

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

Vulnerable and Marginalized Group Plan (VMGP)

County: Homabay

VMG: Abasuba

Population: 157,787

Sub-County: Suba Location/Sub-Location: Gwasi Central & Kaksigiri

Village: Sido, Gingo, Magunga, Nyega, Mandera

1. What is the legal and institutional framework applicable to these groups?

Article 21 of the Constitution, all State organs and all public officers have the duty to address the needs of vulnerable groups within society, including women, older members of society, persons with disabilities, children, youth, members of minority or marginalized communities and members of particular ethnic, religious or cultural communities.

Article 27: Affirmative action to redress past disadvantage suffered by individuals or groups because of past discrimination. County Government Act 2012, Section 35 (1.b), Gender equity and minority rights will be respected in county level planning and development facilitation as well as in resource mobilization and resource allocation, Section 102.

2. What is the demographic, social, cultural, and political characteristic of these groups, the land and territories that they have traditionally owned or customarily used or occupied, and the natural resources on which they depend?

Homa Bay County as a county has a population of 1,116,436 and an area of 3,154.7 km² with the abasuba population estimated at about 157,787 (KNBS, 2019¹). The Social Assessment was undertaken in Mbita/Gwasi Sub County. The county has Lake Victoria as a major source of livelihood.

The **Suba** (*Abasuba*) are Bantu group of people in Kenya who speak the Suba language they call themselves “Luo-Abasuba” to mean that they are non-local. Their population has very few fluent speakers left. They migrated to Kenya from Uganda and settled on the two Lake Victoria islands of Rusinga and Mfangano, others also settled on the mainland areas including Gembe , Gwassi, Kaksingri of Suba South and Migori and are believed to be the last tribe to have settled in Kenya. The Suba have distinct language greatly influenced by the neighboring Luo with most of their language classified as endangered.

Suba clans customary include Simbete, Sweta, and Wiga; and they have a clear and distinct ancestry that goes back to forefathers who crossed the Red Sea from Egypt (Misri). The rural population comprises the members of the Abasuba communities, who are considered to be the indigenous people in Migori County whereas the Town’s population consists of immigrant workers, traders and businessmen from the various Luo sub-clans.

The community is usually engaged in fishing and farming activities to earn a livelihood. Dominant communities within the area are mixed up but the majorities being Luos with whom they interact well.

¹ KNBS County and Sub-County Census 2019 population distribution based on ethnicity - Volume IV

<https://open.africa/dataset/9b94fe50-9d75-4b92-be00-6354c6e6cc88/resource/b1199ddd-a1a9-4e2d-8ba6-eb9c075b3b37/download/distribution-of-population-by-ethnicity-2019-census-volume-iv.csv>

During the social assessment in Gwasssi central location, participants were consulted with representation from PWDs, widows and Child-headed families. Challenges faced by the Abasuba that have influenced education include cultural practices like early marriages, teenage pregnancies, home deliveries and use of traditional medicinal remedies, wife inheritance with sexual relationship and open space defecation because they do not have a toilet readily accessible or due to traditional cultural practices. The population of child headed families is also on the rise.

3. Provide a summary of results of the free, prior, and informed consultation with these groups that was carried out during the sub-project preparation and that led to broad community support for the project.

During the social assessment in Gwasssi central location, magunga village a total of 54 participants (35 Male and 19 female) with representation from PWDs, widows and Child-headed families were consulted. The social assessment enabled identification of potential barriers to education, analysis of the risks, mitigation measure and identification of persons' who would support in implementation of the activities.

POTENTIAL BARRIERS ON EDUCATIONAL ISSUES	CAUSES OF THE BARRIERS	MITIGATION MEASURES/ RECCOMENDATIONS	STATE WHETHER ADDRESSED BY SEQIP OR NOT	ACTORS/ RESPONSIBILITY
Learners transition is slightly low	<ul style="list-style-type: none"> • Due to lack of knowledge and value of education on the parents • Lack of funds for student upkeep in school • Low economic status of parents • Long distances travel to access education secondary level services • Negative perceptions • Biases in selection of projects' beneficiaries • No representation in bursary and scholarships committees 	<ul style="list-style-type: none"> • Conducting community forums to sensitize community on importance of education and school participation by learners. • Awareness creation and advocacy on negative cultural practices prevention. • Affirmative action to the community when giving scholarship/bursaries • Sensitization parents on how apply for bursaries and scholarships for learners. • Provision of school fees mentorship and social support • Strengthen guidance and counseling • Inclusion of community representatives in project committees. • Increase on government scholarships. • Identify the needy learners for scholarship. 	This will be captured in sub-component 2.2	<ul style="list-style-type: none"> • VMGs focal persons • VMGs representatives • MOE • ML&SP • MDAs • Min. of Interior • NG-CDF • Community • Opinion leaders • FBOs/NGOs/CBOs. • CSO's • Parents Association (PAs) • Political leaders • County government
Learners dropping out of school	<ul style="list-style-type: none"> • Teenage pregnancies/Early marriage among the girls • Inadequate funding of FDSE & FPE 	<ul style="list-style-type: none"> • Conducting community forums to sensitize them on importance of education and school participation by learners. • Set aside advocacy fund for capacity building, holding seminars forum with learners, parents. 	This will be addressed in SEQIP Sub-Component 2.2	VMGs focal persons VMGs representatives MOE, Local Admin, Education Officials, ML&SP, Opinion leaders,

	<ul style="list-style-type: none"> • Children heading families due to absent parents • Inheritance of wives an early marriage amog teenagers leading to child-headed families • Fishing underage/teenagers • Poor attitude towards education • Low awareness on the existence of the education programs. • Community attitude and perception- Low value of education • Unfair distribution of resources by county government 	<ul style="list-style-type: none"> • Mentorship program for learners. • Inclusion of community representatives in project committees. • Advocacy campaigns in the community against negative cultural practises. • Conducting community forums to sensitize them on importance of education and school participation by learners. • Fair distribution of resources by county government. More funding of FDSE & FPE to avoid drop outs 		FBOs/CBOs/ NGOs,
Lack of basic/proper infrastructure in schools,	<ul style="list-style-type: none"> • Live too far in the remote areas challenging access to schools. • Congested Classrooms due to Increase in number of learners • Poor infrastructure in schools and the community • Lack of adequate secondary education facilities • Limited access to social amenities, health and education services • Lack of sanitary facilities - dirty water. • Lack of accountability, transparency and involvement in projects during implementation. • Lack of youth involvement in community projects 	<ul style="list-style-type: none"> • Create awareness, participation and involvement in all the stages of the project development. • Enhance structure like classrooms and library in the existing schools. • Construction of sanitary facilities • Inclusion of community representatives in development committees 	This will be captured in sub-component 2.1and Sub- component 4.1	<ul style="list-style-type: none"> • VMGs focal persons • VMGs representatives • Community members • MOE • MDAs • MOH • NG-CDF • Min. of Interior • Community • Opinion leaders • Political leaders • County government
POTENTIAL BARRIES TO NON - EDUCATION ISSUES	BARRIER CAUSES	MITIGATION MEASURES / RECOMMENDATIONS	STATE WETHER ADDRESSED BY SEQIP OR NOT	ACTORS/ RESPONSIBILITY

Low economic level in the community	<ul style="list-style-type: none"> • Discrimination on employment opportunities • Permissive religious practices • High illiteracy levels • Unfair distribution of resources • Lack of accountability, transparency and involvement in projects 	<ul style="list-style-type: none"> • Expand economic opportunities • Support community to get involved in Income Generating Activities • Issue of title deeds to community members • Transparency on allocated funds • Affirmative action on projects committees' representatives selected by community members • Inclusion and fair representation in project committees. 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • VMGs focal persons • VMGs representatives • Community members • Min of Agriculture • NEMA • Min. of Trade • Min. of Environment • ML&SP • County Government. • Community
Discrimination in development agendas	<ul style="list-style-type: none"> • lack of involvement and marginalization by the large communities • Individuals vested interest in projects implementation. • Lack of accountability, transparency and involvement in projects during implementation. • Skewed distribution of resources by county government 	<ul style="list-style-type: none"> • Political representation in elective politics. • Inclusion of community representatives in development committees • community participation in project's activities • Community sensitization on mutual co-existence among communities. 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • VMGs focal persons • VMGs representatives • Community members • NEMA • NCPWD • ML&SP • National / County Government. • Development partners. • National Treasury • FBOs/NGOs/CBOs. • CSO's • Community

4. How will free, prior, and informed consultation be carried out with these groups during project implementation? (How will feedback be received from VMGs and monitoring of impact of activities carried out?)

Objective	Activity	Output	Indicators	Means of Verification	Budget cost estimates (USD)	Time frame
To disseminate information about SEQIP to enhance project ownership	Conducting advocacy campaigns to sensitize community and VMG representatives on SEQIP and importance of education.	<ul style="list-style-type: none"> • 50 VMGs representatives sensitized on SEQIP • 50 IEC materials, adapted, procured and disseminated • 1 disclosure session 	<ul style="list-style-type: none"> • No. of community sensitization forums • No. of IEC materials for advocacy developed • No. of IEC materials developed. • No. of advocacy sessions on 	<ul style="list-style-type: none"> • Sensitization Reports • Records - Adapted IEC materials • Sensitization schedules • List of attendance • Circulars to the Field officers 	5,000	February 2022

			<p>government initiatives conducted.</p> <ul style="list-style-type: none"> • No. of VMGs sensitized • No. of disclosure sessions 			
To build capacity of committees on Monitoring and Evaluation to ensure enrolment, attendance, retention and transition of learners in schools.	Monitor enrolment, attendance, retention and transition of learners and scholarship beneficiaries in schools.	<ul style="list-style-type: none"> • Termly monitoring of learners enrolment, attendance, retention and transition 	<ul style="list-style-type: none"> • No. of learners in school. • No. of learners under scholarship from VMGs • No. of learners in school. • No. of learners under scholarship transitioning • No. of drop out cases referred. • No of monitoring sessions 	<ul style="list-style-type: none"> • Learner's progress reports. • Class attendance Registers. • Periodic school data. • List of scholarship beneficiaries • Disbursement schedules • Admission letters • Scholarship expenditure data • Daily Occurrence Registers at the Chief's office or Occurrence book at the Police station. 	5,000	Termly
To build capacity of committees on Monitoring and Evaluation in infrastructure implementation	Committee support monitoring of construction of a additional classrooms and enhancement of infrastructure in existing schools	<ul style="list-style-type: none"> • 2 schools infrastructure enhanced 	<ul style="list-style-type: none"> • No. of classrooms constructed • No. of monitoring sessions • No. of infrastructure in schools enhanced • No. of monitoring conducted • No. of community representatives involved 	<ul style="list-style-type: none"> • Reports • Signed Contracts service Providers • Delivery notes • Minutes • Certificate of completion. 	5,000	April 2022
	Monitor implementation of the developed VMG Plan	<ul style="list-style-type: none"> • Monitoring reports highlighting Implementation of VMGP 	<ul style="list-style-type: none"> • No. of monitoring highlighting implementation of the VMGP 	<ul style="list-style-type: none"> • Monitoring report 		
To catalyse use of SEQIP Grievance Redress Mechanism (GRM) in the community.	Conduct community sensitization forums and induct the community representatives and other stakeholders on use of SEQIP (GRM).	<ul style="list-style-type: none"> • 1 sensitization session • 200 community members/VMGs reached during sensitization forums on project GRM. 	<ul style="list-style-type: none"> • No. of sensitization sessions on GRM structures in place. 	<ul style="list-style-type: none"> • Sensitization Report • Attendance list 	5,000	February 2022
	Identification/ appointment of GRM	<ul style="list-style-type: none"> • 1 Focal person appointed 	<ul style="list-style-type: none"> • No. of VMGs identified as focal 	<ul style="list-style-type: none"> • Appointment letters 		

	focal persons and committees	• 2 GRM committees formed at location and Sub - County levels	points/persons • No. of GRM committees formed	• List of Focal persons • Reports		
To enhance linkages/ networking with other stakeholders	Support empowerment programs undertaken by parents/guardians for project sustainability	• 10 parents/guardians supported	• No. of empowerment programs enhanced. • No. of IGAs supported • No. of stakeholder sensitization forums/fora • No. Income Generating Activities initiated. • No. of joint partnership meetings.	• Minutes • Reports • IGAs • Partnership agreements	5,000	April 2022

5. Culturally appropriate procedures in place to receive and address grievances by these groups arising from project implementation.

Structures are in place to address grievances from community members including council of elders, beach management units, local administration and project implementation committees. They also use village council of elders, use local administrative units and *nyumba kumi* initiative in case of any grievances encountered by community members.

SEQIP will put the following GRM measures in place.

- Training of Sub county stakeholders on GRM;
- Register reported cases using the already developed grievance register;
- GRM focal person will be appointed and oriented on GRM activities to actively follow up on VMG complaints.
- The VMGs will be sensitized on GRM during outreaches.

Prepared by

Name: Julie Omolo

Position: Social Safeguards - PSDO

Date: 29th /11/2020

Consulted representative of VMG community:

Name: **List attached**

Position: VMG Focal Point

Date: 29th /11/2020

Checked and verified by Sub - Component Lead
Name: Florence Musalia

Position: Safeguards Focal Point - DDE

Date: 29th /11/2020

Annex: Photos



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