



**MINISTRY OF EDUCATION**

**THE KENYA PRIMARY EDUCATION DEVELOPMENT (PRIEDE) PROJECT**



**REPORT ON THE VULNERABLE AND MARGINALISED GROUPS**

**SEPTEMBER 2017**



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## **Executive Summary**

The study of the Vulnerable and Marginalized Groups (VMG) was undertaken to establish whether the PRIEDE Project is inclusive and benefits the Vulnerable and marginalised groups (VMGs), identify challenges children from the VMG communities face in accessing education, develop a VMG engagement plan and develop a grievance redress feedback mechanism. The study focused on Marginalized and Vulnerable Groups which were specifically Hunters /Gatherers, Pastoralist and Fishermen majorly from Nakuru, West Pokot, Marsabit, Kwale, Wajir and Trans-nzoia Counties. It targeted the schools within the VMG communities which comprised school management and local leaders.

The report is in line with the Operational Policy OP 4.10 and thus to ensure compliance to the World Bank policy which stipulate that, in the event, that vulnerable and marginalized groups are likely to be affected by a Bank supported project, then a VMGF must be prepared which is followed by A VMG report. This VMG report for the GPE Project has been prepared based on the OP 4.10 of the World Bank (“Bank”) and the applicable laws and regulations of the Government of Kenya. It is to guide the implementation of the GPE project, Kenya Primary Education Development Project (PRIEDE) implementation to check whether the Vulnerable and Marginalised Groups (VMGs) in the project areas are benefitting and how and if not benefitting and why. OP 4.10 contributes to the Bank's mission of poverty reduction and sustainable development by ensuring that the development process fully respects the dignity, human rights, economies, and cultures of Indigenous Peoples.

The Vulnerable and Marginalised Groups who participated were representatives of Ogiek in the group of Hunters and Gatherers, the Ajuran /Sekuye, in the group of Pastoralist and Nomadic, the Wakifundi, Waswaka and Makonde in the group of Fishermen. In most cases, Vulnerable and Marginalised Groups fall into one or more of the following categories: Hunters and gatherers, Fishermen, Pastoralist and Nomadic.

Four major attributes are important for Vulnerable and Marginalised Groups: whether the PRIEDE Project was inclusive and benefited the VMGs; the challenges facing children from VMG communities while accessing education; to design and develop a VMG engagement plan; and to establish a grievance redress feedback mechanism.

Some of the major findings included, the fact that, 95% of the respondents reported that they benefited from the PRIEDE Project interventions. However, the study noted that, they were few challenges not necessarily related to the project that affected the VMG children from accessing education. These included early marriages, truancy, understaffing, early pregnancies and FGM.

The study noted that it was important to sensitise the communities on the value of education so as to reduce cases of absenteeism, truancy, early dropouts especially by the girl child.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	ii
<b>Executive Summary</b> .....	iii
ACRONYMS .....	vii
Operational Definition of Terms .....	9
1.0. INTRODUCTION .....	11
Overview of Primary Education Development (PRIEDE) Project .....	11
1.2 Project Location .....	12
1.3 Background of the study .....	12
1.4 Purpose of the Study .....	14
1.5. Objectives of the Study .....	14
1.6 Scope of the Study .....	15
2.0 RESEARCH METHODOLOGY .....	15
<b>2.1</b> Introduction .....	15
2.2 Target Population .....	15
2.3 Data Collection .....	17
2.4 Data Entry and Analysis .....	18
3.0 KEY FINDINGS .....	18
3.1 Is the PRIEDE Project Inclusive and does it benefit the VMG .....	18
3.2 Issues and Challenges Facing Children from Vulnerable & Marginalised Communities while Accessing Education .....	20
4.0 Vulnerable and Marginalised Groups Engagement Plan. ....	21
4.1 General Observation .....	21
4.2 The Ogiek Community .....	21
4.3 The Sengwer Community .....	26
4.4 The Sakuye of Kenya .....	34
4.5 The Ajuuran Community .....	38
4.6 The Makonde Community .....	45
4.7 Wakifundi / Waswaka Community .....	49
Figure 9: Issues/Challenges Affecting Children from the Wakifundi/ Watswaka Communities while Accessing Education .....	50
4.8 SUMMARY OF THE VMG ENGAGEMENT PLAN .....	53
5.0 Feedback and Grievance Redress Mechanism .....	54
5.1 Overview .....	54
5.2 Principles for an Effective Grievance Redress Mechanism .....	55

5.3 Procedure in the Process of Handling Grievance.....	55
5.4 Grievance Resolution Procedure .....	57
5.5 Grievance Register .....	58
6.0 Monitoring Plan .....	59
6.1 PROJECT IMPACT MONITORING AND EVALUATION .....	59
6.2 Monitoring and Evaluation Structures.....	59
6.3 Objectives of Monitoring& Evaluation.....	59
6.4 M&E Approach.....	59
6.5 Monitoring & Evaluation Plan.....	59
6.6 Monitoring and Evaluation Indicators .....	60
7.0 CONCLUSION.....	61
8.0 SUMMARY OF RECOMMENDATIONS .....	62
Vulnerable and Marginalised Groups Engagement Plan .....	62
Feedback and Grievance Redress Mechanism.....	62
REFERENCES .....	64
APPENDIX 1 VMG OBSERVATION CAPTURE TOOL.....	65
APPENDIX 2: Study Questionnaire.....	67
Table 1: List of the Vulnerable and Marginalised Groups in Kenya .....	15
Table 2. List of the Sampled Vulnerable and Marginalised Groups for this Study .....	16
Table 3. Population Reached for this Study.....	17
Table 4. Ongiek Community Engagement Plan.....	23
Table 5. Sengwer Community Engagement Plan .....	27
Table 6. Sakuye Community Engagement Plan.....	35
Table 7. Ajuran Community Engagement Plan .....	39
Table 8. Makonde Community Engagement Plan .....	47
Table 9. Wakifundi/ Waswaka Community Engagement Plan.....	51
Table 10. Grievance Register.....	58
Figure 1. Percentage of VMGs benefiting from the PRIEDE Project .....	18
Figure 2: Class 1 Mathematics Lesson .....	19
Figure 3: Issues/Challenges affecting children from the VMGS while accessing Education.....	20
Figure 4: Issues/Challenges Affecting Children from the Ongiek Community while Accessing Education .....	23
Figure 5.Issues/Challenges Affecting Children from the Sengwer Community while Accessing Education. ....	27
Figure 6: Issues/Challenges Affecting Children from the Sakuye Community while Accessing Education. ....	35
Figure 7: Issues/Challenges Affecting Children from the Ajuran Community while Accessing Education. ....	39

Figure 8: Issues/Challenges Affecting Children from the Makonde Community while Accessing Education. ....46

## ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi Arid Lands
ACHPR	African Commission on Human and People's Rights
BOM	Board of Management
CRA	Commission on Revenue Allocation
CRA	Common on Revenue Allocation
CRC	Complaint Review Committee
EGM	Early Grade Mathematics
ESMF	Environmental and Social Management Framework
EFA	Educational For All
EGM	Early Grade Mathematics
FGM	Female Genital Mutilation
GRM	Grievance Redress Mechanism
GRC	Grievance Redress Committee
GPE	Global Partnership for Education
HIV	Human Immunodeficiency Virus
MTR	Mid-Term review
MDGs	-Millennium Development Goals
M & E	Monitoring & Evaluation
MoE	Ministry of Education
NESP	National Education Sector Plan
PRIMR	Primary Mathematics and Reading
PRIEDE	Kenya Primary Education Development Project
SEQUIP	Secondary Education Quality Improvement Project
SDG	Sustainable Development Goals
SIP	School Improvement Plan
TPAD	Teacher Performance Appraisal development
TSC	Teachers Service Commission
UN	United Nation
UNICEF	United Nation Children's Fund
VMGs	Vulnerable and Marginalised Groups
VMGF	Vulnerable and Marginalized Groups Framework

VMGs	Vulnerable and Marginalised Groups
VMGP	Vulnerable & Marginalised Group Plan

## Operational Definition of Terms

### **Definition of Vulnerable and Marginalised Groups.**

#### **Vulnerable groups**

Vulnerability refers to the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. A vulnerable group is therefore a population that has some specific characteristics that make it at higher risk of falling into poverty than others living in areas targeted by a project. Vulnerable groups include the elderly, the mentally and physically disabled, at-risk children and youth, ex-combatants, internally displaced people and returning refugees, HIV/AIDS- affected individuals and households, religious and ethnic minorities and, in some communities or societies, women.

Vulnerable people or groups in this study are those who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by the project than others and may be limited in their ability to claim or take advantage of resettlement assistance and related development benefits.

#### **Marginalized Groups**

The term “Marginalization” generally describes the overt actions or tendencies of human societies whereby those perceived as being without desirability or function are removed or excluded (i.e., are "marginalized") from the prevalent systems of protection and integration, so limiting their opportunities and means for survival.

In this regard, the Constitution requires that everything necessary be done to promote a culture of co-operation, understanding, appreciation, tolerance and respect for each other’s customs, traditions and beliefs.

#### **Vulnerable and Marginalized Groups in Kenya**

A Vulnerable and Marginalized group is defined as, a group that in a particular context, fits the Article 260 of the Kenya Constitution’s definition of marginalized communities, in line with the World Bank’s policy OP4.10

- ✓ A community that, because of its relatively small population or for any other reason, has been unable to fully participate in the integrated social and economic life of Kenya as a whole;
- ✓ A traditional community that, out of a need or desire to preserve its unique culture and identity from assimilation, has remained outside the integrated social and economic life of Kenya as a whole;
- ✓ An indigenous community that has retained and maintained a traditional lifestyle and livelihood based on a hunter or gatherer economy; or
- ✓ Pastoral persons and communities, whether they are:
  - Nomadic; or

- A settled community that, because of its relative geographic isolation, has experienced only marginal participation in the integrated social and economic life of Kenya as a whole.

**World Bank's Policy OP4.10**

The policy describes a marginalized community as a distinct, vulnerable, social and cultural group possessing the following characteristics in varying degrees:

- Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- Collective attachment to geographically distinct habitats or ancestral territories in the project area and to natural resources in these habitats and territories;
- Customary cultural, economic, social or political institutions that are separate from those of the dominant society and culture; and
- An indigenous language, often different from the official language of the country or region.

## 1.0. INTRODUCTION

### Overview of Primary Education Development (PRIEDE) Project

The Ministry of Education received a grant of US\$ 88.4 Million from the Global Partnership for Education (GPE) under the supervision of the World Bank to support development of Primary School Education Sub-Sector in Kenya. The 4 year project aims to provide specific interventions in Key areas of the sub-sector and is intended to provide catalytic funding to help the country address areas not yet fully covered by other initiatives, drawing on the experience and lessons learnt from past projects. Specifically, the project aims at improving early grade learning competencies by focusing on the scaling up of the Early Grade Mathematics (EGM) intervention piloted under Primary Mathematics and Reading (PRIMR), and also strengthening systems at school and national levels for improving primary education service delivery.

The project has four main components namely;

**Component 1** (Early Grade Mathematics, EGM) aims at improving early grade learning competencies by focusing on the scaling up of the EGM intervention piloted under PRIMR.

**Component 2** will be a pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education.

**Component 3** will aim at strengthening capacity for evidence-based, education sector policy development at national level.

**Component 4** will cover project management functions including coordination, supervision, communication and result monitoring and evaluation.

Under component 4, in accordance with the Environmental and Social Management Framework (ESMF) and the (VGMP) prepared in consultation with the key stakeholders and potentially affected social groups, the strategies for addressing social issues include among others; designing and developing strategies and activities aimed at increasing social benefits to the vulnerable and marginalized groups (VMGs); development of mitigation plans e.g. Vulnerable and marginalised Groups plan among others; strengthening institutions and ensuring projects put in place institutional arrangements that provide for participation of vulnerable and marginalised people; implementation of the project in accordance with the provisions of the constitution which expressly provide for rights of the vulnerable and marginalised groups.

## 1.2 Project Location

The PRIEDE project is a nationwide project being implemented by the Ministry of Education in all the 47 Counties of the Republic of Kenya. The study was conducted in the following Counties; Nakuru, Transzoia, West Pokot, Marsabit and Kwale. These counties are inhabited by groups of people identified as traditional hunters/gatherers (Ogiek and Sengwer), nomadic pastoralists (Ajuran and Sekuye), and the Fishermen (Makonde, Watswaka and wakifundi). These communities among others have historically suffered, disempowerment and discrimination on economic, social and cultural grounds. Their livelihood is threatened mainly by the dwindling access they have to land and natural resources on which they depend either as hunters & gatherers, nomadic pastoralists or as Fishermen. Project implementation in these areas triggers The World Bank's OP.4.10 policy for the identification of indigenous peoples. In as much as the Bank policy OP 4.10 identifies these groups as indigenous, the Kenyan Constitution refers to them as vulnerable and marginalized therefore this report will adopt to use the term "Vulnerable and Marginalized Groups" in place of "Indigenous Peoples."

## 1.3 Background of the study

The World Bank Operational Policy/Bank Procedures Indigenous Peoples (OP/BP 4.10) seeks to ensure that Bank-financed projects are designed not only to avoid adverse impacts but also to ensure that VMGs can receive project benefits in a culturally appropriate manner. The policy provides processing requirements for projects that may affect VMGs that include: (i) screening, (ii) social assessment, in consultations with communities involved, (iii) preparation of VMG Plan (VMGP) or Vulnerable and Marginalized Groups Framework (VMGF) and, (iv) disclosure. This is in tandem with the UN declaration on the rights of the indigenous people.

Africa as a region has taken important steps to recognize and apply the concept of Indigenous Peoples: The African Commission on Human and People's Rights (ACHPR), a sub-body of the African Union, adopted in 2005 the "Report of the African Commission's Working Group of Experts on Indigenous Populations/ Communities." The report recognizes the existence of populations defined as Indigenous Peoples, who are distinctly different from other groups within a state, have a special attachment to and use of their traditional land, and who experience subjugation, marginalization, dispossession, exclusion or discrimination because of their cultures, ways of life or modes of production different from those of the dominant society. The ACHPR report concludes that these types of discrimination and marginalization threaten the continuation of Indigenous Peoples' cultures and ways of life and prevents them from being able to genuinely participate in decisions regarding their own future and forms of development.

The Constitution of Kenya 2010, in the bill of rights for minorities and marginalised groups under Article 56 of the Constitution states that the state shall put in place affirmative action programmes designed to ensure that minorities and marginalised groups: Participate and are represented in governance and other spheres of life; are provided special opportunities in educational and economic fields; are provided special opportunities for access to employment; develop their cultural values, languages and practices; and have reasonable access to water, health services and infrastructure.

Kenya upholds education as a fundamental human right and recognises it as essential for the attainment of Vision, 2030 (GoK 2007; MoE 2006; Children Act Cap 586 2001).

Efforts have been made by the government to address issues of access, equity, quality and relevance of education. Every Kenyan citizen has a right to education regardless of their gender, religion, race, minority group among others. The Government has put in place interventions such as the free and compulsory primary education in order to ensure all school age going children attend school. Public private partnerships in education have also been encouraged leading to increased

individual and community participation in the education sector. Despite all these efforts, the education sector is still faced with challenges, especially the vulnerable and marginalised groups. This is against the global initiative as provided in the Sustainable Development Goals (SDG) 4 aiming at ensuring inclusiveness yet “Education of indigenous children contributes to both individual and community development, as well as to participation in society in its broadest sense. Education enables indigenous children to exercise and enjoy economic, social and cultural rights, and strengthens their ability to exercise civil rights in order to influence political policy processes for improved protection of human rights. The implementation of indigenous peoples’ right to education is an essential means of achieving individual empowerment and self-determination. According to Education for All Global Monitoring Report, Regional Fact Sheet 2013, it is estimated that Kenya has 1.1 million-out-of-school children in basic education, out of which 60 percent out of school children are from hard-to-reach and hard-to-stay communities. The Commission on Revenue Allocation (CRA) has identified 14 Arid and Semi-Arid Land (ASAL) Counties that have not fully benefitted from formal education because of their life style that necessitates mobility. These areas are characterised with low enrolment, high dropout, early marriages of girls, inadequate staffing, poor roads and infrastructure, inadequate hospitals (life expectancy is estimated at 42 years) and very low annual rainfall (less than to 200mm). Unless special efforts are made to reach these communities, they will continue to lag behind (CRA Marginalisation Policy, 2013).

The National Education Sector Plan (NESP) 2013-2018, developed as an all-inclusive sector-wide program, has a primary focus on providing *Quality Basic Education for Kenya's Sustainable Development*. In a broad sense, the NESP operationalizes the constitutional provisions of education during the period it is valid. To ensure improved education quality, the plan focuses on improving the efficiency of the education environment to promote better

learning outcomes and development of relevant skills. While advocating for targeted investment, the plan also lays significant emphasis on sector governance, management and accountability in a decentralized setting with devolved responsibilities and diverse partnerships.

Acknowledging that Education for All (EFA) and Millennium Development Goals (MDGs) targets were not fully achieved in the targeted period. The plan stresses on the need to eliminate system perpetuated in-equity. This includes investing in hard to reach areas to ensure that children from such areas have an opportunity to access education in a fashion similar to their peers in other parts of the country. To achieve optimal access in the country including areas inhabited by Nomadic Pastoralist and Fishermen communities. The government is committed to provide the required focus of investment to these areas. As a requisite for funding from the World Bank and following best practice documented in the World Bank's Policy on indigenous peoples (Op 4.10), the Government of Kenya prepared a Vulnerable and Marginalized Groups Framework (VMGF) on January, 2015. This was a demonstration that the project design process fully respects the dignity of human rights, economies and culture of vulnerable and marginalized people and that, the project has broad community support from the affected vulnerable and marginalised people.

In the AIDE MEMOIRE of February to March, 2017 during the Mid-term review mission, it was noted that the Ministry of Education had prepared a Terms of Reference for the Consultancy to support a Vulnerable and Marginalized Groups Plans (VMGP) which was cleared. However at Mid-Term Review (MTR) it was recommended that Ministry of Education prepares the VMGP with guidance from the World Bank's safeguards team.

## 1.4 Purpose of the Study

The purpose of this study was to assess whether the PRIEDE Project was inclusive and benefited the VMGs and explore the challenges facing children from these communities while accessing education. The report is also to inform the design and development of a VMG engagement plan, a grievance redress mechanism and a monitoring and evaluation plan.

## 1.5. Objectives of the Study

The specific objectives of this study were to;

- Establish whether the PRIEDE Project is inclusive and benefits the Vulnerable and marginalised groups (VMGs).
- Identify challenges children from the VMG communities face in accessing education.
- Develop a VMG engagement plan.
- Develop a grievance redress feedback mechanism.

## 1.6 Scope of the Study

The study focused on Marginalized and Vulnerable Groups which were specifically Hunters Gatherers, Pastoralist and Fishermen majorly from Nakuru, West Pokot, Marsabit, Kwale, Wajir and Trans-nzoia Counties. The study also targeted the schools within the VMG communities which comprised school management and local leaders.

## 2.0 RESEARCH METHODOLOGY

### 2.1 Introduction

This chapter presents the methodology of the study, focusing on the target population, sample size and sampling, data collection, data entry, cleaning and analysis.

### 2.2 Target Population

The desired target population for this study was all the Vulnerable and Marginalized groups in Kenya as enlisted in our Constitution and as presented in Table 1.

**TABLE 1: LIST OF THE VULNERABLE AND MARGINALISED GROUPS IN KENYA**

Source: ERMIS Africa Ethnographic Survey of Marginalized Groups, 2005-2012

Name	Other names usually derogatory	Estimated population	Livelihood	Administrative Counties
1. Sengwer		50,000	HG/ Farmers	Trans-Nzoia;Uasin-Gishu; WestPokot;KeiyoMara kwet
2. Ongiek	Dorobo	40,000	HG/ Farmers	Nakuru;Baringo;Uasin - Gishu;Bomet;Kericho; Narok;Nandi
3. Waatha	Wasanye	13,000	HG/ Farmers	Kwale;Tana River;Marsabit;kilifi
4. Aweer	Boni	7,000	HG	Lamu; Tana River
5. Yiaaku	Dorobo	4,000	HG/ Farmers	Laikipia
6. El Molo		2,900	Fishing	Marsabit; Samburu
7. Ilchamus		33,000	Fishing/Farmers/Livestock Keeper	Baringo

8. Endorois	Dorobo	60,000	Fishing/Farmer s/Livestock Keeper	Baringo; Laikipia
9. Borana		136,936	Pastoralists	Marsabit; Wajir
10. Gabra		31,000	Pastoralists	Marsabit; Samburu
11. Rendile		62,000	Pastoralists	Marsabit; Samburu
12. Turkana		1,008.463	Pastoralists	Turkana;Baringo;Laiki pia
13. Pokot		662,000	Pastoralists	West Pokot; Baringo
14. Sekuye			Pastoralist	Marsabit
15. Ajuran			Pastoralist	Wajir & Marasbit
16. Wakifun di			Fishermen	Kwale
17. Makond e/Waswa ka			Fishermen	Kwale
18. Maasai		666,000	Pastoralists	Narok; Kajiado

The sample population for this study was however, the following vulnerable and marginalized groups in the following Counties of the republic of Kenya.

**TABLE 2. LIST OF THE SAMPLED VULNERABLE AND MARGINALISED GROUPS FOR THIS STUDY**

County	Vulnerable and marginalized group	Social activity
<b>Nakuru</b>	Ongieks	Hunters / Gatherers
<b>Transzoia &amp; West Pokot</b>	Sengwer	Hunters / Gatherers
<b>Marsabit</b>	Ajuran/ Sakuye	Nomadic Pastoralists
<b>Wajir</b>	Ajuran	Nomadic Pastoralist
<b>Kwale</b>	Makonde, wakifundi, waswaka	Fishermen

A sample of the target population reached included the community elders/ local administration and religious leaders, members of the schools' Board of Management (BoM), head teachers and teachers within VMG community. Two (2) schools were identified within a VMG community, in total Nine (9) schools were visited. Purposive sampling was used in the sampling of the head teachers, teachers and the Boards of Management while snowball sampling was used to sample the schools and the community/ religious leaders.

Table 3 shows a summary of the population reached for this study;

**TABLE 3. POPULATION REACHED FOR THIS STUDY**

<b>Vulnerable and Marginalised Group</b>	<b>Schools visited</b>	<b>Number of Respondents Reached</b>
<b>Ogieks</b>	1. Nessuit Primary 2. Ndoswa Primary	Headteachers-1 Teachers- <b>25</b> Bom's- <b>10</b> Community/Religious leaders- <b>2</b>
<b>Sengwer</b>	1. Kapchemakwer 2.Talau	Headteachers-2 Teachers- <b>25</b> Bom's- <b>14</b> Community/Religious leaders - <b>20</b>
<b>Ajuran</b>	1. Watiti A 2.Watiti B NEP	Headteachers-2 Teachers- <b>10</b> Bom's- <b>4</b> Community/Religious leaders - <b>0</b>
<b>Sakuye</b>	1. Dabel	Headteachers-1 Teachers- <b>9</b> Bom's- <b>1</b> Community/Religious leaders - <b>2</b>
<b>Makonde</b>	1. Makongeni	Headteachers-1 Teachers- <b>9</b> Bom's- <b>6</b> Community Elders- <b>1</b>
<b>Wakifundi and Waswaka</b>	1. Shimoni	Headteachers-1 Teachers- <b>7</b> Bom's- <b>6</b> Community/Religious leaders - <b>0</b>

### 2.3 Data Collection

Primary and secondary data was used for this study. Primary data was collected through administration of a structured questionnaire, Observation of classroom lesson and interviews for groups of the respondents.

Secondary data was collected through review of relevant literature including legal and policy documents on VMGs and Primary Education Development (PRIEDE) Project implementation

reports. The purpose of the document review was to collect published data and other relevant information on vulnerable and marginalized groups as a basis for verification, clarifications and to enhance the information gathered by the primary data.

## 2.4 Data Entry and Analysis

Data was entered in Google forms. A Google form is a web-based application. As the data is being entered it populates data in real time to a spread sheet that enables the data to be cleaned and analysed efficiently by collaborators.

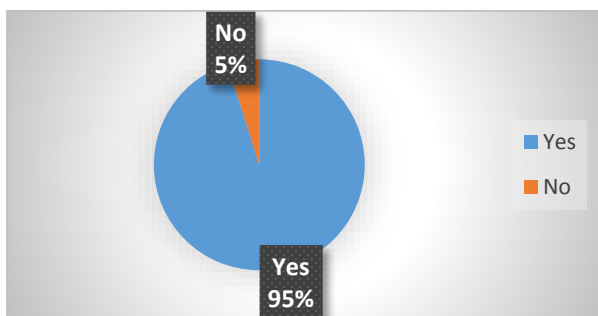
Data from Google forms was transferred to excel for data analysis. Excel was preferred as it allows for easy and effective comparison. It has the ability to analyse large amounts of data in order to realize trends and patterns that will influence decisions. Its graphing capabilities allows summarization of data enhancing the ability to organize and structure data.

## 3.0 KEY FINDINGS

The study findings are presented thematically as per the study objectives which were: to assess whether the PRIEDE Project was inclusive and benefited the VMGs; explore the challenges facing children from VMG communities while accessing education; to design and develop a VMG engagement plan; and to establish a grievance redress feedback mechanism.

### 3.1 Is the PRIEDE Project Inclusive and does it benefit the VMG

Respondents were asked whether they benefited from the PRIEDE Project, the findings are presented in figure 1.



**FIGURE 1. PERCENTAGE OF VMGS BENEFITING FROM THE PRIEDE PROJECT**

Majority of the respondents (95%) reported that they benefitted from the PRIEDE Project interventions. The percentage (5%) of those reporting not to benefit from the project was mainly community leaders and elders who may not have had school going children at the lower primary level.

At school level, the study established that the schools situated in the marginalised communities had received EGM pupil text books, EGM teachers' guides, adapted books for children with special needs. The study ascertained the books and teachers guides were in use.

The teachers teaching Class 1 to Class 3 and the head teachers had been trained on the EGM methodologies. The Curriculum Support Officers (CSOs) carried out teacher pedagogical supervision and supported the teachers to ensure mastery of content and utilization of the new methodologies.

During the field visits class 1 and 2 Mathematics lessons were observed as shown in Figure 1. It was noted that all the learners were using an EGMA pupil book at a ratio 1:1. The teachers also using the EGMA teachers guide and applying the EGM methodology while teaching.



**FIGURE 2: CLASS 1 MATHEMATICS LESSON**

The head teachers from all the schools visited affirmed that there was value addition from the project.

The study also established that out of the nine (9) VMGs schools visited, two (2) were SIP pilot schools. The schools confirmed that they had received school Specific Analysis of KCPE for 2013, 2014 and 2015 results and the 2014, KCPE general reports.

The reports had been utilised by the SIP target schools in the preparation of the school improvement plans. The schools had submitted satisfactory school priorities and were due to receive the SIP Grant.

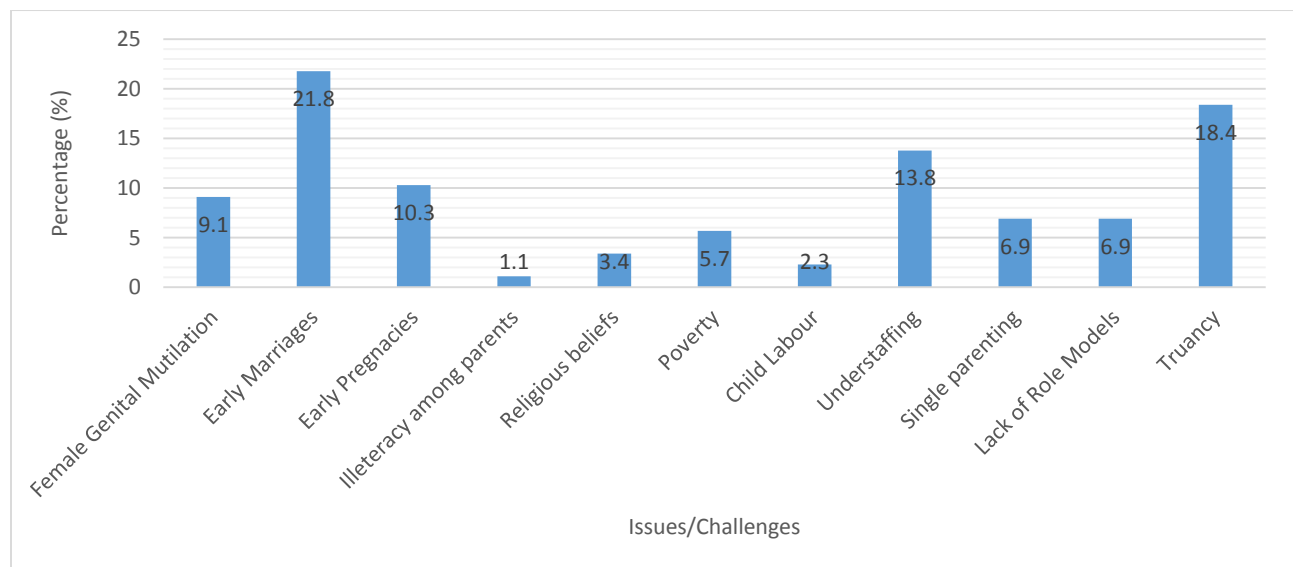
All the teachers in the schools visited had been appraised in accordance to TPAD. The SIP schools had been audited during the baseline audit and reports shared. The members of the BOM and head teachers had trained on financial management. From the information factored, it is evident that the VMGs were benefiting from the PRIEDE project.

All the schools situated among the VMG communities had submitted annual data during the 2016 annual school census as supported by United Nations Children’s fund UNICEF (Basic Education Statistical Booklet, MoE).

It was noted that one school out of the nine schools visited situated among the VMGs had been sampled for national survey conducted under the PRIEDE project to monitor learner achievement at class 3. Following the recommendations given, the interventions are rolled out in all the schools across the country including in those situated among the VMG communities.

### 3.2 Issues and Challenges Facing Children from Vulnerable & Marginalised Communities while Accessing Education

In order to inform the development of a VMG Engagement Plan and Grievance Redress Mechanism/ Strategy, the study sought to establish issues and challenges that face children from VMG communities while pursuing education. Respondents identified the key issues and challenges that are as presented in figure 3.



**FIGURE 3: ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE VMGS WHILE ACCESSING EDUCATION**

From figure 3. it is evident that, children from the VMG communities face various challenges while accessing education. The main issues/ challenges that hindered the children from VMG communities from accessing education include Early marriages (21.8%), truancy (18.4%),

understaffing (13.8%) and Early pregnancies(10.3%) The 9.1% of respondents reporting that Female genital mutilation is a major issue affecting the Children from VMG Communities from accessing education is worth noting given the efforts the government has put in place to end the same.

## 4.0 Vulnerable and Marginalised Groups Engagement Plan.

### 4.1 General Observation

The study indicated that the VMG communities faced similar challenges. The issues included early girl child marriages leading to high school drop outs especially in upper primary, retrogressive cultural values like female genital mutilation, absenteeism, inadequate teachers especially those from the local communities, inadequate infrastructure such as classrooms (one school had only 4 classrooms out of the required 8, and in one case, the staffroom doubled up as head teachers office, residence for teachers, a store), shortage of desks whereby in one school, class one to six sat on floors. Other issues include lack of interest in education as most of the sampled communities did not value education, high poverty levels, lack of water in drought stricken areas and poor road infrastructure.

Most respondents noted that there was need for sensitization of the communities on the value of education, especially the girl child. There is need to involve the BoMs, Religious leaders, Local community leadership, the children's Department, the Police, the county government officials and the entire ministry of Interior and coordination of National Government in community sensitization. The need for introduction of boarding facilities for girls so as to improve their completion rates was also evident in all areas. Having very few school leavers employed also calls for affirmative action for these communities in all areas of recruitment.

### 4.2 The Ogiek Community

The Ogiek (*Ogiot - sing.*) ethnic group consists of 20-30 groups of former hunters and honey-gatherers, mostly living in forested highlands in western Kenya. Local groups have more specific names, e.g., Kaplelach, Kipsang'any, Kapchepkendi etc. Okiek, a Kalenjin language of the Southern Nilotic group, is the mother tongue of most Ogiek people, but several groups now speak Maasai as their first language. Traditionally the Ogiek had occupied most of the forests in the extreme west and south of Western Kenya, but today their main area of living is in and around the Mau forest, which is not part of the operational areas.

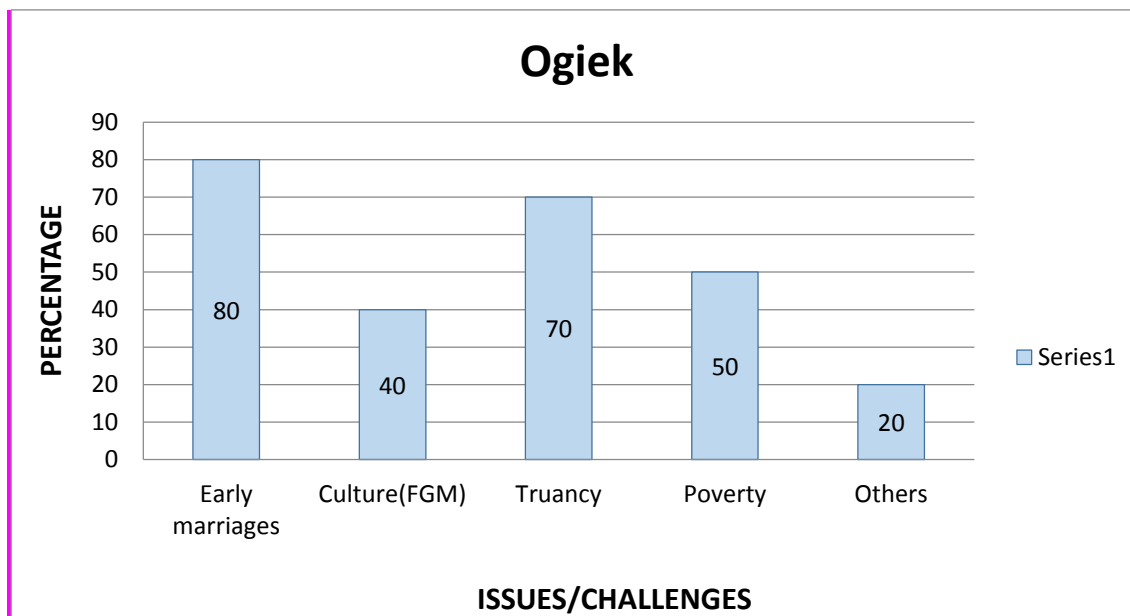
Traditionally the Ogiek divided land into lineage-owned tracts stretching along the escarpment slope. Tracts transected four or five ecological zones, giving families access to honey and game during each season. Residence groups were small extended families, patrilineal cores that might be joined by affine and matrilineal relatives. Six to ten adjacent lineages constituted a named local group, i.e. a significant unit of cultural identity and history. Unlike many other hunter-

gatherers, beside of honey, Ogiek collect hardly any plants, fruits or non-timber-forest-products from the forest. Honey is eaten, stored for future use, brewed into beer and traded. It is said to have been the main product for the barter with their agricultural and/or pastoralist neighbours.

Starting in the 1920s the Ogiek started to cultivate small millet and maize gardens due to reduced production from the forest. This led to a more sedentary lifestyle in mid altitude forest and - in turn - a further increase of agriculture and/or pastoralism. Today, agriculture is the main source of subsistence and income, which is supported through some livestock rearing, hunting (which is illegal) and bee-keeping. Honey gathering is still a key activity and carried out the traditional way, with few Ogiek using modern bee-hives and/or processing the honey for regional markets. Blackburn concludes: "without honey and condition of getting it, Ogiek life would be entirely different. This explains why the Ogiek live in the forest" (Blackburn 1974:151).

Their access to land varies very much from village to village. Before independence most Ogiek lived on state or trust land (i.e. in the forests) with all usufructuary rights, but no letters of allotment. Following independence, the land reform and the general land demarcation in 1969 usufructuary rights were out-ruled. Legal access to land is now channelled through individual land titles and - in the Maasai-dominated districts – group ranches. Group-ranch demarcation began in the 1970s, crossing lineage land boundaries, incorporating non-Ogiek into some groups, and registering significant parts of Ogiek land to non-Ogiek. During the same time, the Ogiek were evicted from the forest reserves. As they were not provided with any land or compensation most had to go back and live illegally in the forests until the next eviction-team would show up. The regular evictions, arrests and loss of property, crops and even lives further increased the poverty of the Ogiek, underlined their social discrimination and cemented their marginalization.

The major issues/ challenges faced by children while accessing education in of this community are presented in figure 4.



**FIGURE 4: ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE ONGIEK COMMUNITY WHILE ACCESSING EDUCATION**

From figure 4. It can be observed that Early Marriages, Truancy and Poverty were the major issues affecting children from the Ogiek Community at 80.0%, 70.0% and 50.0% respectively. There was equally high percentage (40.0 %) of the respondents reporting that Female Genital Mutilation is a challenge affecting children from the Ogiek Community while accessing education is notable given the efforts put in place by the government to end the practice.

**TABLE 4. ONGIEK COMMUNITY ENGAGEMENT PLAN**

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
Ogiek Community	Early girl child marriages leading to school drop outs Early Pregnancy	Sensitization of the community on importance of girl child education. Discourage FGM and Early Marriages	Funds, Resource Persons (Human resource,	5,000	Continuous Engagement forums  Use of	BOM, Religious leaders, Opinion leaders/ Elders,

	<p>Retrogressive cultural values like FGM Absenteeism</p>	<p>Provision of Sanitary Towels</p> <p>Introduction of Boarding Facilities</p> <p>Encourage placement and employment of Girl Child</p>	<p>Motivational speakers, Opinion leaders</p> <p>Community role models</p> <p>Local administration</p> <p>Local leaders)</p>		<p>Grievance redress mechanisms</p> <p>Inclusivity of the community in all activities</p> <p>Scholarship provision.</p> <p>Involvement of county government in community programs</p>	<p>MOE, Local administration, Police</p>
	<p>Boys dropping out of School after circumcision Early circumcision of boys which leads to truancy</p> <p>High dropout rates in upper primary Communities lack of interest in education Absenteeism from class by pupils</p>	<p>Sensitization of the community on importance of Education</p> <p>Enhance School feeding program</p> <p>Introduction of Boarding Facilities</p>				
	<p>Poverty hence some parents can't afford secondary education</p>	<p>Encourage Community to adopt other income generating activities</p> <p>Have special Bursaries and other support targeted to the VMGs</p>				<p>BOM, County Government, MOE, Local; Leaders like MPs and MCAs</p>
	<p>Community feels they are marginalized even in employment Low motivation</p>	<p>Encourage various Government Agencies to have affirmative action to ensure the community is included in various recruitment and Job</p>				<p>Public service Commission, Police Service</p>

	to schooling since the few educated fellows are not employed like teachers	placements				Commission, National youth Service, Teachers Service Commission and other Government recruitment Agencies
	Impersonation of other communities as Ogiek for personal benefits	The Community Elders and local administration should form vetting committees to ensure fairness in recruitment				Local Administration, Village elders
	Lack of role models to encourage young ones to acquire education	Community Sensitization meetings where successful people from the community are identified and give talks to such forums, to school girls and even public forums				Local administration, BOMs, Local NGOs
	Shortage of teachers	Ministry of Education to make deliberate efforts to post more teachers to the region.				MOE, TCS, Teachers training colleges
	Lack of local teachers to teach lower primary	The Government should make efforts to train and Recruit more local teachers to teach mother tongue in lower primary				

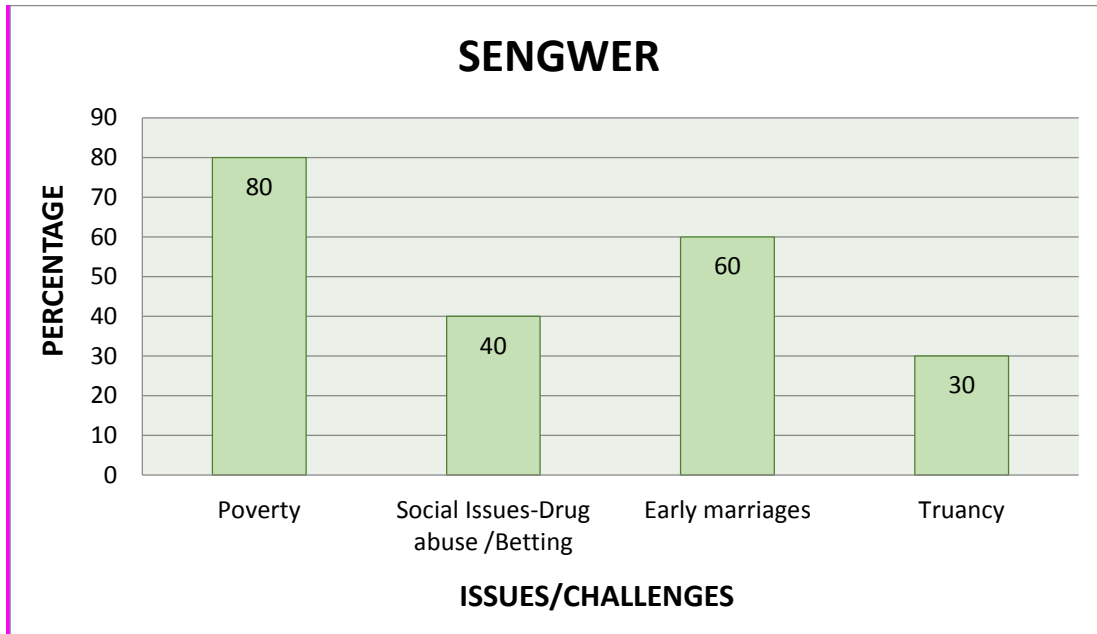
	Lack of exposure Poor relationship between teachers and community	Hold regular meetings with Parents				BOM, MOE
	Land is allocated to children before completing education	Community sensitization on the importance of education				Village Elders, Local Administration and

### 4.3 The Sengwer Community

The Sengwer live in the three counties of Marakwet, West Pokot and Trans Nzoia along Cherangany Hills. As their land in the plains of Trans Nzoia turned out to be the best area for agricultural production in Kenya, they were displaced entirely from there to make way for white farmers. A minority stayed behind as farm workers, but the majority went up into the forests of the Cherangany hills. As the Sengwer were not considered as independent group, they were also not invited to join the settlement schemes in which the independent Kenya redistributed the white farms to the farm workers and the dominant ethnic groups of the area. While most Sengwer are officially landless, some few Sengwer especially in the northern parts of the Cherangany hills were allocated some land, but even this land is contested.

The Sengwer have increasingly been restricted to areas with home ‘bases’ involving agriculture and livestock rearing and outlying areas where some honey gathering is still practiced. The Sengwer continue to experience expropriation of their land and restrictions on access to natural resources- especially forests and water- which have further increased their marginalization, social discrimination, and impoverishment. Even though they are considered, from the formal legal point of view, as citizens equal to all other Kenyans, they do not have the same access to land and other resources, protection against cattle rustlers, social and political influence, legal status and/or organizational, technical or economic capacities as other Kenyan citizens.

The major issues/ challenges faced by children while accessing education in this community are presented in figure 5.



**FIGURE 5. ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE SENGWER COMMUNITY WHILE ACCESSING EDUCATION.**

Figure 5 shows that in the Sengwer community, the major challenge/ issue affecting children while accessing education is poverty (80.0%). Cases of Early marriages were also high at 60.0%.

**TABLE 5. SENGWER COMMUNITY ENGAGEMENT PLAN**

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
Sengwer (Chereng)	Shortage of food leading to absenteeism	Encourage the School feeding Program	Funds, Resource Persons	6,000	Continuou s Engageme	BOM, Religious leaders, Opinion leaders/ Elders,

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
any) Kapchem akweri Primary school	Early Marriages	Community Sensitization on importance of Girl child education	(Human resource, Motivational speakers, Opinion leaders  Community role models  Local administration  Local leaders)		nt forums  Use of Grievance redress mechanisms  Inclusivity of the community in all activities  Scholarship provision.  Involvement of county government in community programs	MOE, Local administration, Police
	Shortage of Staff  No Sengwer TSC teacher	Ministry of Education to make deliberate efforts to post more teachers to the region  The Government should make efforts to train and Recruit more local teachers to teach mother tongue in lower primary				

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	Lack of adequate facilities like classrooms	The school to be targeted for the infrastructure grant				MOE
	Insecurity problems	Ministry of Interior to ensure adequate security is provided.				Ministry of interior and coordination of National Government
	Illiterate and unexposed parents Ignorance by some parents  Broken Families Lack of role models	Hold regular sensitization meetings/counseling sessions with Parents and rest of community on importance of Education				BOM, Local leaders, Religious leaders, opinion leaders, and Sengwer Elites
	Lack of materials in Sengwer language	The leaders should work with the elite few in the community to start developing materials in local language.	Funds  Mobilization of local resources		Inclusivity of the community in all activities	Local leaders, Sengwer Elites

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	In adequate secondary schools	Community and local leadership should work together to set up more secondary schools in the area				Local Community leaders
Sengwer( West Pokot)  Talau Primary school	School dropout rates very high	Sensitization of the community on importance of Education  Enhance School feeding program  Introduction of Boarding Facilities	Funds, Resource Persons (Human resource, Motivational speakers, Opinion leaders  Community role models  Local administration  Local leaders)	6,000	Continuou s Engagem ent forums  Use of Grievance redress mechanisms  Inclusivity of the community in all activities  Scholarship provision.  Involvement of	BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Police Service  BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Police Service
	Early Marriages	Sensitization of the community on importance of girl child  Discourage FGM and Early Marriages				

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
		Provision of Sanitary Towels  Introduction of Boarding Facilities			county government in community programs	
	No deliberate efforts made to employ sengwer Teachers	TSC to make deliberate efforts to post more teachers to the region  The Government should make efforts to train and Recruit more local teachers to teach mother tongue in lower primary				MOE, TSC, Teachers Training Colleges

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	No school feeding Program	Introduce School feeding program	Funds, Resource Persons (Human resource, Motivational speakers, Opinion leaders Community role models Local			MOE, BOM

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	<p>Few role models</p> <p>Community Not recognized as Sengwer</p> <p>High poverty levels</p> <p>Sengwer discriminated from jobs</p> <p>Community easily identified by names hence discriminated by other kalenjins</p> <p>Not given any leadership opportunity</p>	<p>Hold Sensitization Meetings where Sengwer elites can motivate the rest</p> <p>Encourage community to undertake alternative sources of employment.</p> <p>Encourage various Government Agencies to have affirmative action to ensure the community is included in various recruitment and Job placements</p>	<p>administration</p> <p>Local leaders</p>			<p>Community leaders,</p> <p>BOM</p> <p>Various Government recruitment Agencies</p>
	No village Polytechnics	Community to work with the county			Continuou s Engageme	Community, County Government

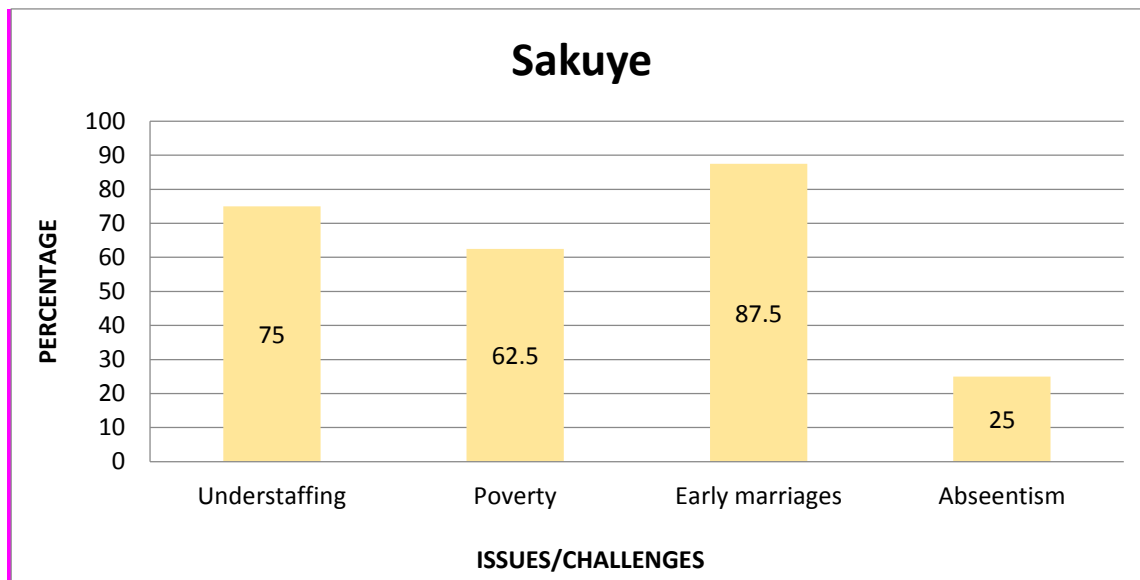
COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
		government to start Youth Polytechnics			nt forums Use of Grievance redress mechanisms Inclusivity of the community in all activities	
	Not represented at County Education Boards	Ministry of Education should strive to include a representative of the VMG on the County education Board				MOE

#### 4.4 The Sakuye of Kenya

The Sakuye live in Marasbita, near the Ethiopian border. Dabel is their traditional ceremonial site. Their name comes from an old name for Marsabit, Saaku. The group of Rendille who moved north from Marsabit were called Saakuye by the Borana. The Sakuye are a small, semi-nomadic group of pastoralists.

Following Kenya's independence, nearly all of their livestock died due to the Shifta war in 1963 between the Somalis and the Kenya government. The Sakuye were caught in the middle and most Sakuye became destitute. Some were able to rebuild their herds but many remain poor. They survived by taking up agriculture. Their culture is undergoing basic changes as they strive to maintain their identity. Most families exist on famine relief but the fortunate ones are those who still have camels or cattle.

The major issues/ challenges faced by children while accessing education in this community are presented in figure 6.



**FIGURE 6: ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE SAKUYE COMMUNITY WHILE ACCESSING EDUCATION.**

Figure 6 shows that 87.5% of children from the Sakuye Community face Early Marriages as a major challenge while accessing education. The respondents (75.0%) and (62.5%) reported that understaffing and poverty were also issues/ challenges that children from the community faced while accessing education respectively.

**TABLE 6. SAKUYE COMMUNITY ENGAGEMENT PLAN**

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
<b>Sakuye</b> <b>Dabel</b> <b>Primary</b>	The community has negative attitude towards education	Hold regular sensitization meetings/counseling sessions with Parents and the rest of community	Funds, Resource Persons (Human	8,000	Continuou s Engagem ent forums	BOM, County Govern ment, MOE, Local;

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
<b>School</b>	Parents value herding of goats and cows than children going to school High family separation exposing children to vulnerability	on importance of Education  Strengthen the Boarding facilities	resource, Motivational speakers, Opinion leaders  Community role models  Local administration		Use of Grievance redress mechanisms  Inclusivity of the community in all activities	Leaders like MPs and MCAs
	Early marriages for both boys and girls  High dropout rates Most Boys drop out after class 8  Girl child given domestic and herding goats responsibilities preferred other than schooling	Sensitization of the community on importance of Education  Enhance School feeding program  Introduction of Boarding Facilities	Local leaders)		Scholarship provision.  Involvement of county government in community programs	BOM, Religious leaders, Local Administration, Opinion leaders
	Poverty, hence dependence	Encourage Community to diversify sources				Local leaders and other

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	on relief food	of income				stakeholders
	Nomadic pastoralism, which encourage movement from one place to another whereby parents move with their children  Children left to relatives during migration which increases their chances of vulnerability due domestic chores and fending for themselves	Introduction of Boarding Facilities  Introduce Mobile schools				MOE, BOM, Local leaders
	Shortage of teachers.	TSC to make deliberate efforts to post more teachers to the region  The Government				Ministry of Education

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
		should make efforts to train and Recruit more local teachers to teach mother tongue in lower primary				

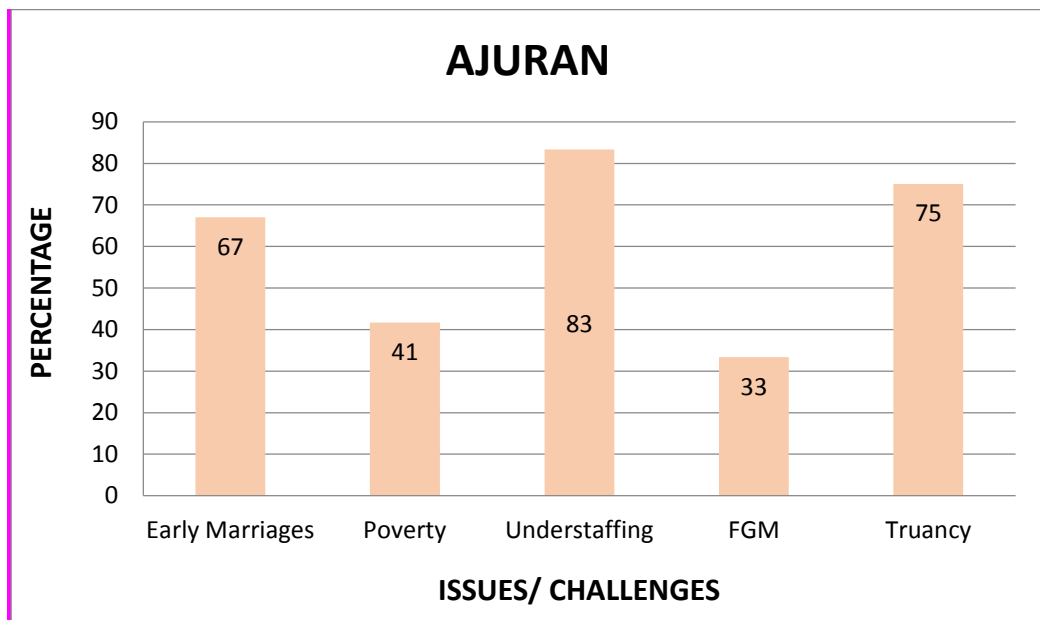
#### 4.5 The Ajuran Community

The Ajuran are ethnically Somalis. Among the Kenyan Ajuran people, the majority speak the Borana language as their first language while others speak the Somali language as their first language especially those from Wajir North sub-county in the areas of Wakhe and Garren.

The intrusion by others has periodically resulted in clashes. Today, the Ajuran allow others to live and pasture their animals in their communal land. Some of the main causes of their vulnerability include the following: erosion of assets due to armed conflict during intermittent inter/intra-clan conflict, resulting in poverty; protracted conflict and insecurity; Systematic marginalization and discrimination based on ethnicity and caste; poor access to economic/employment opportunities.

The Ajurans, like the rest other Somali tribes of Northern Kenya have traditionally lived a nomadic life. This way of life is dictated by the climate, which is semi-arid with two seasonal rains. They follow water and pasture for the animals they keep such as cattle, camels, goats, sheep, donkeys and mules that provide them their livelihood. Where the land is good for farming there are settled populations growing corn, millet, sorghum and some fruits and vegetables.

The major issues/ challenges faced by children while accessing education in this community are presented in figure 7.



**FIGURE 7: ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE AJURAN COMMUNITY WHILE ACCESSING EDUCATION.**

From figure 7 it is evident that children from the Ajuran community face several challenges while accessing education. The major challenges include: Understaffing (83.0%), Truancy (75.0%), and Early Marriage (67.0%).

**TABLE 7. AJURAN COMMUNITY ENGAGEMENT PLAN**

COM MUNIT Y	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIRE MENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
<b>Ajuran comm unity</b>	Absenteeism among the children Migrating parents keep	Ministry of Education should introduce boarding facilities in	Funds, Resource Persons (Human	8,000	Continuou s Engageme nt forums	Ministry of Educatio n and other relevant

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES	
<b>Watiti Primar y school Moyal e</b>	children out of school	the school	resource,  Motivationa l speakers,  Opinion leaders  Community role models  Local administrati on  Local leaders)		Use of  Grievance redress mechanis ms   Inclusivity of the communit y in all activities   Scholarshi p provision.  Involveme nt of county governme nt in communit y programs	stakehol ders  Ministry of Educatio n, Local commun ity	
	In adequate Classrooms, the school had 4 out of 8 required Lack of teachers staff quarters and no houses to rent at the surrounding, hence staff doubles for accommodation, food store, book store, staff room, head teachers office	The Ministry of Education should increase the School Infrastructure funds to the VMG schools  The local community should be encouraged to put up houses for renting by teachers					
	Shortage of teachers, hence practice of multi grade teaching	Ministry of Education to make deliberate efforts to post more teachers to the region  The Government should make					MoE TSC

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
		efforts to train and Recruit more local teachers to teach mother tongue in lower primary				
	There is shortage of water, the two water points have dried up	The County Government should put up more water points to serve the school				County Govern ment, MCA, Local commun ity
	High poverty levels which contributes to lack of school fees for secondary school	Encourage the community to diversify their income sources  Encourage various stakeholders to support education through provision of Bursaries.				

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
	Retrogressive cultural practices e.g FGM  Community ignorance	Sensitization of the community on importance of girl child education  Discourage FGM and Early Marriages  Provision of Sanitary Towels  Introduction of Boarding Facilities				BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Police
Ajuran Community  Watiti -NEP	Due to shortage of water, pupils are sent to fetch water from the dam to be used for the school feeding programme which pose a risk to them  Understaffing of teachers, 4 TSC teachers out of seven classes	The County Government should put up more water points to serve the school  Ministry of Education to make deliberate	Funds,  Resource Persons (Human resource,  Motivational speakers,  Opinion leaders  Community role models  Local	800,000	Continuou s Engagem ent forums  Use of Grievance redress mechanis ms  Inclusivity	Govern ment, MCA, Local commun ity  MOE/T SC

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
	The school practices multi grade teaching	efforts to post more teachers to the region  The Government should make efforts to train and Recruit more local teachers to teach mother tongue in lower primary	administrati on  Local leaders)		of the community in all activities  Scholarshi p provision.  Involveme nt of county governme nt in communit y programs	
	Early marriage, Low enrollment of girls, e.g. only one girl in class 4, class 5 2 girls, class 6 one girls and class 7 3 girls  Parents have negative attitude towards girls education	Sensitization of the community on importance of girl child education  Discourage Early Marriages  Introduction of Boarding Facilities				
	Lack of infrastructure road to the	The Ministry of Education should				MOE

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
	school  Shortage of classroom, 5 out of 7 required, hence they used multi grade teaching	increase the School Infrastructure funds to the VMG schools				
	Lack of the school fence exposing children to risk when vehicles pass through the school	The Ministry of Education should increase the School Infrastructure funds				MOE
	Pastoral migration hence children are left under the care of relatives which exposes to vulnerability Migration in search of pasture to Ethiopia, hence the children who accompany the parents cannot continue with education. Low enrolment in first and third term due to	Introduction of Boarding Facilities  Improve Counselling Services  Introduce school feeding program				MOE  Other stakeholders

COM MUNI TY	KEY ISSUES	MITIGATI ON MEASURE S	REQUIRE D RESOURC ES	BUDGE T USD \$	REQUIR EMENTS FOR SUSTAIN ABILITY	RESPO NSIBL E PARTI ES
	migration The school has many orphans High Dependence ratios Some children are left to fend for themselves.					
	Child labour especially herding cows and goats as well as domestic chores There are many children who are out school Absenteeism	Hold regular sensitization meetings/counselling sessions with Parents and rest of community on importance of Education				BOM, MOE, Communi ty leaders

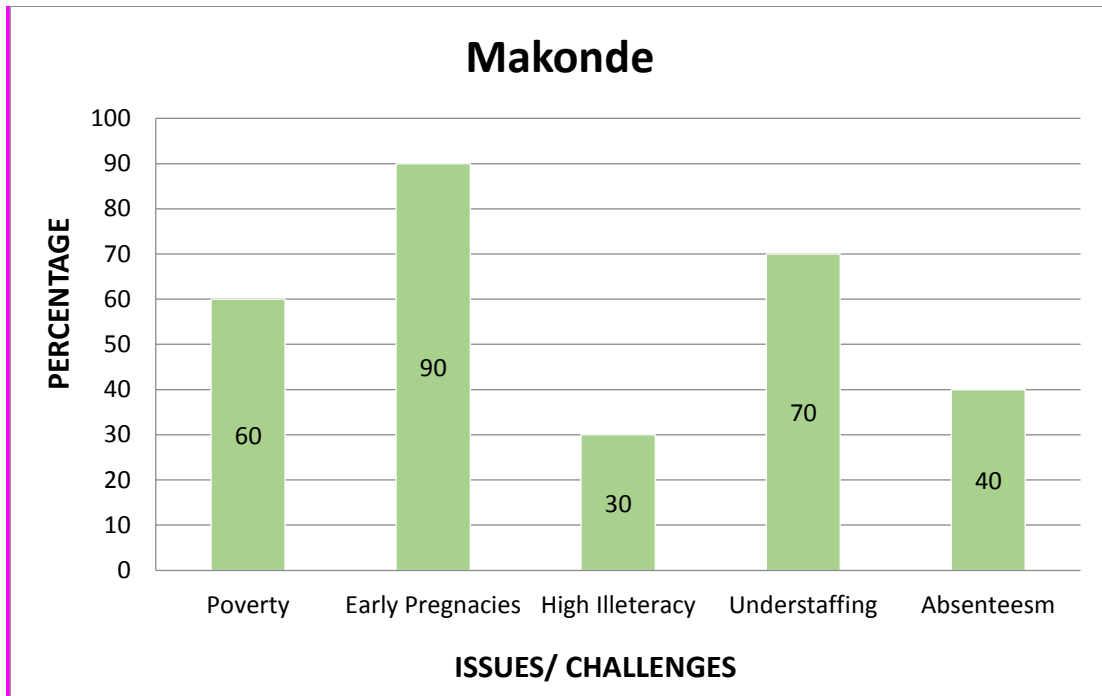
#### 4.6 The Makonde Community

The community originated from the Northern part of the Republic of Mozambique. A small group of Makonde migrated to Kenya in the early part of the twentieth century, and have remained ever since. The community started streaming into Kenya as early as 1948. The Kenyan Makonde consists of descendants of exiled freedom fighters, refugees fleeing civil war, labourers who were recruited by the British during the colonial period to work in sisal farms and sugar plantations across in Kwale, Kilifi and Taita Taveta counties. After Kenya's independence, they were neither repatriated nor given Kenyan identification.

The Makonde community lost their formal working jobs in the sisal firms and sugar plantations in the 1990s. During this time, there was an order by the government to the employers regarding employment of non-Kenyans. All employers were to ensure that their foreign employees were

registered with the government and had work permits. Given the high fees required for work permits vis a vis the remuneration, most companies opted to terminate their contracts with the foreign workers including Makonde community members. The government of Kenya formally recognized the Makonde people as the 43<sup>rd</sup> tribe Kenya in 2016.

**The major issues/ challenges faced by children while accessing education in this community are presented in figure 8.**



**FIGURE 8: ISSUES/CHALLENGES AFFECTING CHILDREN FROM THE MAKONDE COMMUNITY WHILE ACCESSING EDUCATION.**

Figure 8 shows that the major issue/ challenge affecting children from the Makonde community from accessing education was Early pregnancies followed by understaffing (70.0%) and poverty ( 60.0%). The high percentage of absenteeism (40.0%) and high illiteracy levels (30.0%) could be due to the fact that the community does not understand the importance of education.

**TABLE 8. MAKONDE COMMUNITY ENGAGEMENT PLAN**

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
Makonde Community  Makongeni Primary school	High dropout rates among the Makonde Non enrollment of some children School dropout due lack of role model and encouragement from home Absenteeism Late enrolment	Hold regular sensitization meetings/counselling sessions with Parents and rest of community on importance of Education	Funds,  Resource Persons (Human resource,  Motivational speakers,  Opinion leaders	7,000	Continuous Engagement forums  Use of Grievance redress mechanisms  Inclusivity of the community in all activities  Scholarship provision.  Involvement of county government in community	BOM, MOE, Local leaders, Opinion leaders
	Retrogressive cultural practices which after induction of girls and boys they drop out of school Children prefers cultural dances to education, hence high drop out rate Some children drop out of school to fish Early marriages for both boys and girls, mostly at age 12 for girls and age 15 for boys	Sensitization of the community on importance of girl child  Discourage Early Marriages  Provision of Sanitary Towels  Introduction of Boarding Facilities	Community role models  Local administration  Local leaders)			

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
		Encourage placement and employment of Girl Child			y programs	
	Poverty, therefore basic needs may not easily be met  Lack of permanent settlement  Lack of sanitary towels	Encourage the community to seek alternative source of income				Local leadership
	Drug abuse and drunkenness which affects even children, especially given that, the traditional brew is sold at their homes/huts  Lack of role models	Work with other government cub excessive consumption of traditional brews, and take action against students engaging in drug and alcohol abuse.  Hold counselling sessions for parents and students				Local Religious organizations  Local leaders  BOMs
	Tourism as also contributed to the	Work with Beach				Beach Management

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
	school dropout, the tourist give money to the children and they are attracted to the lifestyle of making easy money. Fishing contributes to school dropout since children can fish and get money hence motivates them to drop out of school.	management committees and local administration to discourage Children from venturing into fishing and tourism				ent committees  Local Administration

#### 4.7 Wakifundi / Waswaka Community

The Wakifundi is a small community who have settled in Shimoni in Kwale County (Msambweni-Majoreni/Ishimoni). The community is divided into clans that include Shirazi and Chuyu. As a community, they have a council of elders. In terms of leadership; the community has elders who resolve community disputes. Their main sources of livelihood is fishing and farming. Some of the community members undertake weaving of mats and hats that are traded in the local markets.

The major issues/ challenges faced by children while accessing education in this community are presented in figure 9.

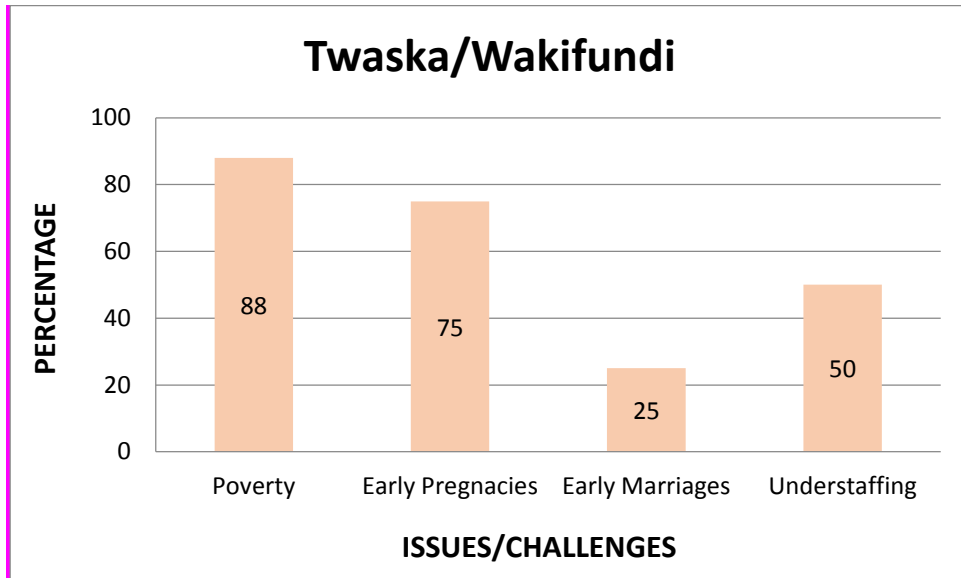


Figure 9: Issues/Challenges Affecting Children from the Wakifundi/ Watswaka Communities while Accessing Education.

Majority of the Waswaka and the Wakifundi (88.0%) reported that poverty was the major issue/ challenge affecting their children while accessing education. Other issues include early pregnancies (75.0%), Understaffing (50.0%) and Early Marriages (25.0%).

**TABLE 9. WAKIFUNDI/ WASWAKA COMMUNITY ENGAGEMENT PLAN**

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
Wakifundi Shimoni Primary school	Immorality and indulgent into early sex propagated by parents to receive gifts	Sensitization of the community on importance of girl child education.	Funds,	7,000	Continuous Engagement forums	Local leadership, Religious groups, Children's office
	Negative attitude towards education	Discourage Early Marriages	Motivational speakers,			
	Low transition rate, children go hardly beyond class 8	Community sensitization on values of a family	Opinion leaders			
	Children start business and fishing at a very early age		Community role models			
	High divorce rate of parents leading to single parent families which contributes to drop out rates		Local administration			
Class one up to class 6 have no desks	Support from the school infrastructure program	Local leaders)				
Only one wakifundi teacher taught in the school since they have not gone to school	Support training and deployment of Wakifundi teachers				Inclusivity of the community in all activities	
					Scholarship provision	
					Involvement of county government in community programs	
						MOE, TTCs

COMMUNITY	KEY ISSUES	MITIGATION MEASURES	REQUIRED RESOURCES	BUDGET USD \$	REQUIREMENTS FOR SUSTAINABILITY	RESPONSIBLE PARTIES
Watswaka Shimoni Primary school	Poverty	Encourage community to Seek alternative sources of income	Funds, Resource Persons (Human resource,	7,000	Continuous Engagement forums	Community leadership
	<ul style="list-style-type: none"> <li>Single parenthood</li> <li>Truancy</li> <li>Illiteracy</li> <li>Low transition to secondary level</li> <li>Lack of exposure</li> <li>Religion beliefs and taboos</li> <li>Retrogressive cultural practices</li> <li>Early marriages</li> <li>Early pregnancy</li> <li>Absenteeism</li> <li>High divorce rate</li> <li>Community does not know the importance of education</li> </ul>	<p>Sensitization of the community on importance of girl child education.</p> <p>Discourage Early Marriages and retrogressive cultural practices</p>	<p>Motivational speakers,</p> <p>Opinion leaders</p> <p>Community role models</p> <p>Local administration</p> <p>Local leaders)</p>		<p>Use of Grievance redress mechanisms</p> <p>Inclusivity of the community in all activities</p> <p>Scholarship provision.</p> <p>Involvement of county government in community programs</p>	<p>MOE</p> <p>Interior ministry</p> <p>Children's department</p>

## 4.8 SUMMARY OF THE VMG ENGAGEMENT PLAN

Community	Key issues	Recommendations	Key Actors
Hunters and Gatherers (Ogieks, Sengwer)  Ogiek(Nakuru County) Sengwer(Trans Nzoia County and West Pokot County)	Early Marriages, Culture(FGM), Boys drop out after Circumcision Truancy, Poverty, Drug and Substance abuse, Absenteeism,	Sensitization of the community on importance of girl child education. Discourage FGM and Early Marriages Provision of Sanitary Towels Introduction of Boarding Facilities, Enhance school feeding program	BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Police Public service Commission, Police Service Commission, National youth Service, Teachers Service Commission and other Government recruitment Agencies
Pastoralists (Sakuye, Ajuran)  Sakuye(Marsabit County), Ajuran(Marsabit) Ajuran(Wajir) County	Early Marriages, Understaffing Poverty, Absenteeism, FGM, Shortage of Water even for use by school feeding program, Truancy, Shortage of Classrooms	Regular sensitization meetings/counselling sessions with Parents and rest of community on importance of Education Introduce Mobile schools Strengthen the Boarding facilities Increase the School Infrastructure funds to the VMG schools Train and Recruit more local teachers to teach mother tongue in lower primary	BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Teachers Service Commission, County Government, Local and international Aid Agencies, Local elite Motivational speakers
Fishing Communities  Makonde, Wakifundi Waswaka  Kwale County	Early Pregnancies Understaffing, Absenteeism, Poverty, High levels of Illiteracy, Drug abuse, Cultural Dances Truancy Retrogressive cultural Values. Lack of adequate infrastructure(Desks)	Sensitization of the community on importance of girl child education. Cut excessive consumption of traditional brews, Take action against students engaging in drug and alcohol abuse. Hold counselling sessions for parents and students Work with Beach management committees and local administration to discourage children from venturing into fishing and tourism	BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Beach Management committees, Police Public service Commission, Police Service Commission, National youth Service, Teachers Service Commission and other Government recruitment Agencies

## 5.0 Feedback and Grievance Redress Mechanism

### 5.1 Overview

Grievance redress feedback mechanism is part and parcel of the World Bank, Government and MoE governance administrative machinery in the implementation of the PRIEDE project. It provides an additional accessible way for Vulnerable and Marginalized Groups and other stakeholders at all levels of engagement to complain and get resolutions directly to and from the sector in case of emerging issues or problems facing project interventions. It aims at solving disputes in the interest of concerned parties, at the earliest moment possible without involving legal court procedures and processes, unless it is very necessary. Otherwise, the grievance redress mechanism does not replace legal processes. Grievance redress mechanisms facilitates engagements, and dialogue between the project teams and communities; and advises on possible solutions and best practices in planning, development, implementation, evaluation and monitoring of project interventions. Grievance Redress Mechanism (GRM) should be placed at strategic levels or points in the structuring of the project implementation. The procedure of grievance redress is usually incorporated in the project information pamphlet to be distributed before implementation.

The GRM ensures that, the VMGs have easy access to deliver grievances and complaints. Grievance can be submitted either orally or in written form. It is recommended that any grievance will be registered, acknowledged, receipt of, and tracked until it is closed.

An effective GRM should reflect accessibility, flexibility and transparency as much as possible for it to serve the concerned VMGs appropriately. In the capture grievance redress tool it is clear time schedules been drawn to define when and how resolving of grievances will take place, ensuring that grievances are addressed in an appropriate and timely manner, with corrective actions being implemented if appropriate and the complainant being informed of the outcome.

During the study, it was observed that, although, schools had channels of communication through BOM meetings and Parents association, there was need to create awareness and sensitize the communities on to do with the problems and issues arising from the project interventions. They should be made aware of a grievance redress feedback system where they can report their issues. There is need to demystify the issue of victimization in case of reporting. Thus the necessity create awareness a grievance Redress feedback mechanism be shared in order for the VMGs to be aware of the process to follow when reporting issues related with project interventions and get resolutions to these issues. There would be need for the Formulation of Grievance Redress Feedback Committee (GRFC) at every level of project coordination; for instance, National, county, school, and community. This committee will have representatives from VMGs where appropriate upon whom the project is impacting. The composition of the committee shall depend on the level of engagement and any other significant representative depending on the area of concern.

Hence this section is based on the development of grievance redress mechanism as follows.

## 5.2 Principles for an Effective Grievance Redress Mechanism

In every well managed and administered organization, company, or department where there are stakeholder interactions, assessments, agreements, engagement programs and systems; one cannot miss conflicts and disagreements on issues of decision-making processes, inequitable distribution of resources, unbalanced project opportunities for training, supply and demand of services, community project projections, disruptions in addressing community resources and lifestyle; all in the name of achieving project goals. To address such conflicts and issues, the following principles should be considered;

- a) Identify the project subject of the complainant
- b) Issue must be specifically stated in relation to the project
- c) Individual/representative submitting the complaint must be clearly identified in terms of name and contact address.
- d) Issues of confidentiality must be discussed and agreed upon if necessary
- e) It may be helpful to have supporting evidence on the concern being raised
- f) Solution(s) that will be drawn must in the interest of concerned parties
- g) The VMGs need to be informed about the grievance mechanism and how they can make use of this process.

## 5.3 Procedure in the Process of Handling Grievance

The procedure of Grievance Redress Mechanism shows what is contained within it. The procedures are operational showing how complains are submitted, registered, processed and addressed by the Grievance Redress Committee (GRC). The procedures are as follows;

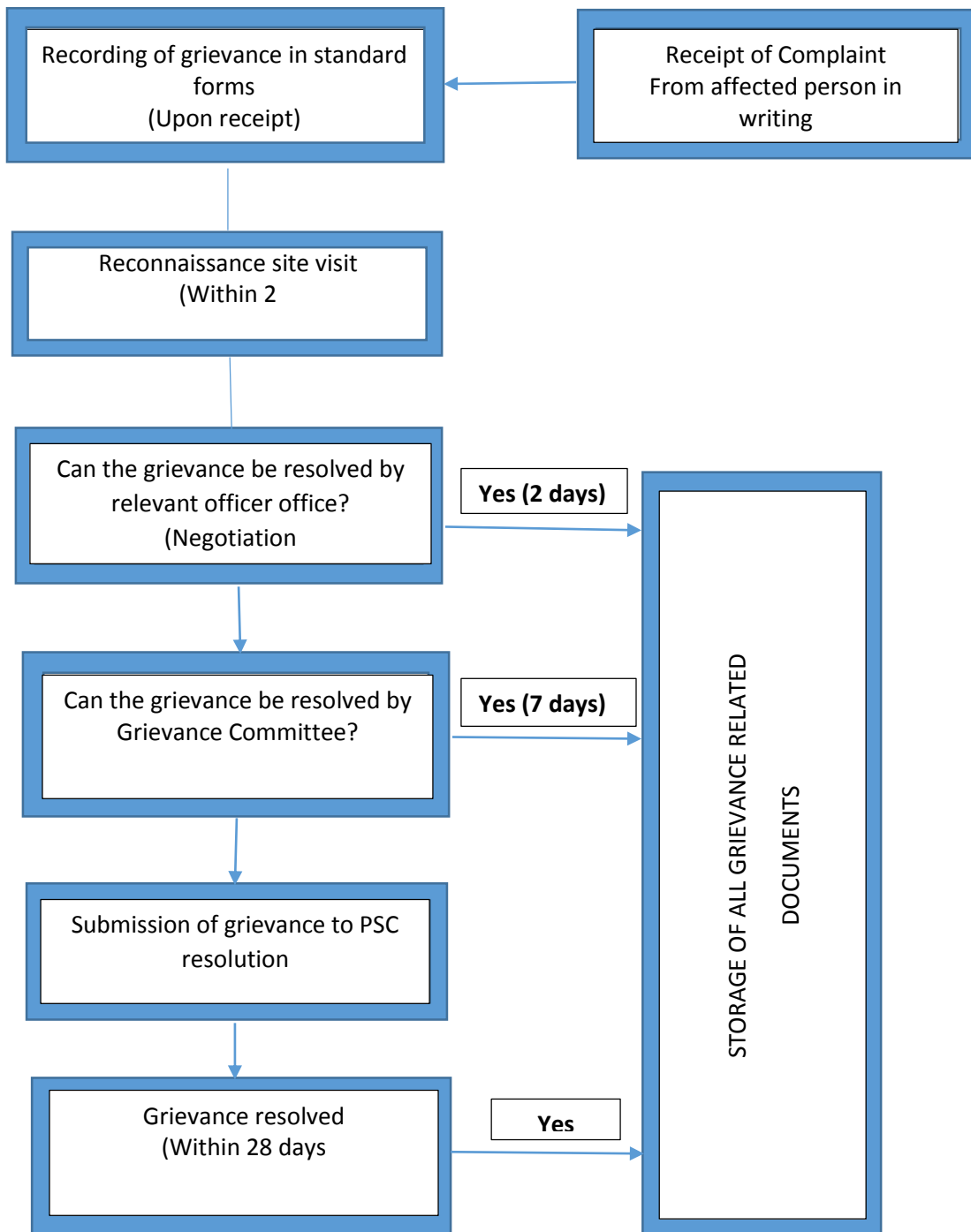
- a) GRC officially receives the complaint/issue from the complainant/representative. The issue/complain must be in project host country's official language. The date of receipt must be noted.
- b) A notification or acknowledgement of receipt is send to the complainant.
- c) GRC meets to discuss eligibility and admissibility of the issue/complain in relation to project development goals and interventions.
- d) The GRC gives notification on eligibility with a set period of time (as stipulated in the schedule of regulations and timelines).
- e) Request of additional information or evidence if necessary to be given within a given period of time (as stipulated in the schedule of regulations and timelines).
- f) Proposed solution to be given to the complainant/representative within the stipulated period of time, depending on the weight of the matter being handled.
- g) If the complainant accepts the given solution, then the GRC takes the initiative to implement the solution and at the same time set measures in place on how the implementation of solution will be monitored and evaluated to reveal progress in development of the project interventions.

- h) In case the complainant does not accept the given solution, GRC can make referral to the senior management or use external mechanisms in relevant areas of jurisdiction of the project in order to ensure that the complainant gets a satisfying response. This is especially so if the project is at appraisal level and is not yet closed; and also if the citizen or stakeholder posing the complaint is directly involved in project interventions or/are affected individuals or communities or representatives as far as the project is concerned.
- i) It is for reference and record purposes that all complaints, issues and grievances be documented. They should be logged in, tracked and closed out, and concerned files put in registry, for any further eventualities.
- j) There must be provision for confidentiality of information or anonymity of the complainant(s) if necessary; stipulated in the schedule for regulations and timelines.
- k) Copies of the records each with a reference number should be kept with all the relevant authorities and can be used in monitoring and assessment of similar cases through written and authorized permission.
- l) An action plan on way forward in case the complainant accepts the solution should be drawn. This could be incorporated in the solution action plan by GRC. It could include actions such as an apology, compensation or an adjustment to operations – this action plan should be formalized and implemented by all the concerned parties.

The following is the grievance redress feedback mechanism workflow diagram showing the whole process of grievance redress feedback mechanism; It is followed by the Grievance Mechanism capture form.

## 5.4 Grievance Resolution Procedure

Figure 9: Grievance Resolution Procedure





## 6.0 Monitoring Plan

### 6.1 PROJECT IMPACT MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) are fundamental components of projects involving affected communities. The overall goal of the M&E process for the Vulnerable and Marginalized Groups Plan is to ensure that:

- ✓ Effective communication and consultation takes place;
- ✓ Reporting of any grievances that require resolution
- ✓ Document the performance of the PRIEDE as regards the VMGs;
- ✓ and allow implementing units, agencies and participants to evaluate whether the affected VMGs have benefited from the project and that they are not worse off than they were before the project.

Monitoring and Evaluation will be based on free, prior and informed consultation with the VMGs who play an integral role in its implementation. The M and E reports will provide timely information about all grievances arising as a result of PRIEDE activities; Identify any grievances that have not been resolved at a local level and require resolution through the involvement of the Project Implementation Unit; Document the timely completion of project obligations for all vulnerable and marginalized people's grievances

### 6.2 Monitoring and Evaluation Structures

The existing structures within the Ministry as outlined in the Education Act will be capacity built to perform the Monitoring and Evaluation activities of the program. At the School level, the School Project Committee comprising of the BoM members, Head of the school, and the local administration will make reports to Directorate of Projects through the County Project Coordinators for onward transmission to the World Bank.

### 6.3 Objectives of Monitoring & Evaluation

The objectives of the M&E will be to

- a) Track the perception of the VMG towards the project during the implementation phase.
- b) Track the project's compliance with proposed mitigation measures with regard to socio-cultural and environmental aspects.
- c) To determine the impact of the PRIEDE Project on the VMGs

### 6.4 M&E Approach

Participatory approaches will be adopted in order to accord the VMGs the opportunity to Participate to the maximum in project organization.

### 6.5 Monitoring & Evaluation Plan

The M&E plan will be developed jointly with VMGs during the mapping of community resources so as to formulate mitigation measures that are compliant to their situations

## 6.6 Monitoring and Evaluation Indicators

<b>Issues</b>	<b>Indicator</b>	<b>Responsibility</b>	<b>Data Sources</b>
Mapping of community resources critical to VMGs	Level of VMGs participation Reports verified and accepted by VMG	MOE, BOMs, Vulnerable and Marginalized Groups Organizations	Baseline survey reports Community transect report
Vulnerable and Marginalized Groups Orientation and Mobilization	Number of VMGs meetings; Number of VMGs sensitized	VMGs organizations /Elders, MOE, BOMS, Local Administration Religious leaders, the children's Department, the Police	Reconnaissance studies, Field reports
Full involvement of VMGs and mitigation measures	Screened and implemented projects	MOE, BOMS, Vulnerable and Marginalized Groups Organizations	<b>Field Reports</b>
Representation of VMG in making decisions	Meetings held by VMG leaders, VMGs issues addressed	<b>MOE,</b> BOM, Vulnerable and Marginalized Groups Organizations,	Sub County Level and National Steering Committee reports, VMGO reports
Capacity Building	Types of training Number of Trainings Attendance by VMGs	Vulnerable and Marginalized Groups Organizations	Training reports
VMG involvement in M&E	M&E (Both internal & external	MOE, Vulnerable and Marginalized Groups Organizations	M& E Reports Ministry of Education , and other implementing Agencies
Grievances resolution Mechanisms	The occurrence of grievances and extent of resolution of disputes	VMGs Organizations/Elders, MOE, BOMS, Local Administration Religious leaders, the children's Department, the Police	Field reports, MOE reports

## 7.0 CONCLUSION

The study has established that all the VMGs are benefitting from the PRIEDE Project. However, the communities face various challenges, which may need to be addressed, these include early marriages, female genital mutilation some of which can wipe out the entire benefits accrued from the programme, these includes early marriages, female genital mutilation, early pregnancies, truancy amongst others.

Efforts should therefore be made to have all children in FMG communities attend school regular and the need to avoid truancy among the parents. Sensitisation of communities on the value of education is therefore very necessary. Such efforts should involve the BOMs, Religious leaders, local community leadership and other government departments such as the children's department, the National police service, interior and coordination of National Government and the county government.

\The Study also established that, the communities have various redress and grievance mechanism, it is however important for awareness creation to sensitise the communities on specific redress mechanism for issues arising from the project interventions.

All the teachers in the schools visited the MoE had a monitoring system in place. However, there need to put in place institutional arrangement that provide for more participation of vulnerable and marginalised people in M & E.

## 8.0 SUMMARY OF RECOMMENDATIONS

	Key Issues	Observations	Recommendations
1	Percentage of VMGs benefiting from the PRIEDE Project	Majority of the respondents (95%) reported that they benefitted from the PRIEDE Project interventions. During the field visits class 1 and 2 Mathematics lessons were observed It was noted that all the learners were using an EGMA pupil book and the pupil to book ratio was 1:1.	Efforts should be made to have all children in VMG communities attend school regularly. Need Avoid truancy, absenteeism, and early dropouts especially by the girl child
2	Issues/Challenges affecting children from the VMGS while accessing Education	Early marriages (21.8%), truancy (18.4%), understaffing (13.8%) and Early pregnancies(10.3%), FGM (9.1%)were the main issues/ challenges that hindered the children from VMG communities from accessing education	Sensitization of the communities on the value of education. Involve the BoMs, Religious leaders, Local community leadership, the children's Department, the Police , the county government officials and the entire ministry of Interior and coordination of National Government Boarding facilities for girls
3	Vulnerable and Marginalised Groups Engagement Plan	The study looked at the Hunters and Gatherers, The Pastoralists and the Fishermen. Each Community had unique challenges hence require special interventions	Need to develop an Engagement plan for every community
4	Feedback and Grievance Redress Mechanism	It was observed that all schools had channels of communication through BOM meetings and Parents associations.	Create awareness and sensitize the communities on what to do with the problems and issues arising from the project interventions
5	Monitoring and Evaluation	All the teachers in the schools visited had been appraised in accordance to TPAD. All the schools situated among the VMG communities had submitted annual data during the 2016 annual school census as supported by UNICEF One school visited had been sampled for national survey conducted under the PRIEDE project to monitor learner achievement at class 3. Curriculum Support Officers, carried out teacher's pedagogical supervision to ensure mastery of content of the new methodologies.	Need to place institutional arrangements that provide for more participation of vulnerable and marginalized people in M& E

	All schools submitted Annual School Census Data.	
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Fishing Communities Makonde, Wakifundi Waswaka Kwale County	Early Pregnancies Understaffing, Absenteeism, Poverty, High levels of Illiteracy, Drug abuse, Cultural Dances Truancy Retrogressive cultural Values. Lack of adequate infrastructure(Desks)	Sensitization of the community on importance of girl child education. Cut excessive consumption of traditional brews, Take action against students engaging in drug and alcohol abuse. Hold counselling sessions for parents and students Work with Beach management committees and local administration to discourage children from venturing into fishing and tourism	BOM, Religious leaders, Opinion leaders/ Elders, MOE, Local administration, Beach Management committees, Police Public service Commission, Police Service Commission, National youth Service, Teachers Service Commission and other Government recruitment Agencies
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# APPENDIX 1 VMG OBSERVATION CAPTURE TOOL



## MINISTRY OF EDUCATION PRIEDE PROJECT

### VMGS OBSERVATION CAPTURE TOOL

Date.....Name of the officer observing.....

County.....Sub –county.....Zone.....

School..... Date-----

#### **1. CLASSROOM ACTIVITY OBSERVATION SCHEDULE**

The schedule can be used where classroom activities in grade 1 and 2 observations are made. The team should make observations and document their views on following areas

##### **i. Teacher Preparedness**

- Availability of SMART activity objectives
- Availability and effective use of teaching/learning aids and activities
- Effective time management

##### **ii. Activity**

- Involvement of pupils in the activities
- Even distribution of activities among gender
- Teacher resourcefulness and mastery of content
- Classroom management and control
- Reinforcement and correction of pupils responses
- Feedback on pupil’s work (exercise books)

2. Evidence of how specific methodologies were demonstrated

S/N	Observation	Evidence
1	EGM methodology, I do We do They do	
2	Identifying and using appropriate strategies for EGM content in class 3	
3	Class 1 and 2 teachers using EGM books in class	
4	Availability of EGM pupils textbooks	
5	Ratio of the EGM pupil textbooks	
6	Maintenance of EGMA books	

3. Areas of improvement

4. Observed Challenges

5. Suggested Remedies to mitigate the challenges in (4)

6. Conclusion

- Comment on the consolidation of the, learning resources and how it impacts on learning and the new teaching and learning methodologies
- Status of the achievement of the activity objective and the learning achievements.

## APPENDIX 2: Study Questionnaire

### **PRIEDE project Vulnerable and Marginalised Groups Interview Schedule for Education Officers school administrators, teachers and Board of Management.**

Interviewee: _____	Date: _____
Interviewee Designation: _____	Location _____
Type of VMG: _____	Interviewer: _____

Dear Sir/ Madam,

The Ministry of Education intends to carry out an in-depth study of sample of Vulnerable and Marginalised Groups in sampled areas to find out how the PRIEDE project as impacted on the said beneficiaries, who are the VMGs and of what benefits, how, and where.

Thus, your accurate and sincere responses to the question items in this interview schedule will assist the MoE to design an effective Vulnerable and Marginalized Groups engagement plan, VMG strategy and effective Grievance Redress/Feedback Mechanism to provide pathways for project VMGs to ensure inclusive project implementation and performance that are linked to governance and social accountability, national level, county, school and community levels.

Thank you for your participation.

#### **KEY INFORMANTS (KII); GPE (Head Teachers, Teachers, Education officers)**

1. Do you have any issues affecting education of children from VMGs community?(Tick one)

Yes

No

If yes, what are the key issues of concern in relation to education of VMG communities in this area?

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2. What initiatives are in place ( by government or other actors ) to address education challenges facing VMGs in this area



YEAR	KCPE MEAN	

7. What systems do we need to put in place to ensure stakeholder concerns at all levels are handled and managed constructively in the project?

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In your opinion, who else would have benefitted from this project and yet were not Involved? -----