

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

Vulnerable and Marginalized Group Plan (VMGP)

County: Marsabit

VMG: Ilkunono

Sub-County: Laisamis Location: Laisamis Sub-Location: Laisamis Village: Comboni

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?

Laisamis¹ is a semi-arid area in Marsabit County that is majorly occupied by the Ilkunono community who mainly speak Samburu. They are a sub-group of the Maasai, known for being skilled blacksmiths, making cowbells and weapons. In the 16th century, the Maasai began migrating southwards from the lower Nile River. From the 18th century they began settling in southern Kenya and northern Tanzania. Il-kunono is a Maa word meaning Blacksmiths. Their work was to make metal equipment's to other tribes. Every tribe had their own blacksmiths and they had names according to their tribes. In the Maa community, blacksmith work was their source of livelihoods. The items they make were sold to the members of their own community as well as other communities within their reach. Currently other economic activities they are involved in include burning and selling of charcoal, Selling of firewood, Making of local brooms and natural twig tooth brushes, casual laborers, craftworks i.e. beadwork, making metallic tools such as spears, arrows among others but lately they have limited market for selling their proceeds.

The Ilkunono community is considered as social outcasts by other communities hence their children cannot intermarry with other communities. They are considered vulnerable and marginalized in terms of resource distribution and allocation, leadership representation both in County and National level, unequal distribution of job opportunities, skewed allocation of bursaries and scholarships. The community pointed out that due to their low population, they do not have political representation *e.g. elected or nominated leaders at the county level*.

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>

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.

Stakeholder's consultation meetings were conducted in Comboni village with a total of 81 participants [39 males and 42 females] representing different interest groups within the sub-county. 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
Low numbers of learners transition	<ul style="list-style-type: none"> Negative cultural practices and beliefs leading to truancy, Early Marriages, Female Genital Mutilation (FGM) gender based violence and child abuse resulting to school drop outs Endless male circumcision ceremonies as a major impediment to boy child education. Biases in selection of projects' beneficiaries Unfair distribution of scholarship and bursaries. No representation in bursary and scholarships committees Inadequate provision of sanitary towels to school going girls 	<ul style="list-style-type: none"> Conducting community forums to sensitize community on importance of education 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 (bursaries and scholarships) , mentorship and social support Provision of sanitary towels to girl child Strengthen guidance and counseling Inclusion of community representatives in projects 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"> MOE ML&SP MDAs Min. of Interior NG-CDF Community Opinion leaders FBOs/NGOs/CBOs. CSO's Parents Association (PAs) Political leaders County government VMG focal persons, VMGs representatives,
Neglect of responsibilities by Parents, learners and community	<ul style="list-style-type: none"> Irresponsible parents Socio-cultural issues (poor attitude towards education) Drug abuse by parents and learners Their consideration by other communities as outcast has lowered their self-esteem and position in the community. Discrimination and lack of involvement by other dominant communities. 	<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. Mentorship program for learners. Advocacy campaigns in the community against negative cultural practises. 	This will be addressed in SEQIP Sub-Component 2.2 (<i>Advocacy and social support program in place that will involve social mobilization focusing on parents and community leaders</i>)	MOE, Local Admin, Education Officials, ML&SP, Opinion leaders, FBOs/CBOs/ NGOs, VMG focal persons, VMGs representatives,

<p>High Levels of poverty amongst community members</p>	<ul style="list-style-type: none"> • Community living in isolated villages • Over reliance in subsistence fishing. • Community attitude and perception- Low value of education. • Low awareness on the existence of the education programs. • Unfair distribution of resources by county government • Lack of political representation within the county and national government • Individuals vested interest in projects • Biases in selection of projects' beneficiaries • Unemployment among the youth. • Enhancement of the school feeding program to boost in retention of learners in school. 	<ul style="list-style-type: none"> • Ensuring government service spread out to the local level • Conducting community forums to sensitize them on importance of education and school participation by learners. • Sensitize the stakeholders(Parents, Learners, Teachers) on the existence of education programs • Develop advocacy materials/ IEC materials for learners, learners with Special needs & Disabilities(LWD) and the community • Inclusion of community representatives in project committees. • Increase on capitation. • Fair distribution of resources by county government. 	<p>This will be captured in sub-component 2.2 and sub- component 3.1</p>	<ul style="list-style-type: none"> • MOE • TSC • KICD • MOE • Community • Opinion/ Political leaders • FBOs/NGOs/CBOs. • County government • VMG focal persons, VMGs representatives,
<p>Lack of basic/proper infrastructure in schools,</p>	<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 • inadequate secondary education facilities • Limited access to social amenities, health and education services • Minimal sanitary facilities - dirty water. • Poor accountability and transparency in projects during implementation. • Low 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 	<p>This will be captured in sub-component 2.1and Sub- component 4.1</p>	<ul style="list-style-type: none"> • MOE • MDAs • MOH • NG-CDF • Min. of Interior • Community • Opinion leaders • Political leaders • County government • VMG focal persons, VMGs representatives,

POTENTIAL BARRIERS 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 • 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 • 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"> • Min of Agriculture • NEMA • Min. of Trade • Min. of Environment • ML&SP • County Government. • Community • VMG focal persons, VMGs representatives,
Harsh Climatic conditions (<i>Drought and famine</i>)	<ul style="list-style-type: none"> • Frequent drought and famine leading to learners dropping out of school. 	<ul style="list-style-type: none"> • Explore climate adaptable projects to promote economic progress • Climate adaptable interventions. 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • Min of Agriculture • NEMA • Min. of Trade • Min. of Environment • Development partners. • Community • VMG focal persons, VMGs representatives,
Lack of political representation in the County Assembly and National Government	<ul style="list-style-type: none"> • Lack of a ward/ division leader • (No representation at the county assembly, national assembly etc) • Unfair distribution of resources • Biases and neglect of some parts and locations of the community • Lack of community recognition by KNBS during National census. 	<ul style="list-style-type: none"> • Affirmative action on projects committees' representatives selected by community members. • No biases among officials, • Inter household equal distribution of resources in particular locations and concerned areas • Transparency on allocated funds • Community participation • Clear setting of sub-county boundaries • The community should be recognized by KNBS and given a code as "Ilkunono Community" to be used during census exercises. 	This will not be addressed directly through SEQIP, it requires a multi-sectoral approach	<ul style="list-style-type: none"> • Local administrators, • Political leaders , • Education Officials, • MOE, • County Government, • Church leaders, Opinion leaders • Community • KNBS • Electoral and Boundaries Commission • VMG focal persons, VMGs representatives,
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. 	<ul style="list-style-type: none"> • Political representation in elective politics. • Inclusion of community representatives in development committees 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • NEMA • NCPWD • ML&SP • National / County Government.

<ul style="list-style-type: none"> • Lack of accountability, transparency and involvement in projects during implementation. • Skewed distribution of resources by county government • Lack of political representation within the county and national government. 	<ul style="list-style-type: none"> • community participation in project's activities • Community sensitization on mutual co-existence among communities. 	<ul style="list-style-type: none"> • Development partners. • National Treasury • FBOs/NGOs/CBOs. • CSO's • Community • VMG focal persons, VMGs representatives,
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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?)

Table 2: Enhancing inclusion of the Sengwer Community in SEQIP

Objective	Activity	Output	Indicators	Means of Verification	Budget Estimate(USD)	Time frame
To disseminate information about SEQIP to enhance project ownership	Create awareness about SEQIP among the VMGs representatives.	•50 VMGs representatives sensitized on SEQIP	<ul style="list-style-type: none"> •No. of awareness creation sessions •No. of VMGs representatives involved •No. of stakeholders sensitized •Information dissemination resources used 	<ul style="list-style-type: none"> •Signed attendance lists of participants •Sensitization report •Sensitization schedule •Circular to field officers •List of VMGs 	5,000	February 2022
	Procure and disclose culturally appropriate IEC materials on project interventions.	<ul style="list-style-type: none"> •50 IEC materials, adapted, procured and disseminated •1 disclosure session 	<ul style="list-style-type: none"> •No. of IEC materials procured and disclosed •No. of VMGs sensitized •No. of disclosure sessions 	<ul style="list-style-type: none"> •Records (Materials used) •Adapted IEC Materials 		
To enhance the capacity of parents and other stakeholders on pertinent social cultural issues affecting the	Dialogue with parents and other stakeholders on pertinent social cultural issues.	<ul style="list-style-type: none"> •1 Dialogue session with parents and other stakeholders •50 parents and other stakeholders identified and engaged in 	<ul style="list-style-type: none"> •No. of dialogue sessions with parents and other stakeholders •No. of parents and other stakeholders involved •Specific resolutions and action plans developed. 	<ul style="list-style-type: none"> •Attendance list •Reports 	5,000	March 2022

community.		addressing pertinent social cultural issues.				
	Establish and /or enhance networking / linkage with other stakeholders to support VMGs inclusion	•10 stakeholders engaged to support VMGs inclusion	•No. of stakeholders engaged •No. of linkage established and or enhanced			
To build capacity of committees on Monitoring and Evaluation.	Train sub-county level committees on Monitoring and Evaluation of projects	•2 trainings conducted for sub-county level committees •2 Sub-county level committees trained	•No. of training sessions •No. of sub-county level committees trained •No. of participants trained	•List of committee members trained •Training reports	5,000	April 2022
	Monitor implementation of the developed VMG Plan	•Monitoring reports highlighting Implementation of VMGP	•No. of monitoring highlighting implementation of the VMGP	•Monitoring report		
To motivate learners from VMG community to pursue their academic targets and interest.	Mentor learners from VMG communities in SEQIP supported schools in the sub-county.	•Monthly mentorship sessions per term. •100% mentors per SEQIP targeted school.	•No. of mentorship sessions undertaken in a term. •No. of learners participating in the mentorship sessions.	•List of learners mentored. •Records maintained by Gender champions	5,000	Termly
To enhance the capacity of Gender champions for implementation of school based mentorship programmes.	Train Gender champions on student mentorship.	•1 training session conducted to Gender Champions •1 Gender Champion per SEQIP targeted school.	•No. of training session •No. of Gender Champions trained •Training content	•Training reports •Attendance list •Training schedules	5,000	April 2022
To catalyse use of SEQIP Grievance Redress Mechanism (GRM)	Conduct community sensitization forums and induct the community	•1 sensitization session •200 community members/VMGs	•No. of sensitization sessions on GRM structures in place.	•Sensitization Report •Attendance list	5,000	February 2022

in the community.	representatives and other stakeholders on use of SEQIP (GRM).	reached during sensitization forums on project GRM.				
	Identification/ appointment of GRM focal persons and committees	<ul style="list-style-type: none"> • 1 Focal person appointed • 2 GRM committees formed at location and Sub - County levels 	<ul style="list-style-type: none"> • No. of VMGs identified as focal points/persons • No. of GRM committees formed 	<ul style="list-style-type: none"> • Appointment letters • List of Focal persons • Reports 		
To enhance capacity of committees in monitoring infrastructure interventions in the sub-county	Committee support in monitoring construction of a additional classrooms and toilets in existing schools	<ul style="list-style-type: none"> • 2 schools Infrastructure facilities enhanced • Termly monitoring by committee 	<ul style="list-style-type: none"> • No. of classrooms constructed • No. of WASH facilities constructed/enhanced • 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

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

The community has village council of elders, use local administrative units and *nyumba kumi* initiative in case of any grievances encountered by community members.

How will inclusion for learners in this community be enhanced?

- i. Having open forum with learners, parents and local leaders
- ii. Have mentoring sessions with learners to address any issues
- iii. Establishing and /or Enhancing working relationships, communication networks with various stakeholders e.g. church, local administration networks, community focal persons
- iv. Conducting community forums/ baraza's to address issues affecting the school

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: 1. PHOTOS



Community Baraza at Laisamis Primary school



Key Stakeholders attending Community Baraza



Annex 2. Attendance list for Focus Group Discussions VMG participants

9.4 Attendance list for Focus Group Discussions VMG participants

County.....MARSHAL
 Sub-County.....LAIAMIS
 Location.....LAIAMIS
 Sub-Location.....NARIBI.....Village.....NARIBI
 Date...27/11/2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	Simon Kuyays	North	29960362	0718425210	
2.	Alfred Lesumat	Nyumba Kumi	13729360	0941259502	
3.	Anna Lenguya	Member	9842311	0998324236	Anna
4.	Christine Mbaringo	Member	13729480	0995410623	Christine
5.	Mporet Lekuyaya	Member	22826868	0716924877	
6.	Cheina Lemwonspi	Elder	-	0710499022	CHINA
7.	Mpepays Nrokwu	member	-	-	Mpe
8.	Loboku Lero	Member	-	-	Loboku

Attendance list for Focus Group Discussions VMG participants

County.....Marshall
 Sub-County.....LAIAMIS
 Location.....LAIAMIS
 Sub-Location.....LAIAMIS.....Village.....COMBONI
 Date...25/11/2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	Damaris Nrokwu	Member/North	3059957	071410258	
2.	Paul Lenguya	Nyumba Kumi	0632678	0746529854	Paul
3.	Scholastica Lenguya	Teacher	0596926	0725751893	
4.	Faith Galwahn	Member	30036994	0768470935	
5.	Lmucal Lpile	Member/Elder	0635752	0706556584	Lmucal
6.	Felix Lengwile	Member	22722207	0702075016	
7.	Katya Lero	Member	-	070865192	
8.	Christine Lerukat	member	24049561	0708510225	

9.4 Attendance list for Focus Group Discussions VMG participants

County.....MARSHAL
 Sub-County.....LAIAMIS
 Location.....LOTOLO
 Sub-Location.....LOTOLO.....Village.....LOROA/LPUSI
 Date...26/11/2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	Edward Lpuni	Elder	9179056	0745989501	
2.	Lemario David	member	13772940	0757402706	
3.	Francis Lerco	Elder	7360575	0741259503	Francis
4.	Lalatan Lengutan	member	2098032	0757888958	
5.	Naiman Leboysse	member	21279287	0795010147	
6.	Regina Lero	Member	14582201	0724352864	
7.	Suranta Lero	member	-	-	
8.	Lawrence Lero	Elder	-	-	

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