

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

County: West Pokot

VMG: Cherangany

Population: 8,323

Sub-County: Kapenguria Location: Talau, Kaibos Sub- Location: Chepkoti, Kaibos, Chorok Village: Talau, Chorok, Kipkorinya, Roroket

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 Cherangany community have been ethnocentrically profiled as hunter -gatherers on the basis of their ancestry lifestyle and livelihoods that were based on hunting of game and gathering of honey and wild fruits. The community predominantly inhabits Talau, Kaibos and Kaisakat Locations. They are estimated to be 8,323¹ of them living in their traditional territories. They were nicknamed 'Cherangany or Dorobo by the Maasai.

During the SA it was noted that they were originally hunters-gatherers and honey harvesters but currently they are engaged in crop farming, livestock rearing and business under small scale. The Cherangany, like other forest-dwelling communities continue to face various forms of marginalization, oppression, mal- representation, illiteracy and powerlessness². They live in forest areas or forestland with contested tenure rights between them and the government.

As a minority, they stayed behind as farm workers, but the majority went up into the forests of the Cherangany hills. While most Sengwer are officially landless, some few Sengwer especially in the northern parts of the Cherangany hills received some land, but even this land is contested. The cherangany community continues to live among the Pokots, Marakwets and the Keiyo communities. Before the colonial time, Sengwer used to be hunters and honey-gatherers. Following their contacts with the Arabs and the Maasai some adopted small scale agriculture (shifting cultivation) and/or livestock rearing, but it is said that hunting remained their main source of livelihood. The elders reported collective as well as individual hunting techniques.

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>

² Memorandum by Cherengany Community July 2019

During the FGD with the Cherangany, it became difficult to distinguish between the Sengwer and Cherangany. Participants referring to themselves as “Sengwer-Cherangany” or “Cherangany”. The Sengwer were nicknamed ‘Cherang’any or Dorobo by the Maasai. It is after several probes on what their real identity was that many started acknowledging that they are Cherangany. It is at that point when a key informant explained that the name Sengwer (“Meeiwon”) in their language meant: “those with nothing”. Many people hate being referred to as such. However, there is still a portion of the community that prefers to be referred to as “the Sengwers - Cherangany”.

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 with a total of 164 participants [129 males and 35 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: Barriers, mitigation measures, output, indicators and timeline VMG encounters in their bid to access the services provided by SEQIP

POTENTIAL BARRIERS	RISK CAUSES	MITIGATION MEASURES/ RECCOMENDATIONS	STATE WHETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
Inadequate scholarships and bursaries from National and County governments	<ul style="list-style-type: none"> • Many families are poor and needy • Biases/ Discrimination in the County Assembly and representation in committees. 	<ul style="list-style-type: none"> • Ensure adequate VMG representations in project committees • Enhance adequate consultation with VMG community. • Ring-fence scholarship slots for VMGs 	This will be addressed in SEQIP Sub-Component 2.2 (<i>Scholarship program combined with mentorship and social support</i>)	VMG focal persons, VMGs representatives, Local administrators, Education officials, MOE, ML&SP, NG-CDF, Opinion leaders, FBOs/CBOs/ NGOs, Parents Association (PAs) NG-CDF
Neglect of responsibilities by Parents, learners and community	<ul style="list-style-type: none"> • Irresponsible parents • Women under valued • Girl child demeaned • Socio-cultural issues (poor attitude towards education) • Drug abuse by parents and learners 	<ul style="list-style-type: none"> • Set aside advocacy fund for capacity building, holding seminars forum with learners, parents. • Undertake continuous advocacy campaigns with key stakeholders in the community • Undertake mentorship program for learners. 	This will be addressed in SEQIP Sub-Component 2.2 (<i>Advocacy and social support program in place that will involve mobilization of parents and community leaders</i>)	VMG focal persons, VMGs representatives, MOE, Local Admin, Education Officials, ML&SP, Opinion leaders, FBOs/CBOs/ NGOs, Parents Association (PAs)
Lack of transparency and accountability in implementation of	<ul style="list-style-type: none"> • Corruption by individual members involved in projects 	<ul style="list-style-type: none"> • Adequate disclosure of project information at community level. • Conduct consultation sessions with 	This will be addressed in SEQIP Sub-Component 4.2 in	VMG focal persons, VMGs representatives, Local administrators, education

projects	<ul style="list-style-type: none"> •Lack of community involvement 	<ul style="list-style-type: none"> •stakeholders to collect community views; •Ensure adequate representation of VMGs in selection of committees locally; •Community representation in monitoring and evaluation of the project. 	ensuring <i>(Efficient fiduciary and safeguards implementation and reporting)</i> .	officials, MOE, social development officers, church leaders, opinion leaders
Low transition from primary to secondary <i>(Out of 10 learners only 3 might join secondary school)</i> <i>(Cherangany community have only 2 (two) secondary schools i.e. Kaibos and Talau Secondary schools serving nearly 15 primary schools)</i>	<ul style="list-style-type: none"> •External intimidation and marginalisation •Lack of basic needs for most families •Socio-cultural issues (poor attitude) • Teenage/ early pregnancies •Female Genital Mutilation (FGM) - Girl child education is not a priority. 	<ul style="list-style-type: none"> •Existing school feeding programmes enhanced and mentorship programmes for learners. •Improve school infrastructure like classrooms and WASH facilities in the existing 15 primary schools and 2 secondary schools •Construction of one boarding schools i.e. good learning environment in the Sub-County •Employ extra teachers from the community and enhance capacity of the teachers to enable them adequately address Socio-cultural issues •Involve all stakeholders in planning, Selection of committees from the ground •The community members be part of the monitoring and evaluation of the projects •Advocacy campaigns to the community address Socio-cultural issues 	<p>This will be addressed in SEQIP Sub-Component 2.2</p> <p>This will be addressed in SEQIP Sub-Component 2.1</p> <p>This will be addressed in SEQIP Sub-Component 4.2</p>	<p>VMG focal persons, VMGs representatives, Local administrators, Education Officials, MOE, Social Development officers, Church leaders, Opinion leaders</p> <p>NGOs/CBOs Community members, TSC</p>
POTENTIAL BARRIERS ON NON-EDUCATIONAL ISSUES	CAUSES	MITIGATION MEASURES/ RECCOMENDATIONS	STATE WHETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS
Lack of political representation in the County Assembly and National Government	<ul style="list-style-type: none"> •(No representation at the county assembly, national assembly etc) •Community conflicts on identification of the Cherangany and Sengwer •Unfair distribution of resources •Biases and neglect of some parts of the community 	<ul style="list-style-type: none"> •Engage identified stakeholders in planning committees •Affirmative action on projects committees selected by community members. •No biases among officials, •Ensure equitable distribution of resources considering locations and concerned areas •Transparency on allocated funds •Ensure adequate community consultation and participation •Clear setting of sub-county boundaries 	This will not be addressed directly through SEQIP, it requires a multi-sectoral approach	VMG focal persons, VMGs representatives, Local administrators, Political leaders, Education Officials, MOE, County Government, Social Development officers, Church leaders, Opinion leaders Community Boundaries Commission

Lack of employment by county government due to discrimination and segregation	<ul style="list-style-type: none"> • Political interference • External intimidation and marginalization from dominant communities • Corruption by individual members in the community 	<ul style="list-style-type: none"> • Adequate representation of the community in all committees • Undertake sensitization sessions for xxx stakeholders (Parents, Learners, Teachers) on the existence of programs 	This will not be addressed directly through SEQIP, it requires involvement of the political leaders.	VMG focal persons, VMGs representatives, Local Politicians/ Political leaders, local administrators, County Government, Opinion leaders, Community
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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 be carried out?)

Table 2: Enhancing inclusion of the Cherangany 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.	<ul style="list-style-type: none"> • 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 • List of VMGs • Records (Materials used) • Adapted IEC Materials 	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 			
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 	<ul style="list-style-type: none"> • Attendance list • Reports 	5,000	March 2022

community.		addressing pertinent social cultural issues.	plans developed.			
	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 		

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

The Cherangany community mostly uses the council of elders and local administration as structures for addressing grievances. Other mechanisms included.

A) 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

B) 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: 28th/06/2021

Consulted representative of VMG community:

Name: List attached

Position: VMG Focal Point

Date: 28th /06/2021

Checked and verified by Sub - Component Lead

Name: Florence Musalia

Position: Safeguards Focal Point - DDE

Date: 28th /06/2021

Annex: PHOTOS



WEST POKOT MUNICIPALITY MAP



NPC -SEQIP explaining to the Stakeholders Project Components at Talau Secondary BARAZA

FOCUS GROUP DISCUSSION AT TALAU



CHERENGANY COMMUNITY

ATTENDANCE LIST FOR STAKEHOLDERS PARTICIPANTS AT SUB-COUNTY ENTRY MEETING

DRAFT

STAKEHOLDERS' MEETING ATTENDANCE LIST 30/6/2021



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

Attendance list for VMG participants during Social Assessment

County WEST POKOT Sub-County WEST POKOT Location TALAV
Sub-Location CHEPKOII Village CHEPKOII Date 30/6/2021

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1. ✓	BENSON ARITHUK ROTICH	MOE	20677500	0719575853	[Signature]
2. ✓	AGNES IC. NDOJE	political representative of Maendeleo W. 4/10	11280026	0713131281	[Signature]
3. ✓	ELIZABETH C MUDRAR	WOMEN ADVISIVE IIP	0281141	0713479801	[Signature]
4.	NEILSONE MUSAHI	CSD	4091334	0728848734	[Signature]
5.	Julia UMOLO	MOE - SEQIP	31993642	0721610044	[Signature]
6.	RUTH WACHERA	INTERIOR ACC KMAKAA	22528823	0722215235	[Signature]
7. ✓	EDWARD WANGAMASI	MOE	20281473	0713323782	[Signature]
8.	Daniel Chepkony	MOE - SEQIP	94241010	0721330165	[Signature]
9.	Amos R Chesuswa	Chairman Kaikei Cooperative	8298284	0712498952	[Signature]
10.	JANE MBUGUA	MOE - SEQIP	10767760	072392529	[Signature]
11.	CHARLES MANYAKI	MOE - SEQIP	05455543	0727103807	[Signature]
12.	KIDIA B. GESA	MOE - SNE	7348666	0724777046	[Signature]
13.	EKITOE PAUK	MOE - SEQIP	22502722	0717544278	[Signature]
14.	NTAGO ATINA	MOE	10929067	0721542323	[Signature]
15.					

STAKEHOLDERS' MEETING ATTENDANCE LIST

30/6/2021



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

Attendance list for VMG participants during Social Assessment

County WEST POKOT Sub-County WEST POKOT Location TALAN
Sub-Location CHEPROK Village CHIROK Date 30/6/2021

S/No.	Name	Position in the community	ID. No	Phone number	Signature
✓ 1.	DAVID K. BIWOTT	CHIEF	9761613	0726400276	<i>[Signature]</i>
✓ 2.	EMMANUEL C. NDIRA (RIBSARUKA)	Council of Elders	0276022	0725349629	<i>[Signature]</i>
✓ 3.	ELIZABETH C. OUKAI	CO-ORDINATOR TALAN	1125711	0726600341	<i>[Signature]</i>
✓ 4.	PETER P. MASAI	MKULIMA	0281428	0721591126	<i>[Signature]</i>
✓ 5.	THOMAS R. SAISI	MKULIMA	0278623	0728133142	<i>[Signature]</i>
✓ 6.	ESTHER C. AHEMORGET	MKULIMA	24433006	0716971205	<i>[Signature]</i>
7.	DEPHIN M. WETICH	MKULIMA	733-0390	0714779906	<i>[Signature]</i>
✓ 8.	ANDREW ROTICH MURAGE	P.A. TALAN S. SCHOOL	7105447	0710855202	<i>[Signature]</i>
✓ 9.	CILIA MUKHAMA CHEPROK	FORMER CHA. TALAN	0278592	0728688507	<i>[Signature]</i>
✓ 10.	BENSON KEMATA KROP	CHAIRMAN CHEPROK COUNCIL OF ELDERS	3327624	0722704262	<i>[Signature]</i>
✓ 11.	PETER KIPROTH KIBET	YOUTH	29491266	0701337354	<i>[Signature]</i>
✓ 12.	SOLOMON CHERANTOS	CHEMDEP ORG. REP	0277283	0725687999	<i>[Signature]</i>
13.	KAPSOYO RUTO	MKULIMA	0277767	0726993242	<i>[Signature]</i>
✓ 14.	JOEL K. TERER	FARMER	0278169	0725421444	<i>[Signature]</i>
✓ 15.	WILLIAM ALEW	Dept of Social Devt	20250965	0717567180	<i>[Signature]</i>

ATTENDANCE LIST FOR COMMUNITY BARAZA 1/7/2021



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

Attendance list for VMG participants during Social Assessment

County WEST POKOT Sub-County WEST POKOT Location TALAU
Sub-Location CHEPKOY Village CHOKOIK Date 1/7/2021

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1 ✓	DAVID K. BIWOTT	CHIEF	9761613	0726400276	<i>[Signature]</i>
2 ✓	JAMES RUTO MIRAGOLE	LOCAL LEADER	0278578	0713930757	<i>[Signature]</i>
3 ✓	CHR MALLIAM CHEPOKHO	FORMER CHIEF TALAU	0278592	0728688505	<i>[Signature]</i>
4 ✓	JULIUS K. ZAJA	TEACHER RT	0711513770	11 8692170	<i>[Signature]</i>
5 ✓	JULIUS K. ZAJA	16052190	-	-	-
6 ✓	HARON K. KAPSOM	ASSI. CHIEF	21956989	0712499171	<i>[Signature]</i>
7 ✓	MIKE KIPTUM	LOCAL	24460059	0703165216	<i>[Signature]</i>
8 ✓	PHILIP K. PRODIG CHARIID	V. ELDER.	22661179	0741396915	<i>[Signature]</i>
9 ✓	BENJAMINI RUTO	LOCAL	2366994	0724020202	<i>[Signature]</i>
10 ✓	BERTSON ROTIGH	V. ELDER	26909434	0791244043	<i>[Signature]</i>
11 ✓	DAVID C. CHERUYOT	LOCAL	26908227	0716906903	<i>[Signature]</i>
12 ✓	SIMON KUIZWA	PASTOR	11757754	0706705628	<i>[Signature]</i>
13 ✓	BERNARD-K. MONGICH	vice chairman ^{Kapsomum}	0277846	0711109487	<i>[Signature]</i>
14 ✓	Joseph K. Starari	Local	23807224	0712164277	<i>[Signature]</i>
15 ✓	PST BENJAMIN KOPYOGL	PASTOR	8298201	0722955289	<i>[Signature]</i>

ATTENDANCE LIST FOR COMMUNITY BARAZA 11/7/2021



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

Attendance list for VMG participants during Social Assessment

County W. POKOT

Sub-County WEST POKOT Location TAHAY

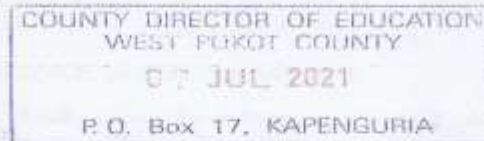
Sub-Location..... Village..... Date

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	BENSON ARITHUK ROTICH	CPC WEST POKOT	20679500	0719575853	<i>[Signature]</i>
2.	JANE MBUGUA	NPC - MUE SEQIP	10767760	072392529	<i>[Signature]</i>
3.	Julie A. Omolo	MUE - SEQIP	81993642	0921610011	<i>[Signature]</i>
4.	EKITOE PAUL	MUE - SEQIP	22502777	071784278	<i>[Signature]</i>
5.	EDWARD WANGAMBI	MUE - SCAB	20281473	0713323782	<i>[Signature]</i>
6.	DANIEL CHIRIKWONY	MUE - SEQIP	9424101	0721330165	<i>[Signature]</i>
7.	CHARLES MAMARA	MUE - SCAB	6545543	0727103851	<i>[Signature]</i>
8.	WILLIAM AJEW	MLSP - SCSDO	20250965	0717567180	<i>[Signature]</i>
9.					
10.					

DRAFT

MINUTES OF THE CHERANGANY COMMUNITY SEQIP ENTRY MEETING HELD ON 30TH JUNE 2021 AT TALAU MIXED SECONDARY SCHOOL HALL TALAU LOCATION, CHEPKOTI SUB-LOCATION AND CHOROK VILLAGE FROM 10:45 HOUR TO 15:42 HOUR

MEMBERS PRESENT (SEE THE ATTACHED LIST)



AGENDA

1. Introduction
2. Opening Remarks by The CPC and SCDE
3. Brief on SEQIP by NPC Jane Mbugua
 Purpose of Social Assessment –Julie Omolo
4. Input by Stakeholders on Project Potential Risks
5. Mitigation Measures /Way forward
6. Closing Remarks by ACC Ruth Wachera
7. A.O.B

MIN 1:30/06/2021-INTRODUCTION

The chairperson called the meeting into order at 10:45 A.M with a word of prayer from Madam Elizabeth C. Pkurkat

Thereafter the Sub-County Director of Education (SCDE) welcomed all the stakeholders to the meeting and thanked them for keeping time. This was followed by self introductions by stakeholders present; the county project coordinator welcomed the stakeholders and also thanked them for honoring the invitation.

MIN 2: 30/06/2021-OPENING REMARKS BY CPC AND SCDE

The County Project Coordinator (CPC) informed the stakeholders present what the Acronym SEQIP means, Secondary Education Quality Improvement Project; he also informed them that the meeting aimed at involving the Cherangany community in the SEQIP project, and this was the second SEQIP Social Assessment meeting after the

Cherangany community raised a complaint to the World Bank that they were excluded. He urged them to feel included, free and share their views. He also informed them that their input as stakeholders is valued.

The sub-county director of education (SCDE) encouraged Stakeholders to take this opportunity accorded to them to give their input that will help implement the project successfully for the benefit of their children.

MIN 3:30/06/2021-BRIEF ON SEQIP, PURPOSE OF SOCIAL ASSESSMENT

The SEQIP National Project Coordinator thanked all the stakeholders present and welcomed them to the meeting. The National SEQIP team gave the project key highlights as;

SEQIP is a 6-year project being implemented by the ministry of education with support from World Bank, the project started in December, 7th 2017 and it was designed to address the challenges affecting the entire country which include;

1. To address Low transition of Learners from primary to secondary education
2. To address High dropout rates in the upper primary (grade 7 and grade 8)

She said that SEQIP Covers 110 sub-counties in 30 counties with high incidences of poverty, low transition and high drop outs

After engagement with various stakeholders who included the principals and head teachers of both secondary and primary schools, the following interventions were identified to address challenges in two main areas as follows;

1. Improving the Quality of Education

The interventions identified to achieve this objective include;

- a. Reducing teacher shortage so as to improve the quality of teaching in science, mathematics and English subjects
- b. Enhancing teacher professional development
- c. Provision of text books, in science, mathematics and English subjects
- d. Construction of Laboratories for science subjects

2. Improving retention in upper primary and transition of Learners from primary to secondary education

- a. Advocacy campaign to Lobby for support for education programmes

- b. Elimu scholarship programme
- c. Gender sensitization and the mentorship programme

In brief summary, the programme is targeting the Learner at three levels

1. As an individual through

- a. Provision of text Books
- b. Advocacy and Gender Sensitization
- c. Social Support through provision of sanitary towels and scholarship

11. At the school Level through;

- a. Reducing teacher shortage
- b. Enhancing teacher professional development
- c. provision of text books
- d. Improving the school environment through infrastructure development

111. at the community level through

- a. Advocacy campaigns to be supported to complete education
- b. Gender sensitization of the parents and community Leaders
- c. Enhancing the relevance of education at the labour market through Competency Based Curriculum.

The following interventions are already being implemented; Books have already been supplied to all public schools, teachers are trained, CBC rolled out, the only intervention that is yet to take off is the infrastructure which is supposed to commence this year.

PURPOSE OF SOCIAL ASSESSMENT

The Social Safeguards specialist then explained to the stakeholders the objectives of this 2nd Social Assessment being undertaken for cherangany community as follows:

- a. This was the second Social assessment as a result of complaint submitted to the World Bank concerning exclusion of Cherangany community in the project;
- b. Identify and ensure inclusion of the identified Vulnerable Marginalized Group (VMG);
- c. Consultation with the vulnerable marginalized Groups in the implementations of the SEQIP project
- d. Identify potential Risks and mitigation measures that may affect implementation of SEQIP

MIN 4:30/06/2021- INPUT BY STALKHOLDERS ON PROJECT POTENTIAL RISKS AND WAY FORWARD

All stakeholders were in agreement that SEQIP is a good project and has huge potential to benefit the entire Cherangany community

They pointed out they had written and submitted a formal complain to the World Bank and international forum. The issues raised in the complain included; the approach of engagement, the cherangany tribe name not enlisted as a Vulnerable and Marginalized Groups (VMGs). They then therefore felt risk of potential exclusion. Lack of proper communication and information led to the community receiving distorted information ranging from Elimu scholarship beneficiaries to the type of projects the ministry of education was planning to implement in the community.

It was also noted by the members that programs/projects to the three (3) locations (Talau, Kaibos and Kaisakat) have caused divisions amongst the community rather than uniting them due to selfish interest of some leaders within the community. It was then agreed that the council of elders, for Cherangany community be at the forefront of uniting the community and bring harmony.

It was also suggested that before making any decision on matters relating to community development that there shall be extensive consultation within the community gate keepers and other established mechanisms for resolving conflicts to find amicable resolutions.

For inclusion of Cherangany community SOLOMON CHERONGOS (member) was appointed to the county technical committee to represent the community interest.

The community members listed the following as the potential risks for the project;

Dust and noise pollution

Destruction of the environment through the cutting down of trees for infrastructure development in schools

Alcohol and drug abuse

High school dropout and early pregnancies

Offering employment opportunities to the members of the community through casual labor at construction sites, supply of building material was seen to be the positive side of the project.

MIN 5:30/06/2021- CLOSING REMARKS BY ACC MADAM RUTH WACHERA

She thanked all the participants for being open and honest while giving their views. On same note she informed the members that they were not to cause disagreement between Cherangany and other communities. All government or donor projects were aimed to benefit all the dwellers of the area where they are to be implemented hence the need for inclusion of vulnerable and marginalized groups in the communities.

The government agencies are open and anyone who has any issue can raise through writing to the relevant offices. She then requested the Cherangany community to Endeavour to work with everyone to rip the benefits of projects directed to the community.

MIN 7:30/06/2021-A.O.B

There being no other business the meeting ended at 3:42 P.M with a word of prayer from Mr. Peter Masai

MINUTES PREPARED BY /OFFICER TAKING MINUTES SIGNATURE

..... 
NAME ARITELUK BENSON
DATE 7/7/2021

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY
07 JUL 2021
P.O. Box 17, KAPENGURIA

MINUTES CONFIRMED BY

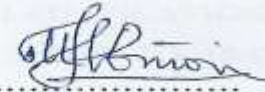
1. AREA CHIEF SIGNATURE 

CHIEF.....
TALAM LOCATION

NAME DAVID K. BIWOTT

DATE... 7/7/2021

CHIEF
TALAM LOCATION



2. COMMUNITY REPRESENTATIVE CONSENT SIGNATURE

NAME SOLOMON CHERONGOS

DATE... 7th July, 2021

DRAFT