SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

Vulnerable and Marginalized Group Plan (VMGP)

County: **Kilifi** VMG: **Waatha** Total Population**: 20,103**

	Sub -County	Location	Sub-location	Villages
1.	Kaloleni	Kinangoni	Kinagoni and Mbiirimbiri	Gotani Katsangani South
2.	Ganze	Mitangani and Ganze	Shirango	Shirango, Gede/Jira, Chamamba, Ganze, Ndarako
3.	Magharini	Gongoni, Chamari and Maarafa	Gongoni	Marafa, Birikani, Majanaheri, Gongoni

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 disadvantages 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 'Waatha' were hunter-gatherers generally known as the Dahalo. Currently the population of this community is 20,103 people[1] spread across particular parts of the country. They hunted and gathered in various coastal forests (including the Arabuko-Sokoke) and throughout the drier thorn-bush country to the west. Currently some of their community members practice subsistence farming, livestock keeping, firewood & charcoal selling, bee keeping, and traditional brewing-magwe. Culturally the waatha are organized into seven clans that include: (i) Wargulu; (ii) Warwayu; (iii) Jalanthu; (iv) Gamadhu; (v) Karara; (vi) Worumetha and (vii) Kojega. These clans form one of the basis upon which the traditional governance structures and decision-making processes are established and pursued.

They suffer numerous challenges that affect their access to education services. Their community is remotely located in the geographically remote areas of Ganze sub-county in Kilifi County and scattered in Kaloleni and Magharini sub-county where infrastructure and social facilities are poorly developed. Despite the community striving to gain education, they suffer stereotypes, regarded as generally lagging 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

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the modern civilization perspective and stigmatization that leads to discrimination and marginalization. Thus, they are largely excluded from employment opportunities in the county government. With hunting having been illegalized and the area being a semi-arid region, the community has minimal opportunity for livelihood. They depend on casual labour from the dominant society.

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 121 participants [83 males and 38 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
Low rate of learners transiting from Primary to Secondary @ 50% and completing school[2]	• Meagre income of parents/poverty. • Child labour • Parents are ignorant and unaware of programs by MoE • Child labour and boda boda menace • Discrimination of Persons/ Learners with Disabilities and Special needs	• Community mobilization and sensitization on education programs • Increase on capitation. • Increase on government scholarships. • Identify the very needy learners for scholarship. • Sensitization (Create awareness) among parents on how apply for bursaries and scholarships for learners. • Scholarship program combined with mentorship and social support that enables poor but academically promising students to transition. • Inclusion of Persons/ Learners with Disabilities (PWDs) and Special needs and advocating or their rights	This will be addressed in Sub-Component 2.2	• MOE • MDAs with mandate • KICD • Min. of Interior • Community • Opinion leaders • FBOs/NGOs/CBOs. • CSO's • Political leaders • National/County government
Shortage of teachers in their schools	• *Community did not identify the specific reason for teacher*	• Investigate the issue, Teachers Service Commission to address teacher	This will be addressed in Sub-	• MOE • TSC

[2] Indicated during focus group discussion by the community members

	shortage. • TSC not giving additional teachers.	shortage. • Provision of additional teachers • Equity in recruitment of teachers • New posts filled by qualified teachers • Regularly monitor teachers' status. • Motivate teachers in schools	Component 1.1	• Min. of Interior • Head teachers, BOM • Community • County government
High Levels of poverty amongst community members	• Community living in isolated villages • Community over reliance in practicing subsistence fishing. • Community attitude and perception- Low value of education. • Low awareness on the existence of the education programs.	• Ensuring government service spread out to the local level • Conducting community forums to sensitize them on importance of education and school participation by learners. • 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 and sub- component 3.1	• MOE • TSC • KICD • MOE • Community • Opinion/ Political leaders • FBOs/NGOs/CBOs. • County government
Low numbers of learners transition	• Unfair distribution of scholarship and bursaries. • Live too far in the remote areas challenging access to schools. • Negative cultural practices and beliefs (Early Marriages, Female Genital Mutilation (FGM) • Gender-based violence • Biases in selection of projects' beneficiaries	• Affirmative action to the community when giving scholarship/bursaries • Provision of school fees (bursaries and scholarships) • Sensitization parents on how apply for bursaries and scholarships for learners. • Conducting community forums to sensitize community on importance of education and school participation by learners. • Awareness creation and Advocacy on negative cultural practices prevention. • Provision of sanitary towels to girl child	This will be captured in sub-component 2.2	• MOE • MDAs • Min. of Interior • Community • Opinion leaders • FBOs/NGOs/CBOs. • CSO's • Political leaders • County government

		• Strengthen guidance and counseling • Inclusion of community representatives in project committees.		
Lack of basic/proper infrastructure in schools,	• Congested Classrooms due to Increase in number of learners • Poor infrastructure in schools and the community • Lack of adequate secondary education facilities • Limited access to social amenities, health and education services, sanitary facilities – dirty water.	• Create awareness, participation and involvement in all the stages of the project development. • Enhance structure like classrooms and library in the existing schools. • Construction of sanitary facilities • Inclusion of community representatives in development committees	This will be captured in sub-component 2.1	• MOE • MDAs • MOH • Min. of Interior • Community • Opinion leaders • Political leaders • County government
POTENTIAL BARRIES TO NON - EDUCATION ISSUES	**BARRIER CAUSES**	**MITIGATION MEASURES / RECCOMMENDATIONS**	**STATE WETHER ADDRESSED THROUGH SEQIP OR NOT**	**ACTORS/ RESPONSIBILITY**
Low economic level in the community	• Discrimination on employment opportunities • Permissive religious practices • Harsh climatic conditions. • Landlessness due to lack of title deeds.	• Climate adaptable interventions. • Expand economic opportunities • Explore climate adaptable projects to promote economic progress • Support community to get involved in Income Generating Activities • Issue of title deeds to community members • Inclusion and fair representation in project committees.	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	• Min of Agriculture • NEMA • Min. of Trade • Min. of Environment • ML&SP • County Government. • Development partners. • Community
Discrimination in development agendas	• lack of involvement and marginalization from the large communities • Lack of transparency on project	• Political representation in elective politics. • Inclusion of community representatives	This has not been addressed in SEQIP components , it requires a multi-	• NEMA • NCPWD • ML&SP • National / County Government.

	implementation • Individuals vested interest in projects implementation. • Discrimination in government development projects • Lack of accountability, transparency and involvement in projects during implementation. • Discrimination of Persons/ Learners with Disabilities and Special needs • Low registration of PWDs • Hiding of PWDs and LWDs since the society sees them as 'outcast'.	in development committees • community participation in project's activities • community sensitization on mutual co-existence among communities • Awareness creation and registration of PWDs/ LWDs • Inclusion of Persons/ Learners with Disabilities (PWDs) and Special needs and advocating or their rights	sectoral approach	• Development partners. • National Treasury • FBOs/NGOs/CBOs. • CSO's • Community

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 Waatha 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	• No. of awareness creation sessions • No. of VMGs representatives involved • No. of stakeholders	• Signed attendance lists of participants • Sensitization report • Sensitization	5,000	February 2022

			sensitized • Information dissemination resources used	schedule • Circular to field officers • List of VMGs • Records (Materials used) • Adapted IEC Materials		
	Procure and disclose culturally appropriate IEC materials on project interventions.	• 50 IEC materials, adapted, procured and disseminated • 1 disclosure session	• 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 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	• 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

		trained				
	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 use of SEQIP (GRM).	• 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
	Identification/ appointment of	• 1 Focal person	• No. of VMGs identified as	• Appointment letters		

	GRM focal persons and committees	appointed • 2 GRM committees formed at location and Sub - County levels	focal points/persons • No. of GRM committees formed	• List of Focal persons • Reports		
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	• 2 schools Infrastructure facilities enhanced • Termly monitoring by committee	• No. of classrooms constructed • No. of WASH facilities constructed/enhanced • No. of infrastructure in schools enhanced • No. of monitoring conducted • No. of community representatives involved	• Reports • Signed Contracts Service Providers • Delivery notes • Minutes • Certificate of completion.	5,000	April 2022

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

The Waatha community is subdivided into clans which forms their traditional governance, in case of any form of grievances the community would get it addressed through their council of elders, village elders and *nyumba kumi* ambassadors. SEQIP will put the following GRM measures in place.

- Training of Sub county stakeholders on GRM;
- GRM focal person will be appointed and oriented on GRM activities to enable them to actively follow up on VMG complaints.
- Registers reported cases using the already developed grievance register;
- 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:

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Name: **List attached** **Position: VMG Representatives** **Date: 29th /11/2020**

Checked and verified by Sub - Component Lead
Name: Florence Musalia **Position: Safeguards Focal Point - DDE** **Date: 29th /11/2020**

ANNEX: PHOTOS

Ganze Sub- County Community Bararza

Kaloleni Sub- County Community Baraza

Magharini Sub-County Community Baraza

ATTENDANCE LIST

KALOLENI SUB-COUNTY SEQIP COMMUNITY BARAZA MEETING ON ASSESSMENT OF VMG'S
COUNTY: KILIFI
SUB-COUNTY: KALOLENI
VENUE: GOTANI MARKET SHED
DATE: 24TH NOVEMBER, 2020

ATTENDANCE LIST STAKEHOLDERS (INTEREST GROUPS)

S/N	NAME OF APPLICANT	GENDER	DESIGNATION	VILLAGE	MOBILE NO	SIGNATURE
1	JOSPHAT BWOTT	M	DCC		0720356667	
2	MATANO A. KASHERO	M	SCSDO		0708124882	
3	SEBASTIAN GUYA MUZUNGU	M	SCDE REP.		0711396848	
4	SIFA A. KALUGO	M	KERSHA C/MAN		0722456165	
5.	JULIET MAPENZI RUWA	F	ASST. CHIEF	MBALAMWENI sub	0724736614	
6.	Silas Fundo	M	Project Manager Kyalani CDC		0726078295	
7	JAMES KITSAO MWENI	M	ASST. CHIEF	GOTANI	0718961430	
8	SAMUEL JALI KALISA	M	ASST. CHIEF	MAIMANI	0719460651	
9.	JULIE OMOLO	F	MOE - SEQIP	—	0721610011	
10	Catherine Michael	F	MOE - SEQIP	—	0719448255	
11.	Dennis Odunga	M	ICCD-MG	—	0722[illegible]658	
12	CHARITY T. GUANGA	F	CHIEF	KIMAMONI	0705860292	
13	Richard Chepkwony	M	MOE/[illegible]	Gotani	0722422076	

KALOLENI SUB-COUNTY SEQIP COMMUNITY BARAZA MEETING ON ASSESSMENT OF VMG'S
COUNTY: KILIFI
SUB-COUNTY: KALOLENI
VENUE: GOTANI MARKET SHED
DATE: 24TH NOVEMBER, 2020

ATTENDANCE LIST

S/N	NAME OF APPLICANT	GENDER	DESIGNATION	VILLAGE	MOBILE NO	SIGNATURE
1	CHARO KARISA HINZANO	M	V/ELDER	KATSANGANI	0717742360	
2	RAYMOND KEA MKAKA	M	V/ELDER	MBANGAYAMBO	0703301442	
3	LAWRENCE KENGA JANGAA	M	COMMUNITY	KIJINI NORTH	0718851003	
4	STEPHEN KITI KOMBE	M	COMMUNITY	M/NOYUNDO	0705167778	
5	KAZUNGU THAMAA JASU	M	V/ELDER	KINAGONI	0729376951	
6	CHRISTINE KATSAKA KISAO	F	COMMUNITY	KIRUBI A	0716731631	
7	DAMA MKUFE INO KARYAKA	F	COMMUNITY	KINAGONI	0708057137	
8	ROSE CHICHI MUNGATHA	F	COMMUNITY	KINAGONI	0714254168	
9	JUMAA KONDE NGATHA	M	COMMUNITY	KIJINI	0704545837	
10	CHARO MENZA KAZOMBA	M	COMMUNITY	KIBZINI NORTH	0759799272	
11	KAZUNGU K. JUMAA	M	V/ELDER	KIRUBI A	0740603495	
12	KACHE CHOME NGALA	F	COMMUNITY	GANDINI		
13	ALFRED KASABU WANJE	M	V/ELDER	MIRIHI YA KIRAO	0714853704	
14	FRANCIS KAZUNGU KALAMA	M	COMMUNITY	PONGWE A	0	
15	CHIRO DEDE MONGA	M	V/ELDER	GOTANI B	0702386660	
16	SAFARI KALUME ZUNGU	M	V/ELDER	GOTANI A	0702844400	
17	ANDREA KAMBI GONA	M	COMMUNITY	MBIRIMBIRI	0713222081	
18	KARISA THOYA BAYA	M	COMMUNITY	WAA	0717142706	
19	JOSEPH KOMBE NGANI	M	COMMUNITY	GANDINI		
20	CHARO THUWA MENZA	M	COMMUNITY	MIRIYA KIRAO	0728485639	

PREPARED BY

SCDE SEBASTIAN G. MUWANGO

FOR S.C.D.E. KALOLENI
P O Box 227 - 80106
KALOLENI

APPROVED BY

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