

## SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

### Vulnerable and Marginalized Group Plan (VMGP)

County: Bungoma

VMG: Ogiek

Population: 52,596

Sub-County: Mt. Elgon

Location: Kapsokwony

Sub- Location: Kapsokwony, Bugaa

Village: Kapsokwony, Bmboo

#### **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 Ogiek or “Dorobo” are known as hunters and gatherers, they were nicknamed “Dorobo” by their neighbors, the Maasai, from the word “Iltoroboni” meaning the poor without cattle to the Maasai “Dorobo” as poor, lagging in civilization and living in forests backward and forest to other communities like Kalenjin. They speak ‘Wandorobo’ which was a better term for Swahili traders interested in the ivory which the forest dwellers could supply. The name has been perpetuated as the name of the community to date. They refer to themselves as Ogiek which literally means “Caretaker of the universe”.

According to KNBS, 2019, the Ogiek community has a total population of 52,596<sup>1</sup> people found dispersed around Mau Forest Complex and Mt Elgon where they utilize the forests for their traditional lifestyle and livelihood. The community has variable opportunities to access educational services based on their cultural practices.

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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>

They are a minority forest-dwelling ethnic group living in Chepkiltale moorland of Mt Elgon. The illegalizing, banning and criminalizing of all manner of hunting by the Kenya Government has led to the community adopting a forest-dwelling honey gathering and pastoral lifestyle and livelihood. The community now lives on traditionally preserved milk and honey gathering.

The significance of the forest resources of Mt the Elgon ecosystem to the Ogiek and adjacent communities (Saboat, Terik and others) living within the catchment areas cannot be over-emphasized. The livelihoods of most people revolve around forest resources and biodiversity. The ecosystems provide a wide range of goods and services including medicine; water for domestic use; livestock, timber poles, firewood and many other non-timber products.

**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 95 participants [81 males and 14 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 THROUGH SEQIP OR NOT	ACTORS/ RESPONSIBILITY
Drop out of school and absenteeism e.g. Girls;	<ul style="list-style-type: none"> <li>Traditional practices like FGM and Teenage pregnancies/Early marriage.</li> <li>Negative cultural belief - Cattle rearing that promotes absenteeism of learners; Traditional Circumcision of boys in the community which prompts most boys to drop out of schools</li> <li>Gender Based violence</li> <li>Children used to provide cheap labour as a source of income/ Agricultural Activities.</li> </ul>	<ul style="list-style-type: none"> <li>School feeding programmes enhanced</li> <li>Sensitization on the need for the community to prioritize education</li> <li>Construction of boarding primary, one secondary school; and youth polytechnic;</li> <li>Advocacy and mentorship programmes to curb early marriages and teenage pregnancies;</li> </ul>	This will be captured in sub-component 2.2	<ul style="list-style-type: none"> <li>MOE</li> <li>TSC</li> <li>Provincial administration</li> <li>Faith Based Organizations</li> <li>Private partners e.g. NGOs</li> <li>Council of elders/Opinion Leaders;</li> <li>Religious Leaders</li> <li>Parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Dances in some of villages</li> <li>• Non participation of community counselling by Elders</li> <li>• High Levels of poverty amongst community members 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>• Enhance provision of scholarships to the needy learners - Elimu Scholarship with Affirmative action on bursary especially for girls up to completion of basic and tertiary education.</li> <li>• Require provincial administration structures closer to them.</li> <li>• Social support</li> <li>• Community sensitization on SNE issues and FGM practices</li> <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>		<ul style="list-style-type: none"> <li>• VMG focal persons, VMGs representatives,</li> </ul>
<p>Few transit to secondary school (Only about 30% transit to secondary for boarding schools).</p>	<ul style="list-style-type: none"> <li>• There is no day school to accommodate those who do not get admission in boarding schools</li> <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> </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> </ul>	<p>This will be captured in sub-component 1.1 and 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> <li>• VMG focal persons,</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Under staffing of schools</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Deployment of more teachers</li> <li>• Capacity enhancement of teachers</li> </ul>		VMGs representatives,
Lack of proper infrastructure in schools	<ul style="list-style-type: none"> <li>• Poor infrastructure in schools and the community</li> <li>• No political goodwill (No funding from CDF)</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>• Lack of sanitary facilities - dirty water.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a day secondary school to serve the five primary schools in Chepkitale/low cost boarding school;</li> <li>• Improve infrastructure in the existing schools.</li> <li>• Sensitization and Advocacy for the community members to prioritize and invest in the education of their children.</li> <li>• Involving the community stakeholders in decision making Enhance structure like classrooms in the existing schools.</li> <li>• Improving road network</li> <li>• Establishing bridges across rivers in neighbouring schools</li> <li>• The County Government to fast track provision of tapped water to school from the nearby rivers;</li> </ul>	This will be captured in sub-component 2.1	<p>MOH, County MoE, NGO/ Ministry of interior, National and County Governments; and Community leaders.</p> <p>VMG focal persons, VMGs representatives,</p>

Discrimination in development agendas	<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 distribution of resources</li> <li>•Individuals vested interest in projects implementation.</li> <li>•Lack of accountability, transparency and involvement in projects during implementation.</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 communities</li> </ul>	This will be captured in sub-component 2.2 and 4.2	<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. National/County government</li> </ul> <p>VMG focal persons, VMGs representatives,</p>
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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 Ogiek 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> </ul>	5,000	February 2022
	Procure and disclose culturally appropriate IEC	•50 IEC materials, adapted, procured	•No. of IEC materials procured and disclosed	<ul style="list-style-type: none"> <li>•List of VMGs</li> <li>•Records (Materials</li> </ul>		

	materials on project interventions.	and disseminated • 1 disclosure session	• No. of VMGs sensitized • No. of disclosure sessions	used) • Adapted Materials IEC		
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.	• 1 Dialogue session with parents and other stakeholders • 50 parents and other stakeholders identified and engaged in addressing pertinent social cultural issues.	• No. of dialogue sessions with parents and other stakeholders • No. of parents and other stakeholders involved • Specific resolutions and action plans developed.	• Attendance list • Reports	5,000	March 2022
	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	• Monitoring reports highlighting Implementation of	• No. of monitoring highlighting implementation of the	• Monitoring report		

	VMG Plan	VMGP	VMGP			
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 mentorship programmes.	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 per SEQIP targeted school.</li> </ul>	<ul style="list-style-type: none"> <li>• No. of training session</li> <li>• No. of Gender Champions trained</li> <li>• Training content</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
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	<ul style="list-style-type: none"> <li>• 1 Focal person appointed</li> <li>• 2 GRM committees formed at location</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>		

	committees	and Sub - County levels				
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.**

The channels for reporting grievances included; the Council of Elders, COGC, Community Scouts, Nyumba Kumi and village elders/clan chairmen. Once the grievances are received, the structures for addressing them included; the COGC, Supreme Council of Elders, Local Administration, courts and arbitration channels. The community has confidence in these structures as it is believed that they could resolve all the grievances promptly.

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**

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**Position: Social Safeguards - PSDO**

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

**Consulted representative of VMG community:**

**Name:.....**

**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

### Map of the Ogiek Land in Mt. Elgon

Source: Global Dialogue on Human Rights and Bio Diversity Conservation Report, Eldoret, Kenya 20-23 November 2017.

[https://swed.bio/wp-content/uploads/2018/04/SUNI-161-Report-Dialogue-on-Human-Rights\\_WEB.pdf](https://swed.bio/wp-content/uploads/2018/04/SUNI-161-Report-Dialogue-on-Human-Rights_WEB.pdf)



Community Baraza

Focus Group Discussion

DRAFT