

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

County: **Garissa**

VMG: **Malakote/Waliwana**

Population: **21,774**

Sub-County: **Fafi**

Location: **Bura**

Sub-Location/ Village: **Syria, Shukule, Jira, Bura, Jambele**

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 Malakote (Waliwana) community lives in Garrisa and Tana River county, Tana North sub-county, Sala and Chewele wards. They live among other communities like the Somali, Orma, Wardei, Pokomo and Gare communities. They self-identify as **Malakote** or **Waliwana**. Malakote are referred to as 'Munya' by the somali's, while knowing for sure that is not their preference. The community has a population of 21,774¹ according to the Census conducted in 2019. They have a distinct indigenous language that is spoken by most community members. The Malakote are Hunters and gatherers.

The Malakote (Waliwana) community lives in: - Bakuyu, Ziwani, Anole, Sala, Jajabo, Nanighi, Subo, Tune, Ghamano, Chewele, Shikaadabu, Mitobini, Bawama, Garsen, Taleo. Generally, they live in squatters since the bordering communities have very few title deeds. This community has village elders who moderate the conflicts at home and any misunderstanding in the community. In times of anticipated outbreak, this committee alerts the community on measures of prevention and ensuring that they adhere to. They have a Community Based Organization which supports child education by paying their school fees from various sponsors and advocacy activities against female Genital Mutilation (FGM) and child abuse. The Malakote have been marginalized on quite a number of issues such as employment with opportunities given to the other communities and tendering processes for contracts within county government. Consequently, the Malakote areas have poor roads that are critically dilapidated, lack clean water, and are challenges in

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>

accessing education bursary opportunities for poor families. The communities around them publicly stereotype them and use derogative ways of discriminating them. The community is barely recognized and is not involved in government projects due to the fact that they have low exposure with minimal education levels. Their geographical environment and lifestyle also has isolated them from access government amenities and urbanization. The community lack adequate secondary education facilities and experience low primary to secondary transition rate of pupils due to lack of financial support and ability of parents. They have a culture of early child marriages.

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 held in Fafi sub-county, bura location, Jambele sub-location in Syria, Shukule and Jiira villages. A total of 15 participants (8male and 7 female) were consulted as key representatives in the community. 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 THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
High poverty levels among parents and guardians.	<ul style="list-style-type: none"> • Discrimination by other communities. • No value on education-is not a priority • There’s no money/poverty (<i>Pesa hakuna</i>) • Low awareness on the existence of the education programs. 	<ul style="list-style-type: none"> • Conducting community forums to sensitize community on importance of education and school participation by learners. • Introduce and enhance government projects (<i>Leteni miradi ya serikali</i>) • 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 	This will be captured in sub- component 2.2	<ul style="list-style-type: none"> • MOE • MDAs with mandate • Private partners • TSC • KICD • MOE • Community • Opinion leaders • FBOs/NGOs/CBOs. • National/County government • VMG focal persons, VMGs representatives •
	<ul style="list-style-type: none"> • Negative cultural practices like early marriages, FGM (<i>Kutahiri wasichana</i>) • Children taking care of the family 	<ul style="list-style-type: none"> • Carry out advocacy (<i>Ongelesha wazazi</i>) • Empower local communities economically (<i>Saidieni kuinua uchumi</i>) 	This will be captured in sub- component 2.2	<ul style="list-style-type: none"> • MoE • TSC • CSOs • Local NGOs • Anti FGM

POTENTIAL BARRIERS ON EDUCATIONAL ISSUES	CAUSES OF THE BARRIERS	MITIGATION MEASURES/ RECCOMENDATIONS	STATE WHETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
	<p>animals, Charcoal burning (<i>Kuchoma makaa</i>), Bee keeping.</p> <ul style="list-style-type: none"> • Child Abuse • Sexual harassment • Family conflicts • Girls get married/ Early marriages 	<ul style="list-style-type: none"> • Sensitization of community elders • Institute mentorship and coaching programs to address topical issues affecting the community. • Awareness creation and Advocacy on negative cultural practices prevention. • Strengthen guidance and counseling 		<ul style="list-style-type: none"> • Min. of Interior • Police • Community • Opinion leaders • FBOs/NGOs/CBOs. • VMG focal persons, VMGs reps.
Lack of proper infrastructure in schools	<ul style="list-style-type: none"> • Discrimination in government development projects • Poor infrastructure in schools and the community • Lack of adequate secondary education facilities 	<ul style="list-style-type: none"> • Inclusion in development committees • Construction of new school nearer to the community so that children do not travel long distances to school. • Enhance structure like classrooms in the existing schools. • Construction of a boarding school/ learners admitted in boarding schools (<i>Shule ya kulala</i>). 	This will be captured in sub- component 2.1	<ul style="list-style-type: none"> • MoE • NEMA • Min. of Interior • Community • Political leaders • Local FBOs/NGOs /CBOs. • NG-CDF • VMG focal persons, VMGs reps.
Low completion rate	<ul style="list-style-type: none"> • Lack of financial support • Lack of enough employed teachers from their community. 	<ul style="list-style-type: none"> • Provision of school fees (bursaries and scholarships) • Affirmative action to the community when giving scholarship/ bursaries • Deployment of teachers from the community to support learners. 	This will be captured in sub- component 1.1and sub- component 2.2	<ul style="list-style-type: none"> • Line Ministries • TSC, MOE • Community • Opinion leaders • FBOs/NGOs/CBOs. • National/County government • VMG focal persons, VMGs reps.
POTENTIAL BARRIERS TO NON - EDUCATION ISSUES	BARRIER CAUSES	MITIGATION MEASURES / RECCOMENDATIONS	STATE WETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS
Low economic level	<ul style="list-style-type: none"> • Harsh climatic conditions (<i>Jua kali</i>) 	<ul style="list-style-type: none"> • Expand economic opportunities • Explore climate adaptable projects to 	Requires a multi- sectoral approach	<p>Min of Agriculture NDMA NEMA Min. of Trade</p>

POTENTIAL BARRIERS ON EDUCATIONAL ISSUES	CAUSES OF THE BARRIERS	MITIGATION MEASURES/ RECCOMENDATIONS	STATE WHETHER ADDRESSED THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
	<ul style="list-style-type: none"> Lack of land ownership Discrimination on employment opportunities Permissive religious practices 	<ul style="list-style-type: none"> promote economic progress Support table community to get involved in Income Generating Activities 		Min. of Environment ML&SP County Government. Development partners. National Treasury

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 Malakote/ Waliwana 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 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	Dialogue with parents and other	<ul style="list-style-type: none"> 1 Dialogue session with 	<ul style="list-style-type: none"> No. of dialogue sessions with parents and other 	<ul style="list-style-type: none"> Attendance list 	5,000	March

parents and other stakeholders on pertinent social cultural issues affecting the community.	stakeholders on pertinent social cultural issues.	parents and other stakeholders <ul style="list-style-type: none"> •50 parents and other stakeholders identified and engaged in addressing pertinent social cultural issues. 	stakeholders <ul style="list-style-type: none"> •No. of parents and other stakeholders involved •Specific resolutions and action plans developed. 	•Reports		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 Plan	<ul style="list-style-type: none"> •Monitoring reports highlighting Implementation of VMGP 	<ul style="list-style-type: none"> •No. of monitoring highlighting implementation of the VMGP 			
To motivate learners from VMG community to	Mentor learners from VMG communities in SEQIP supported	<ul style="list-style-type: none"> •Monthly mentorship sessions per 	<ul style="list-style-type: none"> •No. of mentorship sessions undertaken in a term. •No. of learners 	<ul style="list-style-type: none"> •List of learners mentored. •Records maintained 	5,000	Termly

pursue their academic targets and interest.	schools in the sub-county.	term. <ul style="list-style-type: none"> •100% mentors per SEQIP targeted school. 	participating in the mentorship sessions.	by Gender champions		
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	Committee support in monitoring construction of a additional classrooms	<ul style="list-style-type: none"> •2 schools Infrastructure facilities 	<ul style="list-style-type: none"> •No. of classrooms constructed •No. of WASH facilities constructed/enhanced 	<ul style="list-style-type: none"> •Reports •Signed Contracts Service Providers 	5,000	April 2022

infrastructure interventions in the sub-county	and toilets in existing schools	enhanced • Termly monitoring by committee	• No. of infrastructure in schools enhanced • No. of monitoring conducted • No. of community representatives involved	• Delivery notes • 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.

This community has village elders who moderate the conflicts at home and any misunderstanding in the community. In times of anticipated outbreak, this committee alerts the community on measures of prevention and ensuring that they adhere to.

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: Attendance list for VMG participants

County - GARISSA

Sub-County -FAFI

Location -BURA

Sub-Location--- JAMBELE Village SYRIA, JIIRA, SHUKULE

Date 25TH, 26TH, 27TH, NOVEMBER, 2020

S/No.	Name	Position in the community	ID. No	Phone number
1.	SULEIMAN MANJABU BALUKU	VILLAGE HEADMAN	24537725	0716110183
2.	HADIJA NAMAGIO GAKUYE	WOMEN REPRESENTATIVE	5366063	0718580207
3.	FATUMA HAMISI TESO	DISABILITY	25045708	0719385812
4.	ISSA MATAMOLO KILLO	RELIGIOUS LEADER	8064650	0799819189
5.	REHEMA RAMADHAN SALIM	YOUTH REPRESENTATIVE	31326011	0721631358
6.	OMAR ALI DUKE	YOUTH LEADER	118993193	0719538625
7.	SALIM DUKE MASONGO	VILLAGE HEADMAN	0170461	0797419582
8.	ESHA A. HAMISI	DISABILITY REPRESENTATIVE	23141619	7977489583
9.	MAIMUNA G.MOHAMED	WOMEN REPRESENTATIVE	11890881	0712101997
10.	JUMA FAFI	RELIGIOUS LEADER	2101981	0719538648
11.	MOHAMED ADAM MASONGO	YOUTH LEADER	25393634	0716328980
12.	ZAINABU DOLO OMAR	WOMEN REPRESENTATIVE	9490384	0702669152
13.	SOFIA NAKUNA BAMARO	DISABILITY	5442759	0729485176
14.	IBRAHIM KURAWA YAHYA	RELIGIOUS LEADER	3450834	0714646189
15.	ABDULLAHI DIRBU BALUKU	VILLAGE HEADMAN	0044666	0714236464

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