

## SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

### Vulnerable and Marginalized Group Plan (VMGP)

County: Marsabit

VMG: El Molo

Total Population: 1,104

Sub-County: Loiyangilani

Location: Loiyangilani, Dabel

Sb-Location/Village: Dirma, Golla, Kula Samaki

#### **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?**

Loiyangilani Sub County has a population of 35,713 (KNBS, 2019) people predominantly inhabited by the El-molo community with land owned communally among other neighboring communities. The Loiyangilani sub-county covers a land mass of 12000km<sup>2</sup> and its one of the far flank sub-county with myriad challenges of network connectivity, power connectivity, inaccessible whether roads and terrible terrains. The Loiyangilani location is on the shores of Lake Turkana and its surrounded by beautiful scenery of Mount Kulal, Ridges, Escarpments and the largest desert lake in the world - Lake Turkana with the length of 300km and width of 70km the volume of its waters being alkaline.

The **El Molo**, also known as **Elmolo**, **Dehes**, **Fura Pawa** and **Ldes**, are an ethnic group mainly inhabiting the Northern Eastern parts of Kenya. They historically spoke the *El Molo* language as a mother tongue, an Afro Asiatic language of the Cushitic branch. The name of this tribe (El Molo) originated from a phrase of Samburu community meaning '*those who make a living from other sources other than cattle*'. The original homeland of El molo is not known because some people are saying that they came from Somalia while others are saying that they came from Ethiopia. With increase in the intermarriages between the El Molo and Samburu and Turkana people, there is an increased chance of extinction of the El molo community. Their earlier language was Cushitic language similar to the Rendille called '**oogurapau**'. Their ancestors '*Baz*' is thought to have lived around Lake Turkana some centuries ago with their cousins, the Dasenach and Arbore people. The language is only spoken well by the elders. Others speak Samburu language due to assimilation and inter-marriages. Their current population is 1104<sup>1</sup> living in a small area north of Loiyangilani on the eastern shore of

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<sup>1</sup> 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>

Lake Turkana. Currently, the El Molo are affected by increased pollution of the Lake, lack of sanitary facilities and lack of access to fresh drinking water. Their economy is deeply rooted to fishing although some today have acquired small numbers of livestock. The life of the El Molo is generally based on fishing, using spears or harpoons, fishing rods (made from the roots of an acacia with doum palm fiber and a forged iron point or hook) and nets (made from doum palm fiber).

El Molo practices a traditional religion centered on the worship of Waaq. The El Molo are rather elusive living in the vicinity of other communities and therefore live in very isolated villages away from the trading centers. With such tendency of avoidance, coupled the fact that they live in geographically remote areas with poor infrastructural development, and overreliance on fishing for food and household income, the El Molo are challenged in accessing basic primary educational services among other social services they are least integrated. The El-molo sub location inhabited by most vulnerable and marginalized group of El-molo community with absolutely limited social amenities, only two primary schools one being a lower primary and a dispensary on the shores of Lake Turkana built on top of the Hill.

**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 a stakeholder’s entry meeting conducted, a total of 48 participants [35 males and 13 females] representing different interest groups within the sub-county 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/ RECOMMENDATIONS	STATE WHETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
High Levels of poverty amongst community members	<ul style="list-style-type: none"> <li>Community living in isolated villages</li> <li>Community over reliance in practicing subsistence fishing.</li> <li>Community attitude and perception- Low value of education.</li> <li>Low awareness on the existence of the education programs.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting community forums to sensitize community on importance of education and school participation by learners.</li> <li>Sensitize the stakeholders(Parents, Learners, Teachers) on the existence of education programs</li> <li>Develop advocacy materials/ IEC materials for learners, learners with Special needs &amp; Disabilities(LWD) and the community</li> </ul>	This will be captured in sub-component 2.2	<ul style="list-style-type: none"> <li>MOE</li> <li>MDAs with mandate</li> <li>Private partners</li> <li>TSC</li> <li>KICD</li> <li>MOE</li> <li>Community</li> <li>Opinion leaders</li> <li>FBOs/NGOs/CBOs.</li> <li>National/County government</li> </ul>

<p>Low numbers of learners transition</p>	<ul style="list-style-type: none"> <li>•The community was sidelined in the aspect of development hence lagging behind in matters of education.</li> <li>•Unfair distribution of scholarship and bursaries.</li> <li>•Live too far in the remote areas challenging access to schools.</li> <li>•Negative cultural practices and beliefs (Early Marriages, Female Genital Mutilation (FGM)</li> <li>•Gender-based violence</li> <li>•Biases in selection of projects' beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>•Provision of school fees (bursaries and scholarships)</li> <li>•Affirmative action to the community when giving scholarship/bursaries</li> <li>•Conducting community forums to sensitize community on importance of education and school participation by learners.</li> <li>•Awareness creation and Advocacy on negative cultural practices prevention.</li> <li>•Provision of sanitary towels to girl child</li> <li>•Strengthen guidance and counseling</li> </ul>	<p>This will be captured in sub-component 1.1and sub- component 2.2</p>	<ul style="list-style-type: none"> <li>• MOE</li> <li>• Line Ministries</li> <li>• TSC</li> <li>• MOE</li> <li>• Community</li> <li>• Opinion leaders</li> <li>• FBOs/NGOs/CBOs.</li> <li>• National/County government</li> </ul>
<p>Lack of proper infrastructure in schools</p>	<ul style="list-style-type: none"> <li>•Poor infrastructure in schools and the community</li> <li>•Lack of adequate secondary education facilities</li> <li>•Limited access to social amenities, health and education services</li> <li>•Discrimination in government development projects</li> <li>•Poor sanitary facilities/dirty water.</li> </ul>	<ul style="list-style-type: none"> <li>•Create awareness, participation and involvement in all the stages of the project development.</li> <li>•Enhance structure like classrooms in the existing schools.</li> <li>•Construction of sanitary facilities</li> <li>•Inclusion of community representatives in development committees</li> </ul>	<p>This will be captured in sub-component 2.1</p>	<p>MOH County MoE, NGO/ Ministry of interior, National and County Governments; and Community leaders.Government</p>
<p>Discrimination in development agendas</p>	<ul style="list-style-type: none"> <li>•lack of involvement and marginalization from the large communities</li> <li>•Lack of transparency on project implementation</li> <li>•Unfair distribution, conflict and tension in inter household</li> </ul>	<ul style="list-style-type: none"> <li>•Inclusion of community representatives in development committees</li> <li>•community participation in project's activities</li> <li>•community sensitization on mutual co-existence among</li> </ul>	<p>This will be captured in sub-component 2.2 and 4.2</p>	<ul style="list-style-type: none"> <li>• MOE</li> <li>• MDAs with mandate</li> <li>• Private partners</li> <li>• Community</li> <li>• Opinion leaders</li> <li>• FBOs/NGOs/CBOs.</li> <li>National/County government</li> </ul>

	distribution of resources <ul style="list-style-type: none"> <li>• Individuals vested interest in projects implementation.</li> <li>• Lack of accountability, transparency and involvement in projects during implementation.</li> </ul>	communities		
<b>POTENTIAL BARRIES TO NON - EDUCATION ISSUES</b>	<b>BARRIER CAUSES</b>	<b>MITIGATION MEASURES / RECOMMENDATIONS</b>	<b>STATE WETHER ADDRESSED THROUGH SEQIP OR NOT</b>	<b>ACTORS</b>
Low economic level in the community	<ul style="list-style-type: none"> <li>• Discrimination on employment opportunities</li> <li>• Permissive religious practices</li> <li>• Harsh climatic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate adaptable interventions.</li> <li>• Expand economic opportunities</li> <li>• Explore climate adaptable projects to promote economic progress</li> <li>• Support table community to get involved in Income Generating Activities</li> </ul>	Requires a multi-sectoral approach	Min of Agriculture NDMA, NEMA Min. of Trade Min. of Environment ML&SP County Government. Development partners. National Treasury
High mortality rate	Poor health, lack of access to health facilities, poor environmental friendly facilities	Environmental cleanliness and advocacy on the same. Community sensitization on health issues	Requires a multi-sectoral approach	MOH NEMA Min. of Trade Min. of Environment County Government. Development partners.

**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 Elmolo Community in SEQIP**

Objective	Activity	Output	Indicators	Means of Verification	Budget Estimate(USD)	Time frame
To disseminate information	Create awareness about SEQIP	•50 VMGs representatives	•No. of awareness creation	•Signed attendance	5,000	February

about SEQIP to enhance project ownership	among the VMGs representatives.	sensitized on SEQIP	<p>sessions</p> <ul style="list-style-type: none"> <li>•No. of VMGs representatives involved</li> <li>•No. of stakeholders sensitized</li> <li>•Information dissemination resources used</li> </ul>	<p>lists of participants</p> <ul style="list-style-type: none"> <li>•Sensitization report</li> <li>•Sensitization schedule</li> <li>•Circular to field officers</li> <li>•List of VMGs</li> </ul>		2022
	Procure and disclose culturally appropriate IEC materials on project interventions.	<ul style="list-style-type: none"> <li>•50 IEC materials, adapted, procured and disseminated</li> <li>•1 disclosure session</li> </ul>	<ul style="list-style-type: none"> <li>•No. of IEC materials procured and disclosed</li> <li>•No. of VMGs sensitized</li> <li>•No. of disclosure sessions</li> </ul>	<ul style="list-style-type: none"> <li>•Records (Materials used)</li> <li>•Adapted IEC Materials</li> </ul>		
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"> <li>•1 Dialogue session with parents and other stakeholders</li> <li>•50 parents and other stakeholders identified and engaged in addressing pertinent social cultural issues.</li> </ul>	<ul style="list-style-type: none"> <li>•No. of dialogue sessions with parents and other stakeholders</li> <li>•No. of parents and other stakeholders involved</li> <li>•Specific resolutions and action plans developed.</li> </ul>	<ul style="list-style-type: none"> <li>•Attendance list</li> <li>•Reports</li> </ul>	5,000	March 2022
	Establish and /or enhance networking / linkage with other stakeholders to support VMGs inclusion	<ul style="list-style-type: none"> <li>•10 stakeholders engaged to support VMGs inclusion</li> </ul>	<ul style="list-style-type: none"> <li>•No. of stakeholders engaged</li> <li>•No. of linkage established and or enhanced</li> </ul>			
To build capacity of	Train sub-county level committees	<ul style="list-style-type: none"> <li>•2 trainings conducted for</li> </ul>	<ul style="list-style-type: none"> <li>•No. of training sessions</li> <li>•No. of sub-county level</li> </ul>	<ul style="list-style-type: none"> <li>•List of committee</li> </ul>	5,000	April

committees on Monitoring and Evaluation.	on Monitoring and Evaluation of projects	sub-county level committees •2 Sub-county level committees trained	committees trained •No. of participants trained	members trained •Training reports		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) in the community.	Conduct community sensitization forums and induct the community representatives and other stakeholders on	•1 sensitization session •200 community members/VMGs reached during sensitization forums on project GRM.	•No. of sensitization sessions on GRM structures in place.	•Sensitization Report •Attendance list	5,000	February 2022

	use of SEQIP (GRM).					
	Identification/ appointment of GRM focal persons and committees	<ul style="list-style-type: none"> <li>• 1 Focal person appointed</li> <li>• 2 GRM committees formed at location and Sub - County levels</li> </ul>	<ul style="list-style-type: none"> <li>• No. of VMGs identified as focal points/persons</li> <li>• No. of GRM committees formed</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment letters</li> <li>• List of Focal persons</li> <li>• Reports</li> </ul>		

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

In the Elmolo community redress mechanism is done through the community structures led by two distinct levels of powers in the community notably ‘Marsara’ and ‘Korchir’. These two levels of powers handle all the complaints arising among the El-molo community. Men are divided into those two arms of governance. The El Molo has seven clans: Marble; Orikara; Orisole; Orisayo; Origaltite; Origaltito; and Orikaya. Four of the clans: Marle, Orikara, Origaltite, and Orisole, have shrine on the Lorain Island. Other active and appropriate existing means enforced are the local administration and “*Nyumba kumi*” initiative.

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: 29<sup>th</sup> /11/2020**

**Consulted representative of VMG community:**

**Name: List attached**

**Position: VMG Focal Point**

**Date: 29<sup>th</sup> /11/2020**

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

Position: Safeguards Focal Point - DDE

Date: 29<sup>th</sup> /11/2020

Annex: PHOTOS



Community Baraza



Focus Group Discussion

DRAFT

Attendance

**Attendance list for Baraza participants**

County ..... MARSAKBT .....

Sub - county..... LOITAN GALANI.....

Location ..... LOITAN GALANI.....

Sub -location ..... ELMOLO.....

Village..... KULASAMATI..... Date  
 ..... 27/11/2020.....

Name	Position in the community	ID. NO	Phone No	Signature
Sundayo Bata	Chairlady	0065788	0729621111	<i>[Signature]</i>
Selau Baltai	Community	0297955	072955161	<i>[Signature]</i>
Njeri Lekulo	ELMOLO community	20366057	0710192701	<i>[Signature]</i>
Changanyan CIAAPAR	Turkana community	92395454	0700759156	<i>[Signature]</i>
Florence Kapua	Turkana Community	30616592	0746464900	<i>[Signature]</i>
Nlonica Lepalat	Samburu Youth	38358015	0791329357	<i>[Signature]</i>
JO LEMANI DACK	Somali community	9220502	0712975600	<i>[Signature]</i>
EKAL NACHODO	Elidar	12753792	0724327191	<i>[Signature]</i>
JOHN EKOMWA	COOP.	26360604	0708283860	<i>[Signature]</i>
SUSAN LOOMWA	EL-molocommunity	27817258	0720508650	<i>[Signature]</i>
LUL MOIS LEFOLII	Samburu youth community	23403623	0742770717	<i>[Signature]</i>
MAGELLA LENAITYAMA	EL-MOLO	25058906	0726470028	<i>[Signature]</i>

List

13	Sakma Likada	Sumbur Community	3346053	0704376175	<i>[Signature]</i>
14	Angelo Leuvare	Rendile Community	28027742	0717710945	<i>[Signature]</i>
15	ASUNTA LEMOTU	EL-molo Community	27503227	0729328924	<i>[Signature]</i>
16	Alexander Lempir	RF-Molo Community	23764326	0726410002	<i>[Signature]</i>
17	MICHAEL BASILI	P.A.	0061898	079895789	<i>[Signature]</i>
18	LORANCE LEMBITIE	R.C.S.O	0293837	0710288443	<i>[Signature]</i>
19	RICHARD NAWA	OTHER	0810127	0720283517	<i>[Signature]</i>
20	ANJELA LEMPIR	EL-molo Community	29745266	0704742796	<i>[Signature]</i>
21	James Lepolote	EL-molo Community	28975759	0719570588	<i>[Signature]</i>
22	Musa Enjo Daniel	Turkana Community	29770418	0706339444	<i>[Signature]</i>
23	DAMARIS KAWAP KIMANA	TURKANA Community (women)	24975618	0798585950	<i>[Signature]</i>
24	NTULOLE LEIN LEINTE	Rendile elder	22002080	0700578896	<i>[Signature]</i>
25	Paul Fey	C.G.P.V	23988726	0718224433	<i>[Signature]</i>
26	ANTONELA LENGWUK	EL-molo Community	25755490	0712359661	<i>[Signature]</i>
27	CATHERINE LESUPER	SPM BURD	23766296	0740822880	<i>[Signature]</i>
28	TITINGA TINGA	EL-molo Community	0632289	0729748623	<i>[Signature]</i>
29	ILKERETON LANGKOP	EL-molo Community	0061853	0792745350	<i>[Signature]</i>
30	Richard Smaxon	H/18 EL-MOLO BAY PR	22711491	0726797908	<i>[Signature]</i>
31	JEAN-PIERRE BAKONGA	NGO	2188123	0711877264	<i>[Signature]</i>

Attendance list for VMG participants

County... MARSABIT.....  
 Sub-County... LEINLEIN.....  
 Location... LEINLEIN.....  
 Sub-Location... EL-MOLO BAY..... Village... KONOTE.....  
 Date... 2.11.2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	ALRED LENGWUK	ELDER	0061853	0702145850	<i>[Signature]</i>
2.	ANTONELA LENGWUK	DISABLE	25755490	0712359661	<i>[Signature]</i>
3.	ANJELA LEMPIR	WOMEN REP	29745266	0704742796	<i>[Signature]</i>
4.	SEVERIO LIMLISON LEMPIR	YOUTH	29383897	0794135317	<i>[Signature]</i>
5.	LAWRENCE L. LDKIRERI	COMMUNITY MEMBER	23929779	0705807912	<i>[Signature]</i>
6.	DELLINA SAPHIA LEMBO	YOUTH	38351993	0710268165	<i>[Signature]</i>
7.					