

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT
Vulnerable and Marginalized Group Plan (VMGP)

County: **Marsabit**

VMG: **Sakuye (Saguye)**

Population: **27,006**

Sub-County: **Moyale**

Sub-Location: **Towship, Somare**

Village: **Towship, Gurumesa, Waqo Huka, Manyatta Wako**

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?

The Sakuye (or Saguye) are a semi-nomadic pastoral people living in Marsabit near the Ethiopian border and Isiolo counties. According to the census 2019 the Sakuye are listed at 27,006 people¹. This marginalized sub-group of Rendille moved north from Marsabit where they were referred to as Saakuye because of being affiliated to the Borana; they speak Borana dialect and settled amongst them. Their name came from the old name for Marsabit, Saaku. The Sakuye adopted Islam in the early 20th century. They have the following clans: Migo, Wartura, Warswa, Harswa, Ilani, Madarba, Dele and Ora.

Today the Sakuye population is divided and lives in Dabel and in Isiolo. Dabel is their traditional ceremonial site. Following Kenya's independence, nearly all of their livestock died due to the Shifta war in 1963 between the Somalis and the Kenya government. The Sakuye were caught in the middle and most of them became destitute. Some were able to rebuild their herds but many remain poor. They survived by taking up agriculture. Their culture is undergoing basic changes as they strive to maintain their identity. Most of their families exist on famine relief but the fortunate ones have camels or cattle. They keep camels traditionally together with cows and goats. However today they have embraced subsistence farming. They were traditionally nomadic. They use Dagora (cloth) which they wrap around themselves from hip downwards and a lot of ornaments on their heads especially which they call "Shabat." This is especially why they are ready to get married. This cloth was only white and worn in ceremonies.

They are upward mobile and their western culture has disintegrated them to a point in comparison to their neighbors. Female Genital Mutilation (FGM) is a rite of passage as well as circumcision for boys at seven besides marriage at teenage although young girls could be married at any age up

¹ "2019 Kenya Population and Housing Census Volume IV: Distribution of Population by Socio-Economic Characteristics". Kenya National Bureau of Statistics. Retrieved 8th January, 2020

from 12 years. This is done especially through negotiation with parents. If a young marriageable girl accused a boy of even greeting her, that person would have a case to answer even if it was only greetings. Only married females were supposed to speak to men. Anybody who reaches the age of FGM and circumcision and is not married is scorned and rejected.

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 meeting in Dibir and Gombo locations was conducted with a total of 38 participants [27 males and 11 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.

Table 1: Potential barriers to education, analysis of the risks, mitigation measure

| POTENTIAL BARRIERS ON EDUCATIONAL ISSUES | CAUSES OF THE BARRIERS | MITIGATION MEASURES/ RECCOMENDATIONS | STATE WHETHER ADDRESSED BY SEQIP OR NOT | ACTORS/ RESPONSIBILITY |
|--|--|---|--|---|
| High number of learners dropping out of school | <ul style="list-style-type: none"> Learners lacking school fees Use of drugs and substance abuse)Drug abuse by parents and learners) Negative cultural practices and beliefs leading to truancy, FGM, teenage pregnancy, Early Marriages, gender based violence and child Biases in selection of projects' beneficiaries Unfair distribution of scholarship and bursaries. No representation in bursary and scholarships committees Low awareness on the existence of the education programs. Socio-cultural issues (poor attitude towards education) Neglect of parental responsibilities | <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 (bursaries and scholarships) , mentorship and social support Strengthen guidance and counseling, Mentorship program for learners. Inclusion of community representatives in project committees. Increase on government scholarships. Identify the needy learners for scholarship. | <p>This will be captured in sub-component 2.2</p> <p><i>(Advocacy and social support program in place that will involve social mobilization focusing on parents and community leaders)</i></p> | <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 |

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| High Levels of poverty amongst community members | <ul style="list-style-type: none"> • Discrimination and lack of involvement by other dominant communities. Community attitude and perception- Low value of education. • Unfair distribution of resources by county government • Lack of political representation within the county and national government • Individuals vested interest in projects • Unemployment among the youth. | <ul style="list-style-type: none"> • Conducting community forums to sensitize them on importance of education and school participation by learners. • Ensuring government service spread out to the local level • 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. | This will be captured in sub-component 2.2 and sub-component 3.1 | <ul style="list-style-type: none"> • MOE • ML&SP • MDAs • KICD • Min. of Interior • NG-CDF • Community • Opinion leaders • FBOs/NGOs/CBOs. • CSO's • Parents Association (PAs) • Political leaders • County government |
| Lack of proper infrastructure in schools, | <ul style="list-style-type: none"> • Poor infrastructure in schools and the community • Limited access to social amenities, health and education services • Lack of accountability, transparency and involvement in projects during implementation. • Lack of youth involvement in 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. • Inclusion of community representatives in development committees. | This will be captured in sub-component 2.1 and Sub-component 4.1 | <ul style="list-style-type: none"> • MOE • MOH • NG-CDF • Min. of Interior • Community • Opinion leaders • Political leaders • County government |
| POTENTIAL BARRIERS TO NON - EDUCATION ISSUES | BARRIER CAUSES | MITIGATION MEASURES / RECOMMENDATIONS | STATE WHETHER ADDRESSED BY SEQIP OR NOT | ACTORS/ RESPONSIBILITY |
| 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 | <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. • Expand employment opportunities to VMGs | 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. • Political Leaders • Development partners. • National Treasury • FBOs/NGOs/CBOs. • CSO's • Community |

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| | <p>government</p> <ul style="list-style-type: none"> • Lack of political representation within the county and national government. • Discrimination in employment opportunities by successful political leaderships | <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 | | |
| Low economic level in the community | <ul style="list-style-type: none"> • Conflict between communities due to competition of natural resources like land and their livestock killed during shifta war • Permissive religious practices • High illiteracy levels • Lack of accountability, transparency and involvement in projects | <ul style="list-style-type: none"> • Formation of Peace Committees up to the village level. • Inclusion and fair representation in project committees. • Expand economic opportunities • Support community to get involved in Income Generating Activities • Formation of project committees for monitoring and accountability | This has not been addressed in SEQIP components , it requires a multi-sectoral approach | <ul style="list-style-type: none"> • County Government. • Community • Min of Agriculture • Min. of Trade • Min. of Environment • ML&SP • NG-CDF |
| 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. • Over dependence on relief food | <ul style="list-style-type: none"> • Explore climate adaptable projects to promote economic progress • Climate adaptable interventions. • Agricultural extension services | This requires a multi-sectoral approach | <ul style="list-style-type: none"> • Min of Agriculture • NEMA • Min. of Environment • Development partners. • 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?)

Table 2: Enhancing inclusion of the Sakuye Community in SEQIP

| Objective | Activity | Output | Indicators | Means of Verification | Budget Estimate(USD) | Time frame |
|---|---|--|---|--|----------------------|---------------|
| To disseminate information about SEQIP to enhance | Create awareness about SEQIP among the VMGs | •50 VMGs representatives sensitized on SEQIP | <ul style="list-style-type: none"> •No. of awareness creation sessions •No. of VMGs representatives | •Signed attendance lists of participants | 5,000 | February 2022 |

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| project ownership | representatives. | | involved <ul style="list-style-type: none"> •No. of stakeholders sensitized •Information dissemination resources used | <ul style="list-style-type: none"> •Sensitization report •Sensitization schedule •Circular to field officers •List of VMGs | | |
| | 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 community. | 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 addressing pertinent social cultural issues. | <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 |
| | Establish and /or enhance networking / linkage with other stakeholders to support VMGs inclusion | <ul style="list-style-type: none"> •10 stakeholders engaged to support VMGs inclusion | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> •2 trainings conducted for sub-county level committees •2 Sub-county level committees trained | <ul style="list-style-type: none"> •No. of training sessions •No. of sub-county level committees trained •No. of participants trained | <ul style="list-style-type: none"> •List of committee members trained •Training reports | 5,000 | April 2022 |
| | Monitor implementation of the developed VMG | <ul style="list-style-type: none"> •Monitoring reports highlighting Implementation of | <ul style="list-style-type: none"> •No. of monitoring highlighting implementation of the VMGP | <ul style="list-style-type: none"> •Monitoring report | | |

| | Plan | VMGP | | | | |
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| 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. | <ul style="list-style-type: none"> •Monthly mentorship sessions per term. •100% mentors per SEQIP targeted school. | <ul style="list-style-type: none"> •No. of mentorship sessions undertaken in a term. •No. of learners participating in the mentorship sessions. | <ul style="list-style-type: none"> •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. | <ul style="list-style-type: none"> •1 training session conducted to Gender Champions • 1 Gender Champion per SEQIP targeted school. | <ul style="list-style-type: none"> •No. of training session •No. of Gender Champions trained •Training content | <ul style="list-style-type: none"> •Training reports •Attendance list •Training schedules | 5,000 | April 2022 |
| 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 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 | Committee support in monitoring construction of 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 | <ul style="list-style-type: none"> •Reports •Signed Contracts Service Providers •Delivery notes | 5,000 | April 2022 |

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| the sub-county | | | <ul style="list-style-type: none"> No. of monitoring conducted No. of community representatives involved | <ul style="list-style-type: none"> Minutes Certificate of completion. | | |
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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.

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.

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Date: 29th /11/2020

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Name:

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Date: 29th /11/2020

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Annex: 1. PHOTOS



Focus Group Discussions with Key stakeholders in Moyale Sub-county