify existing windows of opportunity that you can use to secure change.

Actions that students can take

- Media
- Public campaigning /popular mobilization
- Direct lobbying
- Advocacy through allies

Human Rights Organisations

Human Rights Organisations that students can reach out to:

Legal Resources Foundation: +254 722209822

Website: <https://www.lrf-kenya.or.ke>

Kenya Human Rights Commission -Gitanga Road,
Opposite Valley Arcade Shopping Centre, Phone
No+254 020 2044545/020 2106763

<https://www.khrc.or.ke>

Kenya National Commission of Human Rights

1st Floor, CVS Plaza, Lenana Road

P.O Box 74359-00200

Telephone: +254 020 2712664

Mobile: +254 733780000/0736780000/

+254 724256448/726610159

General inquiries: haki@knchr.org

Complaints: complaints@knchr.org

References

Amnesty International, Press Release: Police Beatings of University of Nairobi Students are a Clear Abuse of Power, April 5, 2016

<https://www.amnestykenya.org/press-release-police-beatings-of-university-of-nairobi-students-are-a-clear-abuse-of-power/>

Education: Missing marks linked to sex pests in universities, The People Newspaper, August 26, 2019, <https://www.bbc.com/news/world-africa-45624518>

Frontline Defenders, Killing of Human Rights Defender Evans Njoroge
<https://www.frontlinedefenders.org/en/case/killing-human-rights-defender-evans-njoroge>

Facing up to Sexual Harassment in Kenyan Universities : Campus Me Too Campaign
<https://www.genderinkenya.org/news/facing-up-to-sexual-harassment-in-kenyan-universities-campusmetoo-movement/>

Jomo Kenyatta University of Agriculture and Technology, Draft Sexual Harassment Policy
<https://www.jkuat.ac.ke/wp->

content/uploads/2015/10/Jkuat-Sexual-Harrassment-Policy-Final1.pdf

Koskei Silas, Medical Student Killed Outside Moi Teaching and Referral Hospital, April 9, 2019
<https://www.standardmedia.co.ke/rift-valley/article/2001320249/medical-student-hacked-to-death-outside-mtrh-eldoret>

Klopp M. Jacqueline, Orina R. Janai University Crisis, Student Activism, and the Contemporary Struggle for Democracy in Kenya African Studies Review, Vol. 45, No. 1

Kenya News Agency, 31 Student Leaders of Pwani University Expelled, 15 November 2019,
<https://www.kbc.co.ke/thirty-one-students-leaders-of-pwani-university-expelled/>

Nwauwa O .Appolos ,The British Establishment of Universities in Tropical Africa, 1920-1948 : A Reaction against the Spread of American " Radical " Influence, Cahiers d'Études africaines Année 1993

Universities Act

http://kenyalaw.org/kl/fileadmin/pdfdownloads/Acts/UniversitiesAct_Cap210B.pdf

United States International University, The
Resident Student Handbook, Nairobi
<https://www.usiu.ac.ke/resource/resident-handbook/>



THE KENYA POLICE
MEDICAL EXAMINATION REPORT

P3

PART 1 (To be completed by the Police Officer Requesting Examination)

From.....Ref.....
.....Date.....
To the.....Hospital/Dispensary
I have to request the favour of your examination of:-
Name.....Age.....(If known)
Address.....Date and Time of the alleged offence.....

Sent to you/Hospital on the.....20.....under escort of.....
.....and of your furnishing me with a report of the nature and
extent of bodily injury sustained by him/her.
Date and time report to police.....
Brief details of the alleged offence.....
.....

Name of Officer Commanding Station.....Signature of the Officer Commanding Station

**PART II-MEDICAL DETAILS - (To be completed by Medical Officer or Practitioner
carrying out examination)**

(Please type four copies from the original manuscript)

**SECTION "A"-THIS SECTION MUST BE COMPLETED IN ALL
EXAMINATIONS**

Medical Officer's Ref.NO.....

1. State of clothing including presence of tears, stains (wet or dry) blood, etc.
.....
.....

2. General medical history (including details relevant to offence).....
.....

3. General physical examination (including general appearance, use of drugs or
Alcohol and demeanour)
.....

This P3 Form is free of charge

**SECTION "B"- TO BE COMPLETED IN ALL CASES OF ASSAULT,
INCLUDING SEXUAL ASSAULTS, AFTER THE
COMPLETION OF SECTION "A"**

1. Details of site, situation, shape and depth of injuries sustained:-

a) Head and neck.....

b) Thorax and Abdomen.....

c) Upper limbs.....

d) Lower limbs.....

2. Approximate age of injuries (hours, days, weeks).....

3. Probable type of weapon(s) causing injury.....

4. Treatment, if any, received prior to examination.....

5. What were the immediate clinical results of the injury sustained and the assessed degree, i.e. "harm", or "grievous harm".*

DEFINITIONS:-

"Harm" Means any bodily hurt, disease or disorder whether permanent or temporary.

"Maim" means the destruction or permanent disabling of any external or organ, member or sense

"Grievous Harm" Means any harm which amounts to maim, or endangers life, or seriously or permanently injures health, or which is likely so to injure health, or which extends to permanent disfigurement, or to any permanent, or serious injury to external or organ.

.....
Name & Signature of Medical Officer/Practitioner

Date.....

This P3 Form is free of charge

**SECTION "C"-TO BE COMPLETED IN ALLEGED SEXUAL OFFENCES
AFTER THE COMPLETION OF SECTIONS "A" AND "B"**

1. Nature of offence.....Estimated age of person examined.....
2. **FEMALE COMPLAINANT**
 - a) Describe in detail the physical state of and any injuries to genitalia with special reference to labia majora, labia minora, vagina, cervix and conclusion.....
 - b) Note presence of discharge, blood or venereal infection, from genitalia or on body externally.....
3. **MALE COMPLAINANT**
 - b) Describe in detail the physical state of and any injuries to genitalia.....
 - c) Describe in detail injuries to anus.....
 - d) Note presence of discharge around anus, or/ on thighs, etc.; whether recent or of long standing.....

This P3 Form is free of charge

SECTION "D"

4. MALE ACCUSED OF ANY SEXUAL OFFENCE

a) Describe in detail the physical state of and any injuries to genitalia especially penis.....

b) Describe in detail any injuries around anus and whether recent or of long standing.....

5. Details of specimens or smears collected in examinations 2, 3 or 4 of section "C" including pubic hairs and vaginal hairs.....

6. Any additional remarks by the doctor.....

Name & Signature of Medical Officer/Practitioner

Date.....

This P3 Form is free of charge

SHRINKING CIVIC SPACES IN INSTITUTIONS OF HIGHER LEARNING PROJECT is a comprehensive Student Rights Advocacy Manual tailored towards helping university students and other practitioners understand human rights and justice and how to demand and defend rights. It reflects on struggles of students in institutions of Higher learning in relation to rights and what students can do when rights are violated.

About the authors

Leonida Odongo is a Kenyan social justice activist with vast experience in grassroots organizing, advocacy, movement building, adult learning methodologies and research. She holds a Bachelor's Degree in Political Science and Sociology from the University of Nairobi and is currently undertaking a Masters in International Conflict Management.

Simon Ouma is a graduate from University of Nairobi with a Bachelor's degree in Political Science. He has a passion for documentation focusing on photography as a mode of expression.

Judith Akoth has vast experience in administration and interpersonal skills. She has a passion for art and working with vulnerable children and youth.

Sponsored by the Rosa Luxemburg Stiftung with funds of the Federal Ministry for Economic Cooperation and Development of the Federal Republic of Germany. This publication or parts of it can be used by others for free as long as they provide a proper reference to the original publication.

