

## SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

### Vulnerable and Marginalized Group Plan (VMGP)

County: Turkana

VMG: Ngikebotok

Sub-County: Loima

Location: Lurgum

Sub-Loc./ Village: Konyiirad, Kotela

#### **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?**

Loima Sub County has a total population of 107,795 people (KNBS, 2019), Sub-Location in Kalemunyang, Konyipad, Iorugum, Kotela and Napetet Village. The Ngikebotok community is a small sub-clan in the larger Turkana tribe. The main livelihood is pastoralist livestock production and livestock trade, fishing, and weaving. They are essentially pastoralists and their cultural world view centres on their relationship with animals. They measure their wealth according to the number of animals one owns, the people who do not have animals are referred to as ekebotoni singular ngikebotok plural. The name Ngikebotok was given to members of a clan who do not own any animal. They were considered farmers who grow vegetables and fruits as well as collect honey along the fertile banks of river Turkwel.

They live and practice irrigation farming along the river Turkwel from Lobokat, Katilu, Nakwamoru, Juluk, Naipa, Kalemunyang, and Kotela. The Community mostly relies on basic skills for their survival for instance, they are good at hunting, bee keeping and harvesting and generally do not have much regard or value for education. The women are the ones in charge of setting up of manyatta's and providing food for the families while the men's role is to defend the community from external attacks as well as handling disputes within the community. Men and women participate in community general meetings. However, women are not allowed in some specific meetings that are generally reserved for men and equally this applies to meetings reserved for women. They engage in early marriages with small portions of farms used for dowry payment.

#### **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 47 participants [24 males and 23 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 Levels of poverty	<ul style="list-style-type: none"> <li>• Lack of food security distracts children from consistent learning.</li> <li>• Unfair distribution of resources by county government</li> <li>• Lack of political representation within the county and national government</li> <li>• Individuals vested interest in projects</li> <li>• Biases in selection of projects' beneficiaries</li> <li>• Unemployment among the youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring government service spread out to the local level</li> <li>• Inclusion of community representatives in project committees.</li> <li>• Fair distribution of resources by county government.</li> <li>• Enhancement of the school feeding program to boost in retention of learners in school.</li> </ul>	This will be captured in sub-component 2.2 and sub- component 3.1	<ul style="list-style-type: none"> <li>• MOE</li> <li>• TSC</li> <li>• KICD</li> <li>• MOE</li> <li>• Community</li> <li>• Opinion/ Political leaders</li> <li>• FBOs/NGOs/CBOs.</li> <li>• County government</li> </ul>
Low numbers of learners retained in schools	<ul style="list-style-type: none"> <li>• No representation in bursary and scholarships committees</li> <li>• Girls not taken to school</li> <li>• Inadequate provision of sanitary towels to school going girls</li> <li>• Lack of basic resources for teachers and learners 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</li> <li>• Endless male circumcision ceremonies as a major impediment to boy child education.</li> <li>• Biases in selection of projects' beneficiaries</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>• Awareness creation and advocacy on negative cultural practices prevention.</li> <li>• Affirmative action to the community when giving scholarship/bursaries</li> <li>• Sensitization parents on how apply for bursaries and scholarships for learners.</li> <li>• Provision of school fees (bursaries and scholarships) , mentorship and social support</li> <li>• Provision of sanitary towels to girl child</li> <li>• Strengthen guidance and counseling</li> <li>• Inclusion of community representatives in project committees.</li> </ul>	This will be captured in sub-component 1.1 and 2.2	<ul style="list-style-type: none"> <li>• MOE</li> <li>• ML&amp;SP</li> <li>• MDAs</li> <li>• TSC</li> <li>• Min. of Interior</li> <li>• NG-CDF</li> <li>• Community</li> <li>• Anti FGM</li> <li>• Opinion leaders</li> <li>• FBOs/NGOs/CBOs.</li> <li>• CSO's</li> <li>• Parents Association (PAs)</li> <li>• Political leaders</li> <li>• County government</li> </ul>

	<ul style="list-style-type: none"> <li>• Unfair distribution of scholarship and bursaries.</li> <li>• Shortage of teachers in schools</li> <li>• Less motivated teachers</li> <li>• Unfair distribution of subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase on government scholarships.</li> <li>• Identify the needy learners for scholarship.</li> <li>• Sensitize the Parents and Learners 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> <li>• Increase on capitation.</li> <li>• Enhancing teachers' capacity and provision of resources.</li> </ul>		
Neglect of responsibilities by Parents, learners and community	<ul style="list-style-type: none"> <li>• Irresponsible parents</li> <li>• Socio-cultural issues (poor attitude towards education)</li> <li>• Drug abuse by parents and learners</li> <li>• Their consideration by other communities as outcast has lowered their self-esteem and position in the community.</li> <li>• Discrimination and lack of involvement by other dominant communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting community forums to sensitize them on importance of education and school participation by learners.</li> <li>• Set aside advocacy fund for capacity building, holding seminars forum with learners, parents.</li> <li>• Mentorship program for learners.</li> <li>• Advocacy campaigns in the community against negative cultural practises.</li> </ul>	This will be addressed in SEQIP Sub-Component 2.2	MOE, Local Admin, Education Officials, ML&SP, Opinion leaders, FBOs/CBOs/ NGOs,
Lack of basic/proper infrastructure in schools,	<ul style="list-style-type: none"> <li>• Live too far in the remote areas challenging access to schools.</li> <li>• Congested Classrooms due to Increase in number of learners</li> <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>• Lack of sanitary facilities - dirty water.</li> <li>• Lack of accountability, transparency and involvement in projects during implementation.</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 and library in the existing schools.</li> <li>• Construction of sanitary facilities</li> <li>• Inclusion of community representatives in development committees</li> </ul>	This will be captured in sub-component 2.1and Sub- component 4.1	<ul style="list-style-type: none"> <li>• MOE</li> <li>• MDAs</li> <li>• MOH</li> <li>• NG-CDF</li> <li>• Min. of Interior</li> <li>• Community</li> <li>• Opinion leaders</li> <li>• Political leaders</li> <li>• County government</li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of youth involvement in community projects</li> </ul>			
<b>POTENTIAL BARRIERS TO NON - EDUCATION ISSUES</b>	<b>BARRIER CAUSES</b>	<b>MITIGATION MEASURES / RECOMMENDATIONS</b>	<b>STATE WETHER ADDRESSED BY SEQIP OR NOT</b>	<b>ACTORS/ RESPONSIBILITY</b>
Harsh Climatic conditions ( <i>Drought and famine</i> )	<ul style="list-style-type: none"> <li>• Frequent drought and famine leading to learners dropping out of school.</li> <li>• Their nomadic lifestyle distracts their concentration in school</li> <li>• Cattle rustlings forms part of conflict with the neighbour</li> <li>• Over reliance on outside/ foreign AID</li> </ul>	<ul style="list-style-type: none"> <li>• Explore climate adaptable projects to promote economic progress</li> <li>• Climate adaptable interventions.</li> <li>• Enhance school feeding program</li> </ul>	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> <li>• Min of Agriculture</li> <li>• NEMA</li> <li>• Min. of Trade</li> <li>• Min. of Environment</li> <li>• Development partners.</li> <li>• Community</li> </ul>
Low economic level in the community	<ul style="list-style-type: none"> <li>• Discrimination on employment opportunities</li> <li>• Permissive religious practices</li> <li>• High illiteracy levels</li> <li>• Lack of accountability, transparency and involvement in projects</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Expand economic opportunities</li> <li>• Support community to get involved in Income Generating Activities</li> <li>• Issue of title deeds to community members</li> <li>• Inclusion and fair representation in project committees.</li> </ul>	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> <li>• Min of Agriculture</li> <li>• NEMA</li> <li>• Min. of Environment</li> <li>• ML&amp;SP</li> <li>• County Government.</li> <li>• Community</li> </ul>
Lack of political representation in the County Assembly and National Government	<ul style="list-style-type: none"> <li>• Lack of a ward/ division leader</li> <li>• (No representation at the county assembly, national assembly etc)</li> <li>• Unfair distribution of resources</li> <li>• Biases and neglect of some parts and locations of the community</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Affirmative action on projects committees' representatives selected by community members.</li> <li>• No biases among officials,</li> <li>• Inter household equal distribution of resources in particular locations and concerned areas</li> <li>• Transparency on allocated funds</li> <li>• Community participation</li> </ul>	This will not be addressed directly through SEQIP, it requires a multi-sectoral approach	<ul style="list-style-type: none"> <li>• Local administrators,</li> <li>• Political leaders ,</li> <li>• Education Officials,</li> <li>• MOE,</li> <li>• County Government,</li> <li>• Church leaders,</li> <li>• Opinion leaders</li> <li>• Community</li> </ul>
Discrimination and marginalization by dominant communities	<ul style="list-style-type: none"> <li>• They do not have a say on land ownership after being assimilated.</li> <li>• lack of involvement and marginalization by the</li> </ul>	<ul style="list-style-type: none"> <li>• Political representation in elective politics.</li> <li>• Inclusion of community representatives in</li> </ul>	This has not been addressed in SEQIP components , it requires a multi-	<ul style="list-style-type: none"> <li>• NEMA</li> <li>• NCPWD</li> <li>• ML&amp;SP</li> <li>• National / County</li> </ul>

	<p>large communities</p> <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> <li>• Skewed distribution of resources by county government</li> <li>• Loss of life and livestock as a result of raids by nearby communities.</li> <li>• Lack of political representation within the county and national government.</li> </ul>	<p>development committees</p> <ul style="list-style-type: none"> <li>• community participation in project's activities</li> <li>• Community sensitization on mutual co-existence among communities.</li> </ul>	sectoral approach	<p>Government.</p> <ul style="list-style-type: none"> <li>• Development partners.</li> <li>• National Treasury</li> <li>• FBOs/NGOs/CBOs.</li> <li>• CSO's</li> <li>• Community</li> </ul>
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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 Ngikebotok 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"> <li>•No. of awareness creation sessions</li> <li>•No. of VMGs representatives involved</li> <li>•No. of stakeholders sensitized</li> <li>•Information dissemination resources used</li> </ul>	<ul style="list-style-type: none"> <li>•Signed attendance lists of participants</li> <li>•Sensitization report</li> <li>•Sensitization schedule</li> <li>•Circular to field officers</li> <li>•List of VMGs</li> </ul>	5,000	February 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	Dialogue with	• 1 Dialogue session	•No. of dialogue sessions with	•Attendance list	5,000	March

capacity of parents and other stakeholders on pertinent social cultural issues affecting the community.	parents and other stakeholders on pertinent social cultural issues.	with parents and other stakeholders <ul style="list-style-type: none"> <li>•50 parents and other stakeholders identified and engaged in addressing pertinent social cultural issues.</li> </ul>	parents and other stakeholders <ul style="list-style-type: none"> <li>•No. of parents and other stakeholders involved</li> <li>•Specific resolutions and action plans developed.</li> </ul>	•Reports		2022
	Establish and /or enhance networking / linkage with other stakeholders to support VMGs inclusion	•10 stakeholders engaged to support VMGs inclusion	<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 committees on Monitoring and Evaluation.	Train sub-county level committees on Monitoring and Evaluation of projects	<ul style="list-style-type: none"> <li>•2 trainings conducted for sub-county level committees</li> <li>•2 Sub-county level committees trained</li> </ul>	<ul style="list-style-type: none"> <li>•No. of training sessions</li> <li>•No. of sub-county level committees trained</li> <li>•No. of participants trained</li> </ul>	<ul style="list-style-type: none"> <li>•List of committee members trained</li> <li>•Training reports</li> </ul>	5,000	April 2022
	Monitor implementation of the developed VMG Plan	<ul style="list-style-type: none"> <li>•Monitoring reports highlighting Implementation of VMGP</li> </ul>	<ul style="list-style-type: none"> <li>•No. of monitoring highlighting implementation of the VMGP</li> </ul>			
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"> <li>•Monthly mentorship sessions per term.</li> <li>•100% mentors per SEQIP targeted school.</li> </ul>	<ul style="list-style-type: none"> <li>•No. of mentorship sessions undertaken in a term.</li> <li>•No. of learners participating in the mentorship sessions.</li> </ul>	<ul style="list-style-type: none"> <li>•List of learners mentored.</li> <li>•Records maintained by Gender champions</li> </ul>	5,000	Termly
To enhance the capacity of Gender champions for implementation of school based	Train Gender champions on student mentorship.	<ul style="list-style-type: none"> <li>•1 training session conducted to Gender Champions</li> <li>• 1 Gender Champion</li> </ul>	<ul style="list-style-type: none"> <li>•No. of training session</li> <li>•No. of Gender Champions trained</li> </ul>	<ul style="list-style-type: none"> <li>•Training reports</li> <li>•Attendance list</li> <li>•Training schedules</li> </ul>	5,000	April 2022

mentorship programmes.		per SEQIP targeted school.	• Training content			
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"> <li>• 1 sensitization session</li> <li>• 200 community members/VMGs reached during sensitization forums on project GRM.</li> </ul>	<ul style="list-style-type: none"> <li>• No. of sensitization sessions on GRM structures in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitization Report</li> <li>• Attendance list</li> </ul>	5,000	February 2022
	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>		
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"> <li>• 2 schools Infrastructure facilities enhanced</li> <li>• Termly monitoring by committee</li> </ul>	<ul style="list-style-type: none"> <li>• No. of classrooms constructed</li> <li>• No. of WASH facilities constructed/enhanced</li> <li>• No. of infrastructure in schools enhanced</li> <li>• No. of monitoring conducted</li> <li>• No. of community representatives involved</li> </ul>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Signed Contracts Service Providers</li> <li>• Delivery notes</li> <li>• Minutes</li> <li>• Certificate of completion.</li> </ul>	5,000	April 2022

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

Any successful Consultations in Ngikebotok community is done after meeting Chief/Sub Chief, village elders and Kraal leaders. All members of the community are later met after meeting their leaders. Men and women participate in community general meetings. However women are not allowed in some specific meetings that are generally reserved for men and equally this applies to meetings reserved for women.

### 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: 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: 1. PHOTOS**



*SUB COUNTY DIRECTOR OF EDUCATION TAKING STAKEHOLDERS THROUGH SEQIP KEY MESSAGES*



**Community baraza participants**



**Focus group Discussion at Konyipad Village**

## ANNEX 2. ATTENDANCE LIST OF VMG PARTICIPANTS

Attendance list for VMG participants

County.....TURIKANA  
 Sub-County.....LOIMA  
 Location.....LORUUM  
 Sub-Location.....LORUUM Village.....LORUUM (KOTELA, KONY AND KALEMUNYANG)  
 Date.....24/11/2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	JOSEPH LONHORIO	CHIEF/VMG LEADER	44801198	0700336354	
2.	KERIO AMOIT FRANCIS	OPINION LEADER	25966007	0707981060	
3.	Akahu Lonyango	Villager	12435262	N/A	
4.	Benta Ekadeli	Villager	39203662	N/A	
5.	Loyetel Loburi	Villager	4783328	N/A	
6.	Lokel Erenq	Villager	0144228	N/A	
7.	Akita La Ekono	Villager	13648556	N/A	
8.	Amuria Erenq	Villager	28248767	N/A	
9.	Alemu Natapar	Villager	4787366	N/A	
10.	Pefer Lopango	Villager	4735296	N/A	
11.	Gen cepter Adidich	Villager	35294034	N/A	
12.	Apayo Kiapa	Villager	25044125	N/A	
13.	Lorisamos Alpper	Villager	12435035	N/A	
14.	Regina Ataman	Villager	4778627	N/A	
15.	Iyangat Nanteef	Villager	0141060	N/A	
16.	Amuria Natukal	Villager	7070355	N/A	
17.	Mary Ekera	Villager	4782812	N/A	
18.	Emoru Lokwaw	Villager	4783697	N/A	
19.	Nicholas Krumbeq	Villager	0273496	N/A	
20.	Achome Lawson	Villager	11573838	N/A	

Attendance list for VMG participants

County.....TURIKANA  
 Sub-County.....LOIMA  
 Location.....LORUUM  
 Sub-Location.....LORUUM Village.....LORUUM (KOTELA, KONYI PAD AND KALEMUNYANG)  
 Date.....24/11/2020

S/No.	Name	Position in the community	ID. No	Phone number	Signature
1.	Pamela Lokusi	Villager	25472372	N/A	
2.	Lamoe Egere	Villager	35426543	N/A	
3.	Elizabeth Awatan	Villager	11573813	N/A	
4.	Marmullar Ika	Villager	25530162	N/A	
5.	Philip Loteky Edung	Villager	23883070	N/A	
6.	Teresa Hadung	Villager	4789339	N/A	
7.	Asuron Nhamon	Villager	20795056	N/A	
8.	Michael Longelt	Villager	0142879	N/A	
9.	Recha Kerio	Villager	98736576	N/A	
10.	Esther Ekai	Villager	12911004	N/A	
11.	Awston duicon	Villager	20945532	N/A	
12.	Kokuri Inapa	Villager	25600317	N/A	
13.	Lovato Nakwamou	Villager	10123846	N/A	
14.	Kutal Nyapan	Village	25472358	N/A	
15.	Losike Echota	Village	9783121	N/A	
16.	Muchap Ekono	Village	11573837	N/A	
17.	Akai Adir	Village	9245164	N/A	
18.	Apaka Emuria	Village	11573834	N/A	
19.	Philip MORUITA	Village	13648558	N/A	
20.	TITUS LOSIKE	Village	30454976	N/A	

MINISTRY OF EDUCATION

ATTENDANCE LIST

Telegram 'ELIMU' Lodwar  
Telephone 'Lodwar' 054 21076  
Fax/No: 054 21076



TURKANA COUNTY EDUCATION OFFICE,  
P.O. BOX 16- 30500,  
LODWAR,  
DATE: 23/11/2020

TURKANA COUNTY  
SEQIP PROJECT

COUNTY DIRECTOR OF EDUCATION  
TURKANA COUNTY  
P. O. Box 16 - 30500,  
LODWAR

ATTENDANCE LIST FOR SEQIP PROJECT ENTRY MEETING FOR LOIMA SUB-COUNTY  
COUNTY - TURKANA  
SUB-COUNTY - LOIMA  
VENUE - ANNA NANJALA EDUCATION CENTER  
DATE - 23<sup>RD</sup> NOVEMBER 2020

S/NO	NAME	SEX	DESIGNATION	DEPARTMENT / ORGANIZATION	P/NO TSC NO	ID NO	MOBILE NO	SIGN
1.	PETER MAGIRI	M	CDE	MOE	1990170316	8310650	0715404024	[Signature]
2.	Langat Chemuyot	M	CD	TSC	400445	3837213	0720587146	[Signature]
3.	AKELIMON NDOIA	M	APASION	PA	N/A	19907010	0727922888	[Signature]
4.	JAMES E. ARUOTO	M	SC/DO	MILYA	2007003910	12835018	0725452753	[Signature]
5.	EDDIE LOPEZ DAVID	M	Vice-Chairman K. SP/TA	TSC	489958	23356944	0727780792	[Signature]
6.	OME ALI	M	KESSHA CHAIR	KESSHA	352062	10124228	0720564445	[Signature]
7.	LUCAS LOKUSI	M	P.W.D'S	TSC	367877	12911440	0726500007	[Signature]
8.	PAULINE NUNKIA	F	WOMEN REP	WOMEN REP (LOIMA)		22606079	0715594322	[Signature]
9.	JOSEPH ARENG EKAL	M	PM-APAD	APAD	N/A	14498540	0706647508	[Signature]
10.	KERID ANDI FRANCIS	M	PA-MP LOIMA	MPA	N/A	38966007	0707981060	[Signature]
11.	TIMOTHY B. TIROP	M	DELOIMA	INTERIOR	2007002150	10252283	0728572940	[Signature]
12.	Abraham MURAKA L	M	AS	N/A	N/A	183411	0712560471	[Signature]
13.	JOSEPH LONGORIO	M	CHIEF. LORUGUMV	INTERIOR	1389048768	4801195	0700356354	[Signature]
14.	PETER EWAATLONGOLI	M	EX. SECRETARY	KNVT	261742	11512347	0718788259	[Signature]
15.	JAMES KIPTOON	M	C.C.S.D	SOCIAL DEV	1487671385	9777954	0721951136	[Signature]
16.	JAVAN MANGA	M	SCSDO	SOCIAL DEVT	2017144395	28206258	0921594814	[Signature]
17.	IPASO SAMUEL EMBU	M	SECY	MOE	2001065703	14448866	0713682027	[Signature]

ANNEX 3. LOIMA SUB- COUNTY MAP



DRAFT