

SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT

Vulnerable and Marginalized Group Plan (VMGP)

County: Marsabit VMG: Waayu Population: **3,761**

Sub-County: North Horr Location: North Horr & Dirib Sub-Location/ Village: Horri Gudha, Abdub Tullu, Daramu Dima, Sessi

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.

1. 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?

Marsabit County has a population of 459,785 and a land area of 70,961 square kilometres.¹ The Commission on Revenue Allocation identifies Marsabit as the fourth most marginalized county in Kenya. The main economic activity is pastoralist livestock rearing. There are several ethnic groups live in Marsabit County, including the Borana, Gabra, Rendille, Burji, Turkana and Dasanech. The people of Marsabit are mixed in terms of religion, between Islam, Christianity and Waaqeffannaa²

The Waayu community has a population of 3,761³. It is believed that their poverty, as depicted by lack of livestock, resulted from an act of a mythical god rather than natural calamity. The Waayu have formerly been referred to as “Waatha”, a derogatory term meaning the “beggar” because historically, they have had no livestock and culturally not enabled to own any by their neighbour and the past government regimes. They are also stigmatized and cannot marry be married by other tribes since they are considered inferior.

Ancestrally, the Waayu derived their livelihood from ancestry hunting and gathering in the desert wilderness. Noting the scarcity of hunting and gathering resources in this harsh desert landscape and cultural belief that they cannot own livestock, they live a strenuous lifestyle by clinging around and begging for food from their neighboring communities, especially the Gabra and Borana therefore have very limited household income and sources of food, thus, they rely on food relief. They perform their cultural activities especially for every new moon called Jih Bala and live within the mainstream and at the mercy of the Gabra communities. The community is only given enough to sustain life making the begging culture a daily and lifelong culture and casual labour. This leads to such deviant social behavior as indulging in alcoholism, drugs abuse and selling of miraa.

¹ Kenya National Bureau of Statistics, 2019

² Waaqeffannaa, or belief Waaq (God) is a traditional Oromo religion practised in Kenya's Marsabit County and in Ethiopia.

³ 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>

The community is geographically spread and is found in some northern counties that include: Marsabit, Isiolo, Wajir, and Coastal counties including Tana River, Lamu, Kilifi and Kwale areas. The Wayyu are found in eighteen villages in Marsabat and Wajir: Dirib Gombo, Dub Gobba, Boru Harro, Badassa, WaqoJaldesa, Sololo, Turbi, Maikona, Kalacha, Hurihills, Elgade, North Horr, Balesa, Elhadi, Dukana, Qorga. Somare, and Forole vilalges. In this villages, there are 9 dominant Wayyu clans that include: Chaqo, Wantho, Tiy'olo, Baches, Kodele, Qochot, Mango and Rogo bl'a.

2. 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 46 participants [24 males and 22 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
Low numbers of learners transitioning	<ul style="list-style-type: none"> 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 No representation in bursary and scholarships committees 	<ul style="list-style-type: none"> Conducting community forums to sensitize community on importance of education and school participation by learners. Awareness creation and advocacy on negative cultural practices prevention. Affirmative action to the community when giving scholarship/bursaries Sensitization parents on how apply for bursaries and scholarships for learners. Provision of school fees (bursaries and scholarships) , mentorship and social support Provision of sanitary towels to girl child Strengthen guidance and counseling Inclusion of community representatives in project committees. Increase on government scholarships. Identify the needy learners for scholarship. 	This will be captured in sub-component 2.2	<ul style="list-style-type: none"> MOE ML&SP MDAs Min. of Interior NG-CDF Community Opinion leaders FBOs/NGOs/CBOs. CSO's Parents Association (PAs) Political leaders County government VMG focal persons, VMGs representatives
No value on education	<ul style="list-style-type: none"> Irresponsible parents 	<ul style="list-style-type: none"> Conducting community forums to sensitize them on importance of education and school 	This will be addressed in SEQIP	MOE, Local Admin,

	<ul style="list-style-type: none"> • Socio-cultural issues (poor attitude towards education) • Drug abuse by parents and learners • Their consideration by other communities as outcast has lowered their self-esteem and position in the community. • Discrimination and lack of involvement by other dominant communities. 	<p>participation by learners.</p> <ul style="list-style-type: none"> • Set aside advocacy fund for capacity building, holding seminars forum with learners, parents. • Mentorship program for learners. • Advocacy campaigns in the community against negative cultural practises. 	Sub-Component 2.2	Education Officials, ML&SP, Opinion leaders, FBOs/CBOs/ NGOs, VMG focal persons, VMGs representatives
High Levels of poverty amongst community members	<ul style="list-style-type: none"> • Community living in isolated villages • Over reliance in subsistence fishing. • Community attitude and perception- Low value of education. • Low awareness on the existence of the education programs. • Unfair distribution of resources by county government • Lack of political representation within the county and national government • Individuals vested interest in projects • Biases in selection of projects' beneficiaries • Unemployment among the youth. • Enhancement of the school feeding program to boost in retention of learners in school. 	<ul style="list-style-type: none"> • 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 • Inclusion of community representatives in project committees. • Increase on capitation. • Fair distribution of resources by county government. 	This will be captured in sub-component 2.2 and sub- component 3.1	<ul style="list-style-type: none"> • MOE • TSC • KICD • MOE • Community • Opinion/ Political leaders • FBOs/NGOs/CBOs. • County government • VMG focal persons, VMGs representatives
Lack of basic/proper infrastructure in schools,	<ul style="list-style-type: none"> • Live too far in the remote areas challenging access to schools. • Congested Classrooms due to Increase in number of learners • Poor infrastructure in schools and the community 	<ul style="list-style-type: none"> • 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 	This will be captured in sub-component 2.1and Sub- component 4.1	<ul style="list-style-type: none"> • MOE • MDAs • MOH • NG-CDF • Min. of Interior • Community • Opinion leaders • Political leaders • County government

	<ul style="list-style-type: none"> • Lack of adequate secondary education facilities • Limited access to social amenities, health and education services • Lack of sanitary facilities – dirty water. • Lack of accountability, transparency and involvement in projects during implementation. • Lack of youth involvement in community projects 	<ul style="list-style-type: none"> • development committees • Involvement of youth in project especially construction. 		<ul style="list-style-type: none"> • VMG focal persons, VMGs representatives
POTENTIAL BARRIES TO NON - EDUCATION ISSUES	BARRIER CAUSES	MITIGATION MEASURES / RECOMMENDATIONS	STATE WETHER ADDRESSED BY SEQIP OR NOT	ACTORS/ RESPONSIBILITY
Low economic level in the community	<ul style="list-style-type: none"> • Discrimination on employment opportunities • Permissive religious practices • High illiteracy levels • Lack of accountability, transparency and involvement in projects 	<ul style="list-style-type: none"> • Expand economic opportunities • 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	<ul style="list-style-type: none"> • Min of Agriculture • NEMA • Min. of Trade • Min. of Environment • ML&SP • County Government. • Community • VMG focal persons, VMGs reps.
Harsh Climatic conditions/ natural calamities (<i>Drought and famine</i>)	<ul style="list-style-type: none"> • Frequent drought and famine leading to learners dropping out of school. • 	<ul style="list-style-type: none"> • Explore climate adaptable projects to promote economic progress • Climate adaptable interventions. 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • Min of Agriculture • Min. of Trade • Min. of Environment • Development partners. • Community • VMG focal persons, VMGs reps.
Lack of political representation in the County Assembly and National Government	<ul style="list-style-type: none"> • Lack of a ward/ division leader - No representation at the county assembly, national assembly etc • Unfair distribution of resources • Biases and neglect of some parts and locations of the community • No land ownership 	<ul style="list-style-type: none"> • Affirmative action on projects committees' representatives selected by community members. • No biases among officials, • Inter household equal distribution of resources in particular locations and concerned areas • Transparency on allocated funds • Community participation 	This will not be addressed directly through SEQIP, it requires a multi-sectoral approach	<ul style="list-style-type: none"> • Local administrators, • Political leaders , • Education Officials, • MOE, • County Government, • Church leaders, Opinion leaders • Community • VMG focal persons, VMGs representatives

		• Mediation arbitration within the community		
Discrimination in development agendas	<ul style="list-style-type: none"> • lack of involvement and marginalization by the large communities • Individuals vested interest in projects implementation. • Lack of accountability, transparency and involvement in projects during implementation. • Skewed distribution of resources by county government • Lack of political representation within the county and national government. 	<ul style="list-style-type: none"> • Political representation in elective politics. • Inclusion of community representatives in development committees • community participation in project's activities • Community sensitization on mutual co-existence among communities. 	This has not been addressed in SEQIP components , it requires a multi-sectoral approach	<ul style="list-style-type: none"> • NEMA • NCPWD • ML&SP • National / County Government. • Development partners. • National Treasury • FBOs/NGOs/CBOs. • CSO's • Community • VMG focal persons, VMGs representatives

3. 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 Sengwer 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"> • 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	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"> •50 parents and other stakeholders identified and engaged in addressing pertinent social cultural issues. 	parents and other 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	•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 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"> •Monthly mentorship sessions per term. •100% mentors per SEQIP targeted school. 	<ul style="list-style-type: none"> •No. of mentorship sessions undertaken in a term. •No. of learners participating in the mentorship sessions. 	<ul style="list-style-type: none"> •List of learners mentored. •Records maintained by Gender champions 	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"> •1 training session conducted to Gender Champions • 1 Gender Champion 	<ul style="list-style-type: none"> •No. of training session •No. of Gender Champions trained 	<ul style="list-style-type: none"> •Training reports •Attendance list •Training schedules 	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"> • 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 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"> • 2 schools Infrastructure facilities enhanced • Termly monitoring by committee 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reports • Signed Contracts Service Providers • Delivery notes • Minutes • Certificate of completion. 	5,000	April 2022

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

The community addresses any grievances raised through the following platforms;

- ❖ Through constituting community adhoc committee.
- ❖ Use of traditional methods of arbitration by use of council of elders

- ❖ Local Administration office e.g. Chiefs, through political representatives.
- ❖ Courts.

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 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: 1. PHOTOS



Community baraza participants

Representative explaining how they have been discriminated



Sub-county Director introducing the project scope and social assessment roadmap

Annex 2. Attendance list for Focus Group Discussions VMG participants

9.4 Attendance list for VMG participants

County: Marsabit
 Sub-County: North Horr
 Location: North Horr
 Sub-Location: North Horr Village: Abdullah Talle
 Date: 24/11/2020

S/No	Name	Position in the community	ID. No	Phone number	Signature
1	Dub Guyo Boru	Elder	20782850		<i>[Signature]</i>
2	Chutuke Duba	DPC	8204005	011284126	<i>[Signature]</i>
3	Roba Wako Jalloh	Elder	21742462	072895702	<i>[Signature]</i>
4	ADAM WABO HULO	Elder	11386825	072006979	<i>[Signature]</i>
5	Doti Tacho	Elder	27589851	0794167174	<i>[Signature]</i>
6	Batu Guyo	Youth	32901058	079268986	<i>[Signature]</i>
7	Shaga Guyo	Youth	27208454	079492004	<i>[Signature]</i>
8	Halima Mohamed	Elder	0631248	0716266123	<i>[Signature]</i>
9	Halima Bucha	Elder	0527723	0711371379	<i>[Signature]</i>
10	Buke Yattuni	Elder	2065040	0729525332	<i>[Signature]</i>
11	Jillo Kombala	Youth	31668060	070438706	<i>[Signature]</i>
12	Dibo Wario Jillo	Youth		072006302	<i>[Signature]</i>
13	Gumato Dewe Gudun	Youth	35777302	0700010203	<i>[Signature]</i>
14	Dhadi Kanchem Hako	Elder	3205091	0714755374	<i>[Signature]</i>
15	Hawo Auni Boru	Elder/Youth	22700741	0759032235	<i>[Signature]</i>
16	Christina Kabak	Youth	22702258	073632102	<i>[Signature]</i>
17	June Roba Wario	Youth	27208535	0758638325	<i>[Signature]</i>
18	Tiya Kombala	Youth		0711401408	<i>[Signature]</i>
19	Orupo Amano	Elder	7146046	0798968739	<i>[Signature]</i>
20	Wane Abdub Boru	Youth	34205634	0716833381	<i>[Signature]</i>

9.4 Attendance list for VMG participants

County: Marsabit
 Sub-County: North Horr
 Location: North Horr
 Sub-Location: North Horr Village: HORRI GUDHA
 Date: 24/11/2020

S/No	Name	Position in the community	ID. No	Phone number	Signature
1	BARAKO TURT	Youth	27427502	071849144	<i>[Signature]</i>
2	JOHN BORU	Catechist	27722211	071651372	<i>[Signature]</i>
3	ALI DOTI	C.H.V	22704329	0714441773	<i>[Signature]</i>
4	Elena Adano		0592860	0713041134	<i>[Signature]</i>
5	TUYE HABANE	Elder	4091053	072194504	<i>[Signature]</i>
6	Juno Boru	Elder	0366861	0711470959	<i>[Signature]</i>
7	Yattuni Rachu	Elder	0066621	0713759110	<i>[Signature]</i>
8	Deku Huro	Youth	28935314	0704388712	<i>[Signature]</i>
9	Arbe Wario	Youth	3540732	0703201151	<i>[Signature]</i>
10	Adan Halkano	Youth	24997716	072266012	<i>[Signature]</i>
11	Daniel A Gudun	Youth	2043914	071624885	<i>[Signature]</i>
12	Almad Rukun	Youth	2221473	071011132	<i>[Signature]</i>
13	Guyo A. Doko	Elder	8204657	072009123	<i>[Signature]</i>
14	Ali Huro	Youth	2255820	072194522	<i>[Signature]</i>
15	Randie Halake	Elder	0631217	0708884142	<i>[Signature]</i>
16	Wame Bucha	Elder	20445231	0717411245	<i>[Signature]</i>
17	Huan Gudana GUYO	Elder	0066274	070626680	<i>[Signature]</i>
18	ELENA G. SARU	S.N.E Officer	21719229	0716256221	<i>[Signature]</i>
19	ROSA KENCITORA	YOUTH	3270291	0717552324	<i>[Signature]</i>
20	DOKO YATTUNI	ELDER	0021567	072123587	<i>[Signature]</i>

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