



BASECAMP FOUNDATION KENYA



ANNUAL REPORT 2018

... leave a positive footprint





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MGLS



MGLS



Donor Visit



Ntipilikwani Village Exit meeting



CMMF Saving group in action



CMMF Saving group in action



Bamboo Project



BCFK Team Building – Stoni Athi Resort



Tripartite Field Planning meeting - Naboisho



Table of Contents

MESSAGE FROM THE CEO.....	8
Section One:	9
BACKGROUND	9
1.1 Introduction	9
1.2 Sustainability Strategy	9
1.3 Overview of BCFK Projects 2018	7
Section Two:	9
RESULTS OF 2018 BCFK PROJECTS	9
2.1 Naboisho Community Managed Micro Finance Project (CMMF).....	9
2.1.1 Project Description	9
2.1.2 Highlights of 2018 CMMF Project Results	9
2.1.2 Success Story	11
2.2 Community Based Education Initiative Project (CBEI)	12
2.2.1 Project Description	12
2.2.2 Highlights of 2018 CBEI Project Results	12
2.2.3 Success Story – Infrastructure Development at Rehero Primary School.....	14
2.3 Mara Naboisho Adolescent Girls Empowerment Project (Bonga)	15
2.3.1 Project Description	15
2.3.2 Highlights of the 2018 Bonga Project Results	15
2.3.3 Success Story	16
2.4 Community Empowerment Centre for Maasai Mara (Talek Green Centre).....	17
2.4.1 Project Description	17
2.4.2 Highlights of 2018 Results.....	17
2.5 Community Institutions and Leadership (Green Villages)	18
2.5.1 Project Description	18
2.5.2 Highlights of 2018 Results.....	18
2.6 Mara Girls Leadership School (MGLS).....	19
2.6.1 Project Description	19
2.6.3 Success Story	20
2.7 Access to Safe Drinking Water Projects	21
2.7.1 Project Description	21
2.7.2 Highlights of 2018 Project Results	21
2.8 Climate Change and Adaptation (Bamboo) Project	22
2.9 Social Franchising Project.....	22
2.9.1 Project Description	22
2.10 Summary of Challenges and Lessons Learnt.....	23
2.11 Opportunities Towards Sustainability of Initiatives.....	24
Section Three:	25
THE FUTURE OF BCFK PROJECTS.....	25
3.1 Conclusion	25
3.2 Future Prospects of the BCFK Projects.....	25
Section Four:.....	26
FINANCIAL SUMMARY 2018	26



List of Abbreviations

BCFK	Basecamp Foundation Kenya
SFN	Stromme Foundation Norway
SFEA	Stromme Foundation East Africa
ANF	Aqua Nirvana Foundation
CBEI	Community Based Education Initiative Project
CMMF	Community Managed Micro Finance
ECD	Early Childhood Development
BoM	Board of Management
PTA's	Parents Teachers Associations
CBF	Community Based Facilitator
MGLS	Mara Girls Leadership School
KCPE	Kenya Certificate of Primary Education
CDO's	Community Development Organizations
OCDO	Olesere Community Development Organization
MMWCA	Maasai Mara Wildlife Conservancies Association
ToT's	Training of Trainers
IGA's	Income Generating Activities
MPH	Multipurpose Hall

MESSAGE FROM THE CEO

Basecamp Foundation Kenya would not be taking the strides it has taken in empowering the community were it not for the unwavering commitment and support of all our donors. Through the funding from Skagerak Energi and Agder Energi, channeled through the management of Stromme Foundation Norway and Stromme Foundation Eastern Africa, and the Swedish families who have selflessly journeyed with us through the set-up and completion of key projects we have achieved major milestones.

2018 was a fulfilling year for the Basecamp family. Through the invaluable support of our funding partners, the professional network and community at large, we managed to keep the empowering flame burning through our projects in Education , community micro finance, promoting social franchising, provision of clean water, adolescent girls empowerment and conservation.

I am proud of the actualisation of the foundations dream to operational a leadership school for talented maasai girls. Mara girls Leadership school (MGLS) has just completed its 2nd year running with an enrolment of 32 girls. We look forward to its first class of candidates sitting the Kenya Certificate of Primary School Education (K.C.P.E) in October 2019.

We have also come to the End of a five (5) year strategic period for projects implemented under the management of Stromme Foundation. As it's procedural, this required us to start the **facing-out** process from some of the villages that have benefited from our interventions. Not that we shall not continue to collaborate and engage in various aspects of development, but we shall reduce the level of engagement to a minimum. One of this villages is 'Olesere" : The first village that the organisation adopted an a bid to achieve its **green village** status. Through facing out key projects were handed over to the main organisation that spearheads the development agenda; Olesere Community Development Organisation (OCDO), whose formation was spearheaded by us.

Section One:

BACKGROUND

1.1 Introduction

This report presents the outcomes, milestones and impact realized in 2018 as a result of Basecamp Foundation Kenya's (BCFK) community empowerment initiatives in Maasai Mara, Kenya. The report describes the nature of projects implemented during the period and also BCFK's sustainability strategy. It also captures and presents comparative data on milestones made between 2017 and 2018. Finally the report highlights the outlook of BCFK's key initiatives in future.

BCFK is a non-profit organization that is working towards transforming communities in Maasai Mara through micro-enterprises, education, water and other innovative projects that spur sustainable community development. Our vision is to be a leading and showcased organization of sustainable community development in Kenya and beyond. Our mission is to leave a positive footprint by transforming communities through empowerment.

1.2 Sustainability Strategy

BCFK's initiatives are based on sound approaches that contribute to community sustainability through expansion of knowledge base, innovation and strengthening of the communities' livelihood options. The projects we implement and decisions we make contribute to healthy and inclusive communities that respect the values of all. BCFK's sustainability strategy further observes a commitment to strengthening local leadership, integrated planning and a participatory approach in programming.

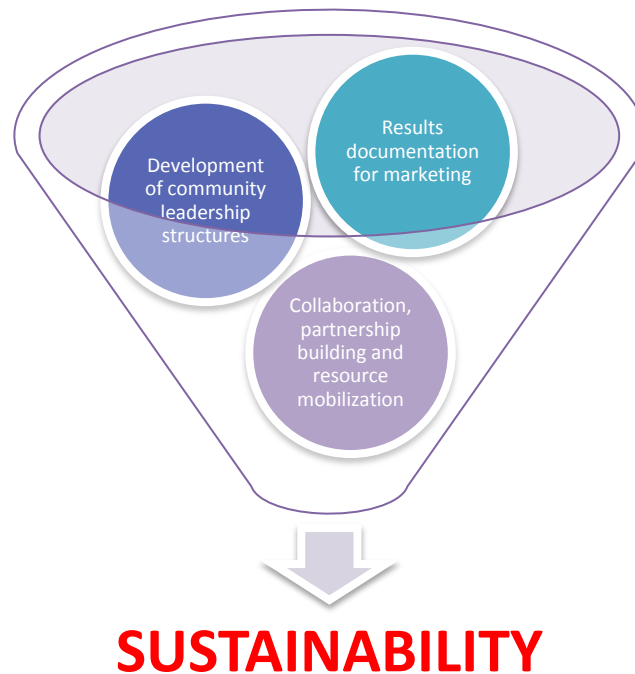
Our sustainability strategy can be summed up into 3 main categories, as under:

- a. Development and strengthening of the community leadership structures: this includes, for instance, capacitating CMMF groups' leadership to make them self-reliant. It also entails establishing, strengthening and institutionalizing community development organizations (CDOs) to become drivers of change at the village level.
- b. Results documentation for marketing: documentation of outputs and outcomes from our projects and using the same to market the projects' models. This ensures growth of the project to other villages.



- c. Collaborations, partnerships and resource mobilization: reaching out to other development partners and building lasting relationships (including with benefitting communities). This enables mobilization of resources also from within the communities that sustain project implementation.

BCFK sustainability strategy is summarized in the figure below.



1.3 Overview of BCFK Projects 2018

In 2018, BCFK implemented projects touching on nine (9) thematic areas as presented below.

- a. Naboisho Community Managed Micro Finance Project (CMMF): the objective of the CMMF project was to improve livelihoods for the rural poor through enhanced income generation. The project's approach entails the creation and training of community savings and loans groups with the intent of supporting income-generating activities that lead to better livelihoods.
- b. Community Based Education Initiative Project (CBEI): the CBEI project sought to promote access to quality education for the marginalized and disadvantaged groups. Key methodologies used in the project include capacity building of key education stakeholders (including Board of management, teachers and PTAs) as well as provision and maintenance of school infrastructure.



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- c. Mara Naboisho Adolescent Girls Empowerment Project (Bonga): Bonga project sought to enhance access to quality non-formal basic education among out of school adolescent girls. The project approach entails life skills training for the Bonga girls as well as vocational training.
- d. Community Empowerment Centre For Maasai Mara (Talek Green Centre): the Talek Green Centre serves as a centre for showcasing sustainable development methodologies for implementation in Mara.
- e. Community Institutions and Leadership (Green Villages): the aim of the Green Villages project was to strengthen community institutions to act as agents of change at the community levels. The project promoted the establishment and strengthening of Community Development Organizations (CDOs) in various villages towards this end.
- f. Mara Girls Leadership School (MGLS): a model school established to promote access to quality education for bright girls in Maasai Mara. This is realized through leadership training, mentorship and access to education to the needy bright girls.
- g. Water Project: the project sought to enhance households' access to clean drinking water. The project entails installation of rainwater harvesting systems in the villages as well as protection of natural springs in different locations in Mara.
- h. Climate Change Adaptation project: the essence of the project is to promote household resilience to climate change. This was realized through bamboo tree planting
- i. Social franchising: The social franchising project targeting CMMF aggregates was also rolled out in Mara. The social franchising business model was adapted for the CMMF approach and encompassed the distribution of renewable and efficient energy solutions comprising energy efficient cook stoves, solar energy and water filters.

**Section Two:****RESULTS OF 2018 BCFK PROJECTS****2.1 Naboisho Community Managed Micro Finance Project (CMMF)****2.1.1 Project Description**

Access to financial services among women in underserved communities like Mara is a challenge. The overall objective of the CMMF project is to contribute towards improving the livelihoods of the rural poor, mainly women, through improved access to financial services. Through the CMMF project, BCFK is able to empower communities to create sustainable livelihoods by forming self-help groups. Our target groups are women and youth. These groups are taught how to mobilize local resources by pooling their savings, from which loans are issued to willing members. These funds are then used as a start-up capital for small ventures or as capital injection into existing businesses.

2.1.2 Highlights of 2018 CMMF Project Results

In 2018, BCFK mobilized and trained 86 CMMF groups in Mara to continue saving and accessing loans using their own resources with an objective of starting income generating activities. Five (5) new CMMF groups were formed. The group membership grew by 9% to 1,700 up from 1,564 in 2017. There were also 14 men who joined the groups in 2018, demonstrating the appreciation the community has had on the CMMF project. The total value of savings at the end of 2018 was Kenya Shillings 4,877,730 up from Kenya Shillings 4,100,340 in 2017, representing a positive shift by 19%. The total value of social fund kitty was Kenya Shillings 1,407,590 in 2018, having grown from 1,230,310 in 2017. The total value of loans taken was Kenya Shillings 2,029,200 in 2018 up from 1,591,400 the close of 2017.

No.	Description	2017	2018	% Change
a.	Number of CMMF Groups' Members	1,564	1,700	9%
b.	Total value of savings (Kenya Shillings)	4,100,340	4,877,730	19%
c.	Total value of social fund kitty (Kenya Shillings)	1,230,310	1,407,590	14.4%
d.	Total value of loans taken (Kenya Shillings)	1,591,400	2,029,200	27.5%
e.	Number of CMMF clusters formed	0	1	100%

Other results realized in 2018 under CMMF project include:

- a. Community support for the CMMF project secured through community mobilization and sensitization forums organized at Rekero, Olkimitare and Olare Orok villages.
- b. Sustained quality control over project implementation was ensured throughout through continuous monitoring and supervision. The essence of this was to ensure that the project is implemented as planned and all deviations are discovered and rectified on time.
- c. The CBFs capacities to deliver the project were enhanced through the Training of Trainers (ToTs) training facilitated by SFEA in August 2018.
- d. Two (2) CBFs were promoted to Super CBFs to play the role of the assistant project office. The 2 Super CBFs oversaw groups in two different regions and also helped in data collection and ensuring that groups are monitored closely for better performance.
- e. Opportunities were provided for the CMMF groups to be involved in community lobbying and advocacy through social action. Community mobilization through social action involving 13 CMMF groups and community members was organized in Nkoilale village involving community clean up to also help CMMF members create positive changes in their communities.
- f. Five (5) CMMF groups in Endonyio Erinka were trained for preparation of clustering. In the course of 2018, one (1) cluster was formed at Endonyio Erinka.
- g. To ensure that CMMF groups have leadership structures in place that facilitate enhanced levels of access to income to the poor, capacities and confidence of 49 CMMF group leaders (drawn from Olkimitare, Aitong and Endonyio Erinka villages) on participative methods and CMMF methodologies were enhanced through training to improve the performance and effectiveness of group leaders.
- h. BCFK also worked towards scaling up interventions on water access through a home distribution model that guarantees clean and safe drinking water to households was sustained. BCFK started working with communities to pilot a water distribution model that addresses challenges currently associated with single source access, quality and storage. A survey to assess water access methods in Olesere, Rekero and Olemoncho villages was conducted.
- i. BCFK trained all the CBFs in adult teaching to help roll out an adult education program targeting the CMMF members. The training sought to unpack the principles of adult teaching, their application and their relevance to the CMMF project as well as enhance the understanding among CBFs of the adult teaching methodologies and overall pedagogical content.



- j. To assess progress made by each CMMF group and reward best performing groups, three (3) end year review meetings were held in 3 locations namely Endonyio Erinka, Aitong and Talek. The end year evaluation took cue from the other one conducted at the beginning of the year in three (3) villages of Olesere, Nkoilale and Talek. The process utilized village-to-village approach that is integral in the CMMF model.

2.1.2 Success Story

Ntajiri Sopia, 36, is one of the women in Mara who were part of the CMMF project in 2018. She is married, with six children (3girls and 3boys). She lives in Ntipilikwani village in Talek where she is a chairlady of Nalepo women group. She has a business (shop) around the village, which she started from borrowing loans in her group.



She says that after joining CMMF she found out that there is more to live than just sitting around and gossiping. She says, “We gain a lot of knowledge from the saving groups. We are able to set our goals, visions, and work hard to achieve them. From the knowledge I got on how to handle money and borrow loans that is how I requested a loan from my group and also borrowed some money from my husband and started my business.” She says using the same knowledge and trainings from CMMF she is now able to run her business. She laughs as she says that CMMF has

Ntajiri at her shop with one of her children

brought positive impact in my life not only has it helped me gain respect and favor from my husband and family but also from my saving group because I tell them we need to achieve our goals and visions and I led by example. She says she is now able to help in providing food for her children, pay school fees and even by clothes for the family and her.

She says that one of the greatest challenges for her is low sales due to lack of customers especially now that her business is starting and is located inside the village not the trading center. She laughs, as





she says,” despite this challenge I have a plan of expanding my business and construct a shop at my homestead too.” She says that her message to women in her community who have not joined CMMF is to join CMMF to gain knowledge and training on how to start a business and save money.

2.2 Community Based Education Initiative Project (CBEI)

2.2.1 Project Description

Access to quality education remains a challenge to most marginalized groups in Kenya. BCFK’s CBEI project seeks to improve the quality and access to education for children in rural, underprivileged hardship areas. This is done through improvement of school infrastructure to create a friendly learning environment; in-service training of teachers; training of parents-teachers associations; school management committees and promoting early childhood education.

2.2.2 Highlights of 2018 CBEI Project Results

In 2018, 20 schools 2 (Koiyaki and Naikarra) zones with a combined population of 8,728 pupils and 173 teachers benefitted from BCFK interventions. The following results were also achieved during the year:

- a. BCFK interventions secured and increased community support towards education in Mara. A village education day was held in March 2018 to strengthen the foundation of education in the Mara by promoting good performance, increase access to education and improve the transition rate. The village education day brought together key stakeholders in education including the government ministry of education, NGOs and parents to take stock of education and agree on mechanisms for promoting access to quality education and ensuring high transition rates in the Mara.



SF & Skagerrak Team visits Rekeru Primary School

- b. In similar vein, a parents’ seminar that brought together parents, teachers as well as pupils was held in Olemoncho primary school to identify the challenges facing education in the village and underscore the role of parents to surmount the challenges; promote child enrolment and retention in school.
- c. To further sustain community support towards girl child education, two (2) mother-daughter forums were held in the year; one at Oloigero primary school and the other one in Aitong to discuss modalities towards improving levels of girl child education in the region.



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- d. Enhanced retention and completion among children in the target project location was promoted through strengthening of school management structures. One (1) training session for BOM members on their roles and responsibilities (mainly around access, retention and quality of education) in school management was undertaken in 2018.
- e. In-service training of teachers and ECD caregivers training were conducted in two separate sessions. Regarding in-service training of teachers, a total of 40 teachers of languages (Kiswahili and English) were trained on how to use child friendly teaching methods in line with the changing educational trends in the 21st century. Thirty-three (33) ECD caregivers from 17 schools¹ in Mara underwent two-day progressive professional development training. The goal of the ECD caregivers' training was to improve their pedagogical practices that can best work in the 21st Century learning.
- f. Infrastructure development was also undertaken in some schools in 2018 to improve the learning environment so as to increase school attendance, motivation and to improve academic performance of pupils. The construction of 96-bed capacity girls' dormitory in Rekero Primary school was completed. In addition, BCFK purchased twenty-four (24) double-decker beds for the girls' dormitory. Lighting to the girls' dormitory was also completed.
- g. Correspondingly, the construction of 500-seater dining hall, kitchen and drainage system in Rekero Primary School was completed. The completion of the dining hall will create a favorable learning environment to children as well as create space for promoting social experiences among learners as part of the process for holistic growth. Also, in the same school, three (3) ECD classes were completed and painted with friendly colors and motifs. The ECD classrooms were also completed with matching funding from another donor Tiger Aspects, who also supported the furnishing. Up and above this, the Rekero Community in conjunction with the local Member of Parliament (MP) through the National Government Constituency Development Fund (NG-CDF)² supported the construction of teachers' house. The house comprises four (4) units that can accommodate four (4) teachers.
- h. Besides Rekero primary school, three (3) ECD classes were painted with friendly colors and motifs in Naboisho primary school. Wall colour is one the largest physical components in a classroom and it stimulates children's cognitive responses and their interest in learning.

¹ The schools include Mararianda, Oloichura, Rekero, Endonyio Erinka, Oloigero, Talek, Irbaan, Ololomei, Olemoncho, Emarti Kasoe, Sekenani, Naboisho, Olesere, Aitong, Molibany, Nkoilale and Olkuroto.

² The NG-CDF formerly Constituencies Development Fund (CDF), is a fund established in 2003 through an Act of Parliament, the CDF Act 2003. The Fund aims to enhance infrastructural and socio-economic development at the grass root to reduce poverty. The national government allocates 2.5% of all its share of annual revenue towards NG-CDF towards supporting community projects identified at constituency level by the communities.



2.2.3 Success Story – Infrastructure Development at Rekero Primary School

BCFK undertook infrastructure development at Rekero Primary School as part of improving the learning environment for the children, high enrolment and retention. Prior to our engagement the school was experiencing several challenges with acute water shortage, lack of enough latrines, teachers' apartments and pupils dormitories for accommodation of students. In 2018, a roof water harvesting was completed to facilitate access to clean drinking water. In addition, a four (4) door toilet was provided, girl's dormitory, three (3) ECD classrooms, dining hall with a kitchen and upgrade of the school solar system were all provided. The school has improved extensively.

The school enrolment has been on the rise following establishment of the girls' dormitory. In 2018, more than 77 girls were enrolled in upper primary classes. There were also transfers from neighboring primary schools to Rekero.



New ECD Classroom – Rekero Primary School



Dining Hall – Rekero Primary school

BCFK also sustained community level dialogues on the importance of education and the role of different actors in ensuring improved enrolment and retention.



2.3 Mara Naboisho Adolescent Girls Empowerment Project (Bonga)

2.3.1 Project Description

The Bonga project was implemented to facilitate access to quality to non-formal basic education among out of school adolescent girls in Mara. The targeted adolescent girls are majorly those who have dropped out of school. The project equips the girls with life skills, which enable them to cope with the day-to-day chores in their homes, and vocational skills to enable them to be self-sufficient by creating their own sustainable livelihoods.

2.3.2 Highlights of the 2018 Bonga Project Results

In 2018, the Bonga project witnessed a positive change in the number of girls enrolled in all the 10 Bonga centres in Mara as compared to the registration levels of 2017 as captured in the table below.

No.	Description	2017	2018	% Change
a.	Number of Bonga Centres	9	10	11.1%
b.	Number of Bonga girls enrolled for life skills training	172	218	26.7%
c.	Number of Bonga girls completing life skills training	159	213	33.9%
d.	Number of Bonga girls enrolling in vocational skills training	145	209	44.1%
e.	Number of Bonga girls completing vocational skills training	159	Ongoing	

The project also registered the following milestones in 2018:

- To scale up the Bonga project activities in 2018, one (1) new Bonga centre was constructed at Olare Orok village. The centre will be available during the next intake of Bonga girls in 2019.
- All the ten (10) Bonga centres were equipped with sporting materials (mainly footballs, netballs, nets and skipping ropes) to enable Bonga girls, up and above life skills training, embrace games and strengthen their cooperation, team spirit, creative problem-solving and logical thinking.
- BCFK commissioned a market survey in Mara with a view to collect first-hand information on the marketability of selected courses, risks associated with each course, motivation among the Bonga girls to select the course, knowledge of market trends as well as start up requirements for each course.



Bonga Girls Undertaking Vocational Training



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- d. As per the recommendations of the market survey report, all the 218 Bonga girls from the 10 centres were given rapid business skills training prior to joining vocational training.
- e. 3 community eco-storm sessions held at Oltorotua, Olesere and Endoinyo Erinka villages
- f. 10 Animators' underwent refresher training conducted with the support of SFEA team
- g. 3 Bonga forums formed in Olesere, Endonyio Erinka and Oltorotua villages

2.3.3 Success Story

Lorna Silantoi is a Bonga girl at Ntipilikwani centre, she happily narrates her story on how Bonga has change her life since she joined. She said "I heard about the Bonga program from a friend who joined Bonga classes in 2017. In the same year 2017, I also joined Bonga classes where I only managed to attend classes for three weeks and went for maternity but I promised to re-join the class in 2018".

Lorna Silantoi perfecting her house writing skills



Lorna is 18 years and a mother of one girl, she says "I got married when I was 16 years old and am lucky my husband is also young because my elder sister was married to a very old man. I dropped out of school in class 7 due to lack of school fees, so am happy to get another chance to go to school".

Am learning a lot of new things in Bonga, first I got to understand about personal hygiene and measures to prevent different diseases e.g. diarrhea and typhoid. Cleanliness was my first and favorite topic in the Bonga class I got to understand that it is important to have a bathroom at home where my

family can shower. I promised to build a bathroom near my house because most of the time we clean ourselves in the sitting room and also in the river.

Lorna is among the most active Bonga Girls, she works so hard to be in class and she observes time and ensures that her promises are met. She promised to build a bathroom, which she did, that was one of her major achievement. I also understand how to manage my time, now I wake up very early in the



Lorna and her toddler (girl) standing near the bathroom she constructed

morning and prepare breakfast for my family and clean my



house and compound and clean myself and my child as I prepare to get time to go for Bonga sessions in the afternoon. Am in a CMMF group too and I like saving because I want to buy a cooking gas and a nice table for my sitting room. 'My husband is proud the way I have learn a lot of things and always remind me to join the Bonga sessions. Am determine to complete the Bonga program both life skills and vocational training this year and selected the IGA training that can help me earn a living.'

2.4 Community Empowerment Centre for Maasai Mara (Talek Green Centre)

2.4.1 Project Description

This is a showcase facility of the different components of a green village. It houses the Mara Girls' Leadership School (MGLS), a waste management system, green energy mini-grid and a cultural resource center. The layout of the facility is based on the cultural layout of a traditional masai village which has always been in a circular form.

2.4.2 Highlights of 2018 Results

In 2018, BCFK supported the infrastructure development initiatives at the Talek Green centre to continue showcasing sustainable development methodologies that can be implemented in the Mara. During the year, the following results were obtained:

- a. The construction of 300,000 litres ground water tank at the Talek Green Centre was completed. This facility shall be one of the projects showcased at the Green Centre to encourage the community to invest and embrace the Rainwater harvesting system as an alternative water source.
- b. Completion of the construction of the Multi-Purpose Hall (MPH). The MPH will be an important facility for the Green Centre & MGLS. It will be useful to the larger community for meetings and as a demonstration platform for sustainable development products, and an auditorium for the school, mainly when undertaking co-curricular activities like music and art.
- c. A WiFi installation was also completed to ensure efficient communication between the field team and the head office and also with other partners. The MGLS teachers and pupils will also utilize the WiFi installed to promote their research and learning.



Multipurpose Hall at Talek Biotisho -Green Centre

2.5 Community Institutions and Leadership (Green Villages)

2.5.1 Project Description

Green villages concept aims at enhancing the improvement of community livelihoods which contribute towards addressing the root causes of poverty. Green villages aims at providing access to clean and adequate water for domestic and livestock, ensuring access to education for all children, literacy and vocational skill to youths and women, providing access to renewable energy and sustainable waste management.

2.5.2 Highlights of 2018 Results

Strengthening public sector and civil society was undertaken through activities under the banner of BCFK's Green Villages concept. In 2018:

- a. Support was provided towards establishment and sustained strengthening of three (3) community based development organizations (CDOs) - Olesere, Nkoilale and Endonyio Erinka – to act on behalf of community, representing the community in resource mobilization, planning, development and partnership.
- b. Further, technical assistance was provided to Endonyio Erinka CDO to formulate its multi-annual strategic plan (2019-2023).
- c. One (1) diagnostic eco-storm held for the 3 CDOs to identify ways of improving the capacity of CDOs in planning, resource mobilization and implementation of the strategic plans in their villages.
- d. The Institutional capacity of the Olesere Water Council was strengthened through training on leadership and good governance. The Water Council comprises community members who are responsible for managing critical water infrastructure established by BCFK to enhance access to water by households.
- e. A vocational needs assessment on youth vocational training was undertaken. A training curriculum that is responsive to the needs of local youth was designed.
- f. In the course of 2018, two (2) discussion forums on landowners' rights were held with Naboisho, Olare and Mara North conservancies to underscore the nature and importance of the conservancy concept to the communities.
- g. Exit/transition meeting in Olesere village to review progress made in the last five years, achievements and also challenges encountered during the period.

2.6 Mara Girls Leadership School (MGLS)

2.6.1 Project Description

MGLS is a model school established and fully sponsored by BCFK to secure primary education and successful graduation for the most talented girls during their most sensitive school years (years 6, 7 and 8). The school seeks to provide opportunity for higher education for all students that graduate from MGLS and, Create community role models through enhanced personal leadership-skills and life-skills.

2.6.2 Highlights of 2018 Results

Interventions under MGLS were aimed at providing support towards securing primary education and successful transition from primary to secondary for the most talented girls in Mara. In 2018:

- a. Support was provided towards creating an enabling learning environment, strengthening the institutional capacity of MGLS and also providing basic necessities for the girls. To facilitate learning, two (2) more teachers were employed making a total of four (4) teachers for the two (2) classes (class 6 & 7).
- b. The library was equipped with additional learning materials. As a result of this, Olive Seed Foundation, an international not-for-profit development agency, committed to support the expansion and equipping of the library in



A pupil in one of the Dorm-rooms

MGLS with additional materials and also provide ICT training to pupils and teachers.

- c. The mean standard score recorded by the pupils (both class 6 and 7) was above 300 (60%), out of the overall score of 500. In Kenyan standards, this was remarkably a high score.
- d. Towards the end of 2018, a recruitment of 16 girls to join class six (6) in 2019 was conducted. This means the school will have a total of 48 pupils in 2019, enrolled in classes six (6) to eight (8).
- e. A roof water harvesting system was installed at MGLS to ensure continued filling of the water tank.

2.6.3 Success Story

Jackline Noosarol is a 14-year old, class seven pupil at Mara Girls Leadership School (MGLS). She is one of the girls



Jackline Noosarol

who joined the school as part of the first cohort in 2017. She hails from Mararianda, within Maasai Mara. She is a third born in a family of eight. Two of her siblings are in high school and the remaining 5 are in primary school. Her mother is a shop keeper at Karen Blixen Camp in Mararianda, selling food and clothes. Her father is a tour guide with Karen Blixen Camp. Her family is relatively well off.

Prior to joining MGLS, Jackline was a pupil at Chepkolon Green Highlands Academy in Kericho. All her primary school going siblings are in Chepkolon Green Highlands Academy. Although Chepkolon Green Highlands Academy was a boarding primary school, Jackline says her experience in the school was not without challenges. She says the learning environment was not conducive, with each class accommodating more than 40 pupils. The relationship between pupils and teachers was not friendly; problems faced by pupils were not addressed right on time. She yearned for a mentorship and leadership development opportunity that the school never provided.

Her admission to MGLS opened a new chapter in her educational pursuit. Jackline is proud of the conducive learning environment in the school, availability of learning materials including good and comfortable classes and comfortable sleeping areas. The relationship with teachers is also friendly. This facilitates her learning as well as confidence building. There are mentorship and leadership programs in the school.



Her future dream is to become an Electrical Engineer. This is because in Mara, there are hardly any girls who have pursued this professional line. Her being in MGLS has provided an opportunity to prove that indeed girls from the Maasai community can as well become Engineers. Her being in MGLS, good performance and exposure will place her in a better position to mentor and also become a role model to other girls in the Maasai community. She intends to use her education and skills to facilitate the

installation of electricity in Mara because the power supply is limited and also to improve the living standard of her family.



2.7 Access to Safe Drinking Water Projects

2.7.1 Project Description

Access to safe drinking water for domestic use and animal consumption in Mara has been a serious challenge. This is mainly because Narok County is a semi-arid region whose population also practice livestock keeping and pastoralism. This project sought to utilize alternative mechanisms to promote access to clean drinking water in the region. The access to safe drinking water project is being implemented by BCFK in partnership with the Aqua Nirvana Foundation (ANF). The overall objective of the project is to facilitate access to clean drinking water in selected villages and institutions within the BCFK's project sites in Mara.

2.7.2 Highlights of 2018 Project Results

In 2018, under this partnership, BCFK undertook the following:

- a. Taking cue from the successful rainwater harvesting at Olesere village, undertook a feasibility study towards establishment of a similar system at Olare-Orok village to provide safe drinking water all year round for the community. The proposed rainwater



harvesting system would consist of a 500,000 litres storage tank and 4,000 m²

Olesere rainwater facility

- b. The rainwater harvesting system at MGLS was also completed by connecting the system to the existing piped borehole water system using a solar powered emerssion pump.
- c. Replacement of the Olemoncho spring solar panels. The solar panels were installed in the nearby village for security reasons.



2.8 Climate Change and Adaptation (Bamboo) Project

In 2018, BCFK also implemented a climate change and adaptation project in Maasai Mara. The project entailed planting of bamboo trees in selected locations as part of enhancing community resilience and adaptation to climate change. In particular, the bamboo project sought to explore and provide alternative sources of energy for use at the household level and also in institutions such as schools.



BCFK Trustee Ole Bernt and PM Amos inspecting the Bamboo project

During the year, the following results were achieved:

- a. Identification of five sites for piloting the project namely – MGLS, Ole Sere, Dickson Plot, One Acre land and Church Area Site in Aitong. Upon identification, soil testing of the sites and also community mobilization towards support of the project were undertaken.
- b. More than 500 bamboo trees planted in the once acre farm. Water piped to the farm from a distance of approximately 1 kilometre. A 10,000litre tank installed to store water and irrigate the trees.
- c. Exposure trip with selected women from Mara to bamboo projects in Murang'a was undertaken.
- d. A survey on Mara River Basin was undertaken to establish the nature of water extractions, degradations, water use policies, among others. The essence was to establish the viability of extending bamboo project to the area for the preservation of the river basin.
- e. Launching of the bamboo project in the sites.

2.9 Social Franchising Project

2.9.1 Project Description

The social franchising project targeting CMMF groups was also rolled out in Mara. The project aims the distribution of renewable and efficient energy solutions comprising energy efficient cook stoves, solar energy and water filters. In 2018, initial phases of the social franchising project were implemented mainly training of the CBFs on the project and the implementation modalities as well as purchase of the products (solar lamps, cook stoves) for roll out of the project. Going forward, a practical training on entrepreneurship through the social franchising model will be provided to



selected CMMF groups to be able to implement the project. The CMMF groups will also be provided with products for sale in the Mara to enhance access to capital through Pay As You Go (PAYG) approach.

2.10 Summary of Challenges and Lessons Learnt

Although BCFK registered commendable progress towards the realization of set objectives per project, various challenges were encountered in the process as follows:

- a. There were mounting community expectations and increasing demand for BCFK projects to enhance the living conditions of beneficiaries, some of which could not be handled adequately. A case in point was the demand for school infrastructure in the schools BCFK supported and more admission slots at MGLS.
- b. The vastness of the project site was also a challenge. Maasai Mara, the site where BCFK projects are implemented, is a vast ecosystem. Moving from one village to the next during project monitoring was always a challenge. This was compounded by poor infrastructure, mainly road network in the area, which brought project implementation to a standstill in areas that had been rendered inaccessible during the heavy rains.
- c. Further, cultural practices such as early marriages, FGM and preference of male children over girls were still rampant in Maasai Mara. These practices affected BCFK's work mainly young girls who are direct targets of our programming.

In the course of our work, we also learnt that cultural practices affecting especially women in Mara will take time to be completely addressed.

- a. Sustained community engagement through such interventions is important to address this gap. And that, if women and the adolescent girls are to remain consistent in the program, involvement of their spouses (which already was integral in our activities) must be sustained. This will help address suspicions that such spouses may have on the project activities.
- b. BCFK occupies a unique position to attract additional funding from other donors to expand its interventions and support more people in the Mara. Already, potential partners have demonstrated interest and even taken part in supporting part of the activities including the construction of an extra ECD classroom in Rekero primary school and commitment by Olive-Seed Foundation to support the expansion and equipping of the library at MGLS.



2.11 Opportunities towards Sustainability of Initiatives

- a. Collaborations and partnership building: in 2018, BCFK's partnerships remained intact with local organizations including Maasai Mara Wildlife Conservancies Association (MMWCA), The Maa Trust, Dig Deep, and Mara Conservancies. Besides, BCFK entered into formal partnership with Aqua Nirvana Foundation (ANF), a Norwegian development agency to implement water projects within Mara.
- b. Integration of CMMF to other programs such as BONGA is important for optimization. It creates opportunities for BCFK's programs to build on each other and maximize impact using minimal resources.
- c. Creation of internally consumed goods and services (social franchising of green energy, efficient cook-stoves and water filters) is seen as a way of fostering economic independence of the CMMF groups, so as to reduce overreliance on tourism and pastoralism.
- d. The growing banking sector and other financial service providers in Kenya provide opportunities to improved financial access among CMMF members. Linkages with such financial institutions will help the matured groups' access loans for bigger investments. All CMMF groups will also have opportunity to securely deposit their savings in the banks.
- e. Training on new IGAs opportunities to the women such as starting solar shops, water businesses for the groups close to the roof harvest and energy saving jikos will improve incomes levels for the women.

Section Three:

THE FUTURE OF BCFK PROJECTS

3.1 Conclusion

By and large, the 2018 results demonstrate initiatives that realized positive results throughout the implementation cycle. BCFK will build on the gains realized thus far to sustain the positive results. BCFK will also build on its strengths in expanding collaborations and partnerships with other agencies to grow its interventions in Mara.

3.2 Future Prospects of the BCFK Projects

- a. CMMF Project: The project will continue to strengthen the rural population, particularly women, get access on finance through savings, loans and grants through CMMF project. In so doing, BCFK will educate the women regarding how to save in groups, and create a revolving fund they can borrow from to increase their household income levels.
- b. CBEI Project: Specific emphasis will be placed on early childhood education, in-service training of teachers to adopt child friendly teaching methods, vocational training for youth and infrastructure development in learning institutions.
- c. Bonga project: BCFK will work towards empowering vulnerable adolescent girls and young mothers (BONGA program). Educating the adolescent girls will be a key factor in bringing about lower birth rates, building their levels of confidence, promoting their employability and ensuring proper relationships between themselves and their spouses.
- d. Green Villages: BCFK will focus on establishing and strengthening Community Development Organizations (CDOs), BSTs and related community structures for continued advocacy of community interests.



Section Four:

FINANCIAL SUMMARY 2018

DETAILED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST DECEMBER 2018												
Project	Grants on ongoing projects brought forward	Grants received in year	Total Funds Available	Direct project Expenditure	Net Surplus / (deficit)	Grants on ongoing projects carried forward	Grants on ongoing projects brought forward	Grants received in year	Total Funds Available	Direct project Expenditure	Net Surplus / (deficit)	Grants on ongoing projects carried forward
	Shs	Shs	Shs		Shs	Shs	USD	USD	USD	USD	USD	USD
Aqua Nirvana	3,791,317	-	3,791,317	614,284	3,177,033	3,177,033	37,913.17	-	37,913.17	6,143	31,770.33	31,770
General Operations	(977,134)	-	(977,134)	1,335,218	(2,312,352)	(2,312,352)	(9,771.34)	-	(9,771.34)	13,352	(23,123.52)	(23,124)
Stromme Foundation	15,741,964	44,674,927	60,416,891	56,229,355	4,187,536	4,187,536	157,419.64	446,749	604,168.91	562,294	41,875.36	41,875
Mix Fund	2,015,685	-	2,015,685	388,668	1,627,017	1,627,017	20,156.85	-	20,156.85	3,887	16,270.17	16,270
Ruparel Memorial Foundation	15,400	40,000	55,400	40,000	15,400	15,400	154.00	400	554.00	400	154.00	154
Swedish Families (Sirka, Yoga, Lanner, Nordtug)	2,201,798	2,943,272	5,145,070	4,887,422	257,648	257,648	22,017.98	29,433	51,450.70	48,874	2,576.48	2,576
Bamboo	-	318,330	318,330	319,672	(1,342)	(1,342)	-	3,183	3,183.30	3,197	(13.42)	(13)
Tiger Aspects	-	1,687,140	1,687,140	1,507,077	180,063	180,063	-	16,738	16,737.50	15,071	1,666.73	1,667
Total	22,789,030	49,663,669	72,452,699	65,321,696	7,131,003	7,131,003	227,890	496,503	724,393	653,217	71,176	71,176



Olesere Rainwater harvesting roof being used as a community meeting space



One of Olesere CMMF groups in session



Bonga Girls attending a vocational skills training in hairdressing



Bonga Girls during a Vocational skills class in Tailoring



BASECAMP FOUNDATION KENYA



Landowners training at Mara Loita Hotel



A partner gets a feel of the Bonga Animated Class in Session



BCFK staff Annual Team building at Lukenya Gate-away



We are aiming Higher!