



# ANNUAL IMPACT REPORT

# 2024



**BASECAMP FOUNDATION KENYA**



With Olesere CMSG cluster women during the Agder Visit, 2023 at the water harvesting roof system.



MGLS Admission Day, 2023.



Tree Planting during the marking of the World Environment Day, Naboisho Primary School

... leave a positive footprint



# CONTENTS

ABBREVIATIONS	4
1. Who We Are	5
2. Background	5
3. Programs Overview	6
3.1 CBEI/ ECCE Program	7
3.1.1 Mara Girls Leadership School (MGLS)	7
3.1.2 STEM Training – Teachers training for developing countries	8
3.2 Bonga program – Adolescent Girls’ Empowerment Program Bonga	11
3.2.1 Key Highlights of the BONGA Program Results:	12
3.2.2 Challenges	13
3.2.3 Bonga forums achievements to date	13
3.2.4 Challenges	13
3.3 Community Managed Saving Groups- CMSG	16
3.3.1 Key Highlights of the CMSG Program Results:	16
3.3.2 Challenges	17
3.4 The Civil Society - Community Institution program	18
3.4.1 Key Highlights of the CIVIL SOCIETY	19
3.4.2 Challenges experienced	19
4. The Community End-of-Period Meetings	21
4.1 Community end of period activities	21
5. Going forward/ plans beyond 2023	22
5.1 Education support/ Education program (CBEI)	22
5.2 CMSG/CDOS	22
5.3 CMSG – Women empowerment	22
5.4 Bonga – Support of Bonga forums	23
6. Projects Success Stories	23
6.1 BONGA PROGRAM	23
6.1.1 Success Story of Ms. Nashilu Rakwa - Olare Orok Bonga Centre.	23
6.2 CMSG SUCCESS STORY	24
6.2.1 Ms. Nolari Lemurt	24
6.3 BONGA FORUM SUCCESS STORY	25
6.3.1 Olare Orok Bonga Forum	25

# ABBREVIATIONS

BCFK – Basecamp Foundation Kenya  
BST's – Bonga Support Teams  
CBEI – Community-Based Education Initiative  
CBO's - Community-Based Organizations  
CDO's – Community Development Organizations  
CMMSG – Community Managed Saving Group  
ECCE – Early Childhood Care & Education  
F&P – Friends & Partners  
KCB – Kenya Commercial Bank  
MGLS – Mara Girls Leadership School  
NARIGP – National Agricultural & Rural Inclusive Growth Project  
NCDO – Nkoilale Community Development Organization.  
NGAAF- National Government Affirmative Action Fund  
SF – Stromme Foundation  
SFN – Stromme Foundation Norway  
SFEA – Stromme Foundation East Africa  
T-o-T – TRAIN OF TRAINERS

## 1. Who We Are

Basecamp Foundation Kenya (BCFK) is a not-for-profit organization that has been working for nearly fifteen years with the marginalized Maasai communities around Naboisho Conservancy, adjacent to the vast Maasai Mara National Game Reserve in Narok County, Kenya. The organization strives to transform lives through innovative, sustainable development models anchored on four pillars: Education, Empowerment, Entrepreneurship, and Energy. BCFK implements its projects in partnership with the Stromme Foundation, Swedish and Norwegian family trusts, and other stakeholders. The organization is headquartered in Nairobi, with a field office at the 'Biotisho/Green Center' in Talek Township, Koiyaki Location, Siana Ward, Narok South Sub-County.

## 2. Background

This report presents the outcomes/results of the development missions implemented by Basecamp Foundation Kenya in corporation with Stromme Foundation, in 2023. Basecamp Foundation Kenya (BCFK) is non-profit organization that defines its work as transforming lives-leaving a positive foot print by being an innovator of models for sustainable development through community empowerment and conservation. This is made possible through implementation of projects in partnership with Stromme Foundation in the areas of education, empowerment, environment, entrepreneurship and clean energy which have been undertaken successfully in Narok West, Koiyaki Location, in the interior of Naboisho Conservancy in Talek along the famous Maasai Mara national reserve.

Working in the villages neighboring to the Naboisho conservancy which is a Community leased land for tourism and wildlife conservation, the activities were premeditated and implemented in six thematic areas which are: Community Based Education Intervention Project (CBEI); Mara Naboisho Adolescent Girls Empowerment Project (Bonga); Mara Naboisho Community Managed Saving Groups Project (CMSG); Community Empowerment Centre for Maasai Mara (Talek Green Centre); Community Institutions and Leadership (Green Villages) and Mara Girls Leadership School (MGLS). Naboisho Conservancy is one of the community managed wildlife conservation areas that lie next to the State ruled Maasai Mara National Reserve.

Community Based Education Intervention (CBEI) project activities include capacity building of the schools' Boards of management to effectively manage schools, Parents teacher's associations' seminars & Early Child Development. It also aims on improving, maintaining and developing school infrastructure as a complement strategy for, providing high-quality education to children, promoting retention and improving performance of children. On its part, the Bonga program specifically targets, adolescent girls and young mothers in order to address challenges associated with negative cultural practice such as, early marriage, female genital mutilation and early childbirth. The community managed Saving Groups (CMSG) project aims at empowering women by providing an avenue by which they can, save, invest and access loans to start micro and small businesses.

The Talek Green Centre is a community education and empowerment center that is intended to serve as a demonstration centre for sustainable development concepts. These concepts include solar energy solutions, a showcase of micro -small businesses and innovations in the Mara. The Community institution program (Green Villages) aims at promoting development concepts addressed and acquired at the Green Centre at village level. Its main focus is to providing access to adequate clean water for domestic and livestock use, improve access to quality education for all children, address illiteracy among women and youth through vocational skills trainings, providing access to renewable energy and sustainable waste management.

The Mara Girls Leadership School (MGLS) is a model school established by BCFK with an inclusive goal of securing primary education leading to effective qualification for the most talented vulnerable girls during their most intricate school years (grades 6, 7 and 8).

Furthermore, from perspective in which the Naboisho and Maasai Mara community live, Basecamp seeks to safeguard wildlife and ecosystem, mainly concentrating on working with landowners. This project intervention is critical because wildlife forms an integral part of the community's culture, economy and future prospects.

### 3. Programs Overview

Basecamp Foundation Kenya (BCFK) implements five core projects grounded in its four pillars: Education, Empowerment, Entrepreneurship, and Energy. These projects include the Community-Based Education Intervention Program (CBEI), the Adolescent Girls Empowerment Program (Bonga), the Community Managed Savings Group Program (CMSG), the Mara Girls Leadership School (MGLS/Talek Green Centre), and the Civil Society - Community Institutions & Leadership (Green Villages).

BCFK's overall education goal is to promote access to education for all, which is why its core programs are education-centered. Under the **Early Childhood Care and Education (ECCE)/ Community-Based Education Intervention (CBEI)** program, activities include Baba & Mama sessions, BOM (Board of Management) capacity building, training for early childhood caregivers, and village education on the importance of education. The program also focuses on improving, maintaining, and developing school infrastructure to provide a supportive learning environment, leading to better retention, comfort, and improved performance in school. BCFK endeavors to build effective partnerships between parents and schools to support children's learning for improved outcomes. Parents are seen as the primary advocates for their children's continued education.

**Mara Girls Leadership School (MGLS)** is a model school established by BCFK to secure primary education for talented Maasai girls, ensuring their transition to high school. Located at the Biotisho/Talek Green Center, the school has fully transitioned to the Competence Based Curriculum (CBC) – Junior Secondary School. Currently, it has two classes, Grade 7 and Grade 8, with each class having 24 students, totaling 48 students aged between 11 and 14 years. By 2025, the school will have three classes, Grades 7, 8, and 9, to make it a complete Junior Secondary School with a total enrollment of 72 students.

**The Green Centre** serves as a community education and empowerment hub, demonstrating sustainable development concepts such as solar energy solutions, small business mimicry, and innovations in the Mara.

**The Bonga Program** targets out-of-school adolescent girls and young mothers, addressing challenges associated with harmful cultural practices like early marriage, early childbirth, female genital mutilation, and child abuse. Bonga offers six months of informal education, equipping young mothers with basic life skills. Graduates then join the Bonga Forums, the program's sustainability approach that ensures continued application of knowledge through collective activities at the village level.

The CMSG project empowers women by providing an avenue for saving, investing, and accessing loans to start micro and small businesses. The program is based on the self-help group concept, enabling women to lead their journey to economic empowerment. At maturity, CMSG links established groups to other development agencies, micro-financing institutions, and stakeholders to support the program's growth and sustainability.



### 3.1 CBEI/ ECCE Program

The Community Based Education Interventions (CBEI) program promotes the delivery of quality primary school education within the community we work with. It focuses on collaborative engagements with school leadership, the board of management, and parents to foster collective responsibility for quality education for their children. This is achieved through investment in school infrastructure, improvement of the learning environment by providing ECD playground equipment and colorful motifs, capacity training for teachers and boards of management. The program also conducts forums for community participation in education, such as parents' seminars, Bonga for Schools, and establishing school clubs in areas of environment and conservation.

The Early Childhood Care and Education (ECCE) program focuses on promoting education for early learners, aged between 3 to 8 years. This is done by improving the learning environment with classrooms featuring colorful motifs and playground equipment, building the capacity of caregivers (ECD teachers), and encouraging parents to enroll their young ones in ECD as soon as they reach the recommended age. ECD centers are not stand-alone facilities but are part of the primary school facilities. It is however not uncommon to find stand-alone ECDs which act as feeder schools to the surrounding primary schools.

The **'Bonga for Schools'** program has gained momentum since it was rolled out at the height of the pandemic in 2020. Currently, 11 schools are using this approach to address teenage and adolescent issues such as teenage pregnancies, early marriages, and school dropouts. These schools include MGLS (48), Talek (143), Oloigero (95), Enkeju-Enkoirien (30), Olesere (45), Rekero (20), Olemoncho (30), Aitong (50), Ilbaan (57), Olkimitare (25), and Molibany (37) primary schools.

Our recommendation is that each partner school commits to holding monthly Bonga sessions to ensure that challenges surrounding adolescence are timely addressed. The discussion forums often vary depending on the schools' approach; some schools only include girls, while in other schools, both boys and girls are engaged.

The primary aim of the Mother-Daughter Forums is to equip mothers with the skills needed to address adolescent challenges affecting teenagers in the 21st century. Facilitating open and candid talks between mothers and teenagers helps mothers gain a deeper understanding of the issues affecting their children, and especially the girls, who in this case are more vulnerable. Additionally, these forums help teenagers appreciate their parents and society at large. Three mother-daughter sessions were facilitated in three partner primary schools, with a total of 350 parents/mothers attending. This initiative has strengthened parenting in the community by enhancing the understanding of teenagers, their challenges, and effective ways to handle them, ultimately fostering better communication between teenagers and their parents.

#### 3.1.1 Mara Girls Leadership School (MGLS)



Figure 1: MGLS girls

Mara Girls is a model school for talented Maasai girls. The school has been in operation since January 2017. Its focus is to provide quality primary school education to talented Maasai girls of ages 12 – 14 years, in upper primary level (Class 6- 8). The school was originally comprised of single-stream classes of 16 pupils each and a maximum population of 48 pupils per annum. However, with the transition to a Junior Secondary school under the CBC (2-6-3-3-4) Curriculum, we hope to maintain the three single streams of 24 girls each in line with the Ministry of

Education requirements and target to eventually house 90 girls within the complex. The first intake of Grade 7 students takes place in January 2023, and in the same year, we shall host the final Class of the 8-4-4 system. The school continually has 100% transitioned to the top secondary schools in Kenya, except for one girl in 2022, who dropped out on her volition due to pregnancy despite teachers, management, and parental guidance on the importance of completing her primary school education. In addition to the government curriculum, girls at MGLs are privileged to get training and mentorship in other areas like computer studies, Art, and leadership skills. They also participate in extracurricular activities like music, sports and public speaking. They also from time to time acquire skills through short-term workshops from volunteers who have given the girls in other areas like Art therapy, information technology, and a program reading program that promotes literacy under the well-equipped school library. The girls also participate in exchange learning visits in collaboration with other public primary schools supported by BCFK, where they undertake joint exams to promote academic excellence through competition. These joint exams mainly act as benchmarking opportunities for both learners and teachers. The school also launched an Alumni association through which the institution shall be able to track the learners' progress beyond higher education and promote peer collaboration under the "big sister" program that would enable the alumni to nurture future generations. The school is largely funded by the Stromme Foundation (Skagerak & Agder Energi as the back donors) and Five Private Swedish & Norwegian Family trusts (Nordtug, Sällström, Lanner, Hans Lundström, Anita Lundström). BCFK board and management are active.

### 3.1.2 STEM Training – Teachers training for developing countries

In November a team of engineers from Norway took all the teachers and the learners through a week-long STEM (Science, Technology, Engineering & Maths) training for teachers in developing countries using the scientist Factory pedagogy and Engineers without Borders (EWB-Norway) as teachers. Teachers from other public schools supported by BCFK were invited and participated in the training. This included representative, Talek

Boarding primary school, Molibany Primary, Irbaan Primary, and longer primary teachers and learners to join in the training.

The training aimed at making STEM education practical, inspiring, and engaging for both teachers and students.

STEM is seen as a major pathway to solving global problems relating to climate change, poverty, food security, and the prevention of communicable diseases. It is deemed important that to groom competent future scientists, the instructors at schools and colleges (Teachers) need to be well-equipped and well-versed in the proper teaching methodology.

#### **Immediate results from the training were;**

- ❖ The training was an eye-opener to ways of triggering learners' curiosity in different topics.
- ❖ The teachers also acquired skills in simplifying complex topics.
- ❖ They were also able to learn ways of making lessons fun for the learners.
- ❖ All participants expressed interest in participating in further training in the same area.

#### **An overview of some of the MGLS Alumni in High School**

Mara Girls Leadership School does not engage learners in academics only. We train leadership among other skills.



Meet the following girls who are excelling at their national schools:

### 1. Tabitha Meingati- Kisumu Girls- Form 2

- ❖ At Mara Girls Tabitha was a volleyball player and the games captain.
- ❖ She continues to explore her leadership abilities at Kisumu Girls in the following:
- ❖ She is the assistant volleyball captain and on the school team.
- ❖ She is in charge of guidance and counseling in her class.
- ❖ Tabitha is the third girl admitted from MGLS at this particular national school.



Figure 2: Tabitha Meingati

### 2. Faith Kileyia – Alliance Girls High School – Form One.

- ❖ Faith Kileyia topped her Class 8 KCPE 2023 exams with 403/500 marks, earning a mean grade of A.
- ❖ She received admission to the prestigious Alliance Girls High School, her dream school.
- ❖ Faith served as the school president and chairlady of the student council in 2023.
- ❖ She was also an official in the Christian Union.
- ❖ In co-curricular activities, Faith represented Mara Girls Leadership School (MGLS) at the regional level in volleyball.
- ❖ She was an accomplished public speaker and debater, representing her school in county speech competitions.



Figure 3: Faith Kileyia at Alliance Girls High School

- ❖ Faith aspires to become a medical doctor, driven by her passion for community service and the recognition of an acute shortage of doctors in the Mara region.
- ❖ She is now a member of the MGLS Alumni Forum, a platform that allows her to interact with former school mates on life and academic issues during the holidays. The platform also allows for close contact and tracking to ensure that she remains focussed on achieving her academic goals.

# Key Highlights of the CBEI/ECCE Program Results:



**3,950**

Grade 1-3 Enrollment 2023  
primary schools

**730**

Pupils participating in the  
"Bonga for Schools"



**20**

Partner primary schools  
and 19 ECD pre-primary schools.



**1,628**

ECD pupils benefiting.

**343**

parents attending  
Baba/Mama session  
in Rehero, Olemoncho,  
oloigero, olesere &  
ilbaan schools.

**16**

Partner primary  
schools  
Embracing the  
"Bonga for  
Schools".



**2**

Baba and 4 mama  
sessions  
Conducted.

**343**

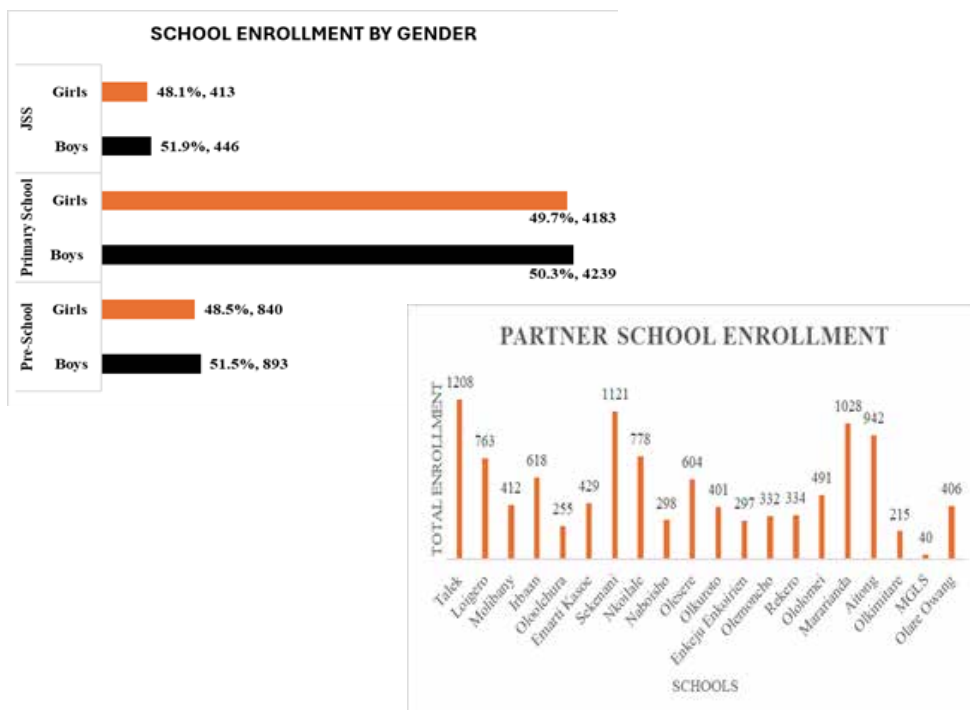
Parents have  
participated in parent  
seminar meetings

"Let's  
Talk!"



**30**

Handwashing Stations distributed  
in partner schools



### 3.2 Bonga program – Adolescent Girls’ Empowerment Program Bonga

The Bonga Adolescent Girls program targets out-of-school girls and young mothers ages 13 – 21 years. It is a program that aims to provide informal education to young women who did/do not have a chance to attend school or had to drop out due to poverty, retrospective 10 cultural practices like FGM or teenage pregnancies. Bonga is a Swahili slang word meaning “let’s talk”. The informal sessions are conducted at a “bonga center”, which could be a community social hall, a church, or a classroom in a nearby school. Most centers are made up of 20 – 30 young women, under the instruction of a trained instructor known as an ‘Animator’ and a group of community volunteers known as the “Bonga support group”. Target membership of the BSTs is usually both men and women with influence at the community level. One could be a local government leader like the chief, village elder, church leader, or teacher. The program is implemented through animation and other teaching methods. Animation is mainly used due to the low literacy levels of the entrants.

The program is 6 months of informal learning sessions, designed to equip young women with basic life skills that enable them to take care of their families and contribute to related issues in society. The sessions are carried out



Figure 4: Bonga girls’ graduation, Olkimitare Bonga Center class of 2023.

in an environment that closely resembles the community cultural set-up. This is the reason why a basic Bonga center does not have standard classroom furniture, but will most likely have a mat spread on the floor as the sitting area. It is not uncommon to find the Bonga program structure.

**3.2.1 Key Highlights of the BONGA Program Results:**

- ❖ 7 Bonga Centers operational in 2023
- ❖ 8 Bonga Alumni Forums
- ❖ 1,453 Girls have been enrolled in the program 2014 – 2023
- ❖ 143 Individual businesses From Bonga Alumni
- ❖ 7 Forum/group businesses From Bonga Alumni
- ❖ 353 Girls Acquired Vocational Skills 2015 – 2017
- ❖ 36 Bonga support team trained on project sustainability



7

**Bonga Alumni Forums**  
registered as a self-help  
group in 2023



1,453

Girls, have been enrolled in the  
program 2014 - 2023



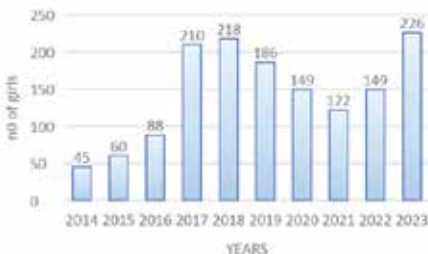
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**Bonga Centers**  
operational In 2023

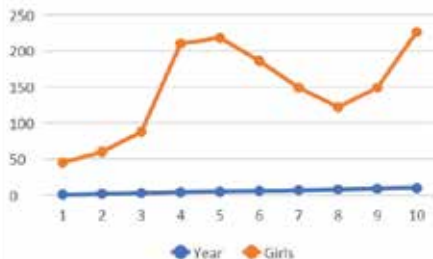
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**Girls Acquired  
Vocational Skills** From  
2015 - 2017

**Bonga Annual Enrollment**



**BONGA ENROLLMENT TREND**



### 3.2.2 Challenges

- ❖ Some BST members are not active thus leaving work to a few hardworking ones
- ❖ Bonga girls' drop-out number is high due to pregnancies since most of them are young married mothers
- ❖ Most of the girls have not had formal education before hence making it hard for them to read and write
- ❖ The roads are impassable during the rainy seasons

### Bonga Forums

After the completion of the life-skills classes, the graduates are encouraged to join the Bonga alumni association, “**Bonga forums**” which is the program's sustainability vessel. The forums are set up as peer learning groups, who are encouraged to embrace the CMSG approach of saving and where possible collective investments. These forums are further registered as self-help groups with the local authorities and can seek funding from various youth and women empowerment organizations/ programs. With the support of the BST the forum leaders can conduct life-skills sessions for other young women willing to learn the content of the program

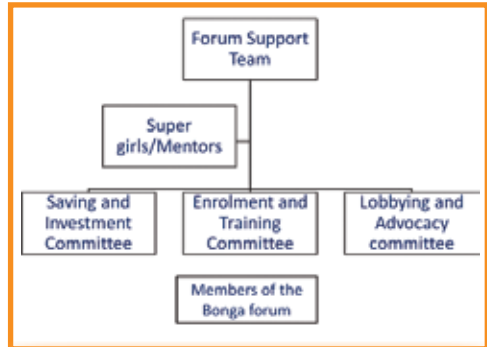


Figure 5: Bonga forums structures.

### 3.2.3 Bonga forums achievements to date

- ❖ **7** Bonga forums are registered as Self-help groups
- ❖ **258** members of the forums are engaged in savings activities
- ❖ **115** forum participants have received IGA training from different forums
- ❖ **1** forum from Olkimitare conducted peer learning in the adjacent primary school and they were able to address early marriages, teenage pregnancies, and FGM with the school girls.
- ❖ **1** forum of 10 members received training on entrepreneurship from the county government youths and women funds officer and acquired a loan of KES 100,000 as a group.
- ❖ **1** forum is linked to NGAAF and has received a 200-seater event tent for group business

### 3.2.4 Challenges

- ❖ Market competition for the group business
- ❖ Forum savings were affected by the droughts since most of the women depended on agricultural products
- ❖ The time frame allocation for the intervention is too short
- ❖ Most of the Bonga alumni have not joined the forums
- ❖ Most of the BSTs (Bonga support team) are not active which delays the linkage





The Olesere CMSG cluster women showcasing their merchandise during their past visit



The Mara Girls Leadership School breaks into song and dance after all the teams came top at the sub-zonal competitions.



Grade 8 students, Mara Girls Leadership School



Graduations of the Bonga Class of 2023, Olkimitare Bonga Centre.



The Mara Girls Leadership School breaks into song and dance after all the teams came top at the sub-zonal competitions.



Dr. Lars Founding Trustee (left) at the Murang'a Bamboo4Kenya Project flanked by Kamahuha CDO members





Guests from Agder Energi engaging the Rekeru Primary School pupils during their past visit.



During the launch of the school feeding program at Rekeru Primary School during the Skagerak Energi visit.



The Olesere CMSG cluster members during the past visit.



BCFK Trustee Ole Bernt and Bamboo 4 Kenya lead project officer, Samuel taking BCFK officers around the project.



Interacting with the learners at Rekeru Primary School.

process of forums to other funding opportunities

The Bonga forums are yielding significant results. The Olkimitare Forum now shares a milk collection and cooling facility with the CMSG cluster group in their village. This equipment, provided by the private sector company Brookside, was granted to boost the dairy business. Additionally, the Olkimitare forum received an incubator from the National Agricultural & Rural Inclusive Growth Project (NARIGP) to support their poultry-keeping initiative. These efforts have greatly enhanced women's economic independence.

In a demonstration of program interdependence and collaboration, two Bonga alumni continue to be employed by the Nkoilale Community Development Organization (NCDO) under the sewing project. These women received their vocational training through the BCFK back then when the budget permitted. NCDO is also one of the community-based organizations (CBOs) formed by BCFK under its civil society program.

The forums have also established collective and individual kitchen gardens to supplement family diets, with any surplus generating income in some villages, such as Olare-Orok, Oloosokon, and individual gardens in Olesere.

### 3.3 Community Managed Saving Groups- CMSG

CMSG is a program that champions the creation of village-based savings groups, comprised of members drawn together by a common desire to achieve economic independence. Most groups are made up of 15-30 individuals, who then select officials from amongst themselves

to coordinate the group's activities. The groups' main focus is to pool funds through systematic periodic savings, to build a capital base from which members can borrow at minimal interest rates to address their short-term financial needs. Most loans are used as investments, small-sized business ventures, social obligations, and emergencies. The regular contributions and uptake of loans determine the rate and size of the collective fund.



*Figure 6: Rekero cluster meeting*

generally ensuring the methodology is implemented correctly. Once the village-based groups are deemed to have reached stability, they are then linked into larger groups called clusters that comprise several smaller groups.

CMSG uses community-based facilitators, who work directly with the grass-root groups by providing supervision, capacity training and

#### 3.3.1 Key Highlights of the CMSG Program Results:

- ❖ 95 mature groups formed and supervised from 2012 – 2022.
- ❖ 1 Federation formed.
- ❖ 1,498 Total members actively saving 1,467 women & 31 men.
- ❖ 1,398 members with viable IGAs/Enterprise.
- ❖ 7 CMSG clusters formed (Olkimitare- 1 cluster, Aitong – 1 cluster, Rekero- 2 clusters, Nkoilale- 1 cluster, Olesere- 1 cluster & Olemoncho- 1 cluster.
- ❖ 1 Stakeholders meeting was conducted
- ❖ 134 group leaders were capacity built

- ❖ 2 Women Crafts Center in the process of land acquisition.

### 3.3.2 Challenges

- ❖ Most of the savings' groups are not consistent with savings
- ❖ groups are slow to link with other stakeholders for sustainability
- ❖ Federation leaders' meetings require transportation because they come from different villages which are far from each other
- ❖ The roads are impassible during the rainy seasons

Each group is represented at the cluster level by selected /seconded officials who coordinate the cluster's operations. Each group belonging to a cluster contributes a portion of their savings to the cluster, which then can provide longer-term loans to the groups. The clusters are at the top tier and linked together under one registered umbrella organization referred to as the federation. In our case the registered federation is called "Naretoo Federation of Community Managed Savings Group". Total number of members actively saving reduced from 1,881 members in 2021 to 1,498 members in 2022. This comprised 1,467 women and 31 men. We saw an increase of men willing to join the savings groups by 8 men. One additional cluster was also formed and 55 groups graduated in December 2022. Total clusters increased from 6 to 7 i.e.

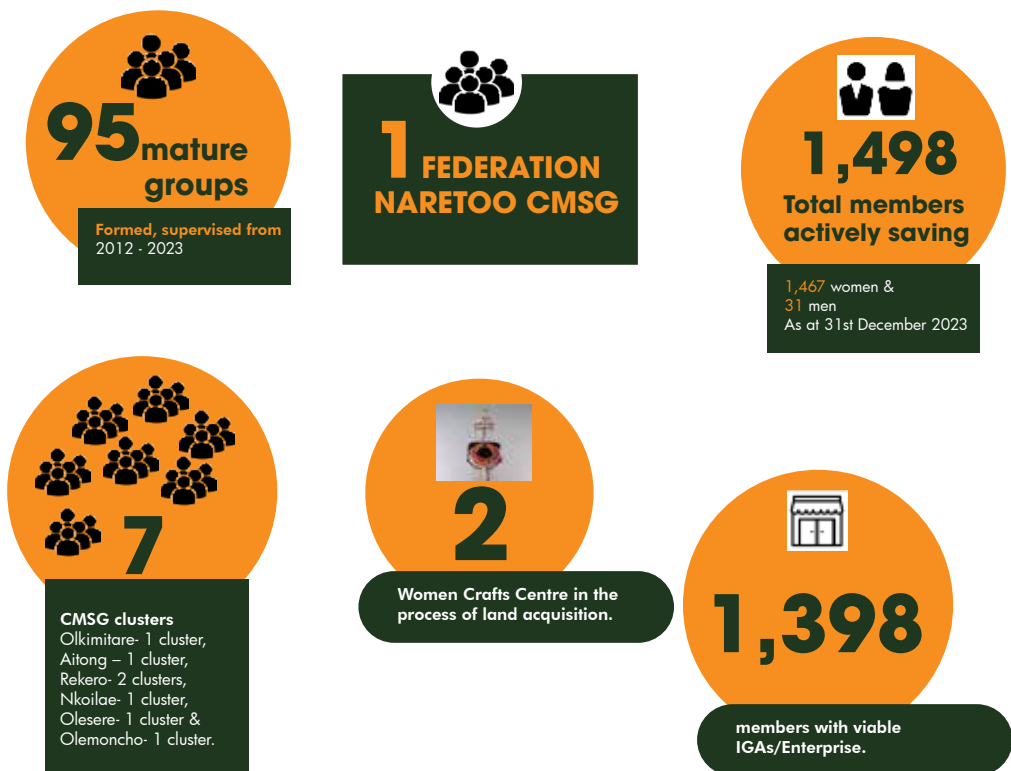
- Olkimitare- 1 cluster
- Aitong – 1 cluster
- Rehero- 2 clusters
- Nkoilale- 1 cluster
- Olesere- 1 cluster
- Olemoncho- 1 cluster.

Social franchising is a pilot project under CMSG which anticipated that the clusters, savings groups and the federation will recruit members to see value of self-dependence and productive economic engagement and as a result be able to access funds to progressively dig themselves out extreme poverty common in the rural communities. Use the initial funding from the sale of solar products to sustainably lend members capital for investment in income generating activities and as a result members successfully repay the advanced affordable loans thus improving livelihoods. That the federation will create a capital base for the groups in the federation to access funds in order to initiate, expand, and diversify their businesses.



Figure 7: Ilaramatak CMSG group, Nkoilale during their weekly meeting.

# Key Highlights of the CMSG Program Results:



## 3.4 The Civil Society - Community Institution program

This program aims at promoting sustainable development concepts in all the villages we work in. Its focus is to capacity-build communities to take control of the development agenda at the grassroots. Using the green village & Eco-storm (Olpul) approaches, BCFK helps the community identify social needs and equips them with the knowledge on how to demand/champion their rights from the government, and where possible come up with home-based solutions to their problems.

A model green village should ideally have easy access to clean drinking water, health facilities, basic education, clean sustainable energy sources, and food security. The Talek Green Centre is a community education and empowerment center that demonstrates sustainable development concepts. These concepts include educational facilities, Rainwater harvesting systems, solar energy solutions, and Bamboo species that can thrive in the Mara.

### 3.4.1 Key Highlights of the CIVIL SOCIETY

- ❖ 5 CDOs' Formed -Nkoilale, Olesere, Olare Orok, Rekero, Endoinyo –Erink
- ❖ 5 Rainwater Harvesting Systems -MGLS, Rekero, Olare Orok, Olesere, Olemoncho.
- ❖ 4 Institutions benefiting from solar energy, Rekero, Olemoncho Spring, Talek Boarding
- ❖ 1-Spring catchment at Olemoncho Village
- ❖ 1 RO-Reverse Osmosis system at Talek Primary formed
- ❖ 2 eco-storm meetings were held with community members
- ❖ 4 CODs SWOT results dissemination were conducted where 350 community members participated in the meetings
- ❖ 5 CDOs participated in peer learning at Nkoilale CDO one of the most successful CDO

### 3.4.2 Challenges experienced

- ❖ The roads are impassible during the rainy seasons
- ❖ Most of the CDO leaders can work without supervision and guidance
- ❖ Implementation of the CDO plan has been difficult for the CDO leadership

It is through this program that BCFK has over the years championed the, set up of community-based organizations CDOs' that champion resource mobilization, planning & development in the various villages, construction of rainwater harvesting systems in schools and communities, use of solar energy, access to energy saving jikos, sustainable waste management, Improvement of school infrastructure, Health outreach, and water management committees. The Olpul approach (traditional eco-storm) is the cultural social organization that sets aside special sites in the communal spaces where elders would meet for ceremonial purposes and to deliberate on important communal issues. The traditional setup excluded women and youth from the process, but the BCFK's version is all-inclusive to encourage & empower women and youth to participate in the community's leadership and development.



Figure 8: Endoyio Erinka CDO meeting on session.



# Key Highlights of the CIVIL SOCIETY

## TY Program Results:

5



### CDOs' Formed

Nkoilale, Olesere, Olare Orok, Rekero, Endoinyo -Erinka

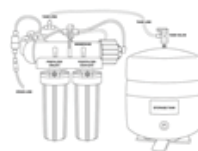
5



### Rainwater Harvesting Systems

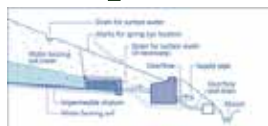
MGLS, Rekero, Olare Orok, Olesere, Olemoncho.

1



### RO-Reverse Osmosis system at Talek Primary formed

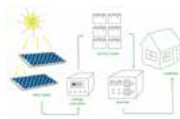
1



### Spring catchment

At Olemoncho Village

4



### Institutions benefiting from solar energy

MGLS, Rekero, Olemoncho spring, Talek Boarding



## 4. The Community End-of-Period Meetings

2023 was the community exit year marking the end of another 5-year journey of partnership with Stromme Foundation Norway, through its East African regional office in Kampala-Uganda, in the implementation of various projects within the Maasai mara, we have ensured that the in-built sustainability structures in each project have been rolled out.

Most of these projects were greatly influenced by the Stromme methodology which relies on the waterfall approach to project implementation, in which projects involved a linear flow of events that would lead to project maturity or completion. Well, in line with the inbuilt sustainability models, the projects are now at maturity. We have been preparing the beneficiaries for the **phase-over**, **phase-out**, and **phasing down** depending on the nature of the project. The sustainability structures within each project are now functional, even though there is a need for continued capacity training in some areas.

### 4.1 Community end of period activities

#### Education

- Bonga for schools rolled out.
- 16 schools are mobilized for Bonga for schools TOT
- GGF-Maintenance fund activated in three schools
- MOUs signed with Rehero & Olesere primary schools
- Repairs are done at MGIs

#### MGLS

- MGLS Proposed board of trustees.
- The school has fully transitioned into Junior secondary school
- Grades 7 & 8 are in operation with 48 students

#### BONGA

- 7 Bonga forums formed and actively working
- BST capacity training on exit was done in 7 villages
- Bonga forums are linked to NARIGD.

#### CIVIL SOCIETY

- 5 CDO working with the community to promote people-led development projects
- CDO Peer learning training was done
- Community eco storms were in 5 villages

#### CMSG

- 7 Clusters formed
- 1 Federation registered
- Linkages to KCB, NGAAF, JOYWO & NARIGD

**Sustainability structures** are governance bodies, programs, and tools set up in close collaboration with the beneficiaries to spearhead the continued administration and/or implementation of projects that will be eventually phased -over to the community. This includes CDOs (community development organizations), Water management committees, Bonga Support Teams, BONGA forums for Bonga alumni and CBOs, CMSG's Naretoo Federation

CMSG's Women Crafts Centre, School Boards of Management, Infrastructure Maintenance Fund (GGF), Bonga for schools program and MGLS Community trust.

## 5. Going forward/ plans beyond 2023

### 5.1 Education support/ Education program (CBEI)

BCFK will continue collaboration with schools and the community to;

- Discourage school drop-outs
- Boost quality education, and address FGM & other cultural issues through Bonga for schools,
- Parenting seminars
- Keeping an eye on school infrastructure and, if funding opportunity allows, support infrastructure development where possible.

### MGLS- our Centre of excellence

Mara Girls Leadership School as our flagship project will continue with the Normal learning activities of a Junior Secondary School, pending government directives, and CBC – Competency-based curriculum is continuously evolving. We will continue to implement the schools' consolidation plans such as;

- Setting up a platform for local & international partnerships for student sponsorship (Model of Koiyaki Guiding School)
- Developing a long-term financing plan for school operations
- Transition the school to a community-owned school
- Set up a Community trust with like-minded stakeholders to run the school and Settle the landownership issue for the school.

### 5.2 CMSG/CDOS

#### Mature programs like CMSG & CDO's

Will require minimum to low supervision beyond 2023 for mature groups & CDOs. We shall focus on supporting the beneficiaries in implementing their sustainability plans. Also, maintain a monitoring aspect to ensure they remain on track through Modelling/peer support by successful CDO or CMSG Cluster. Continue, Scouting out for other innovative opportunities / approaches that could benefit the community as add-ons to the programs. Possible expansion to areas beyond the current area of operation.

### 5.3 CMSG – Women empowerment

The most key engagement that will continue in CMSG going forward will be; the establishment of the Women's Craft Centre (Land acquisition, inline platform), which **help women purchase water tanks** - (They shall pre-finance / save for the purchase) BCFK links them to the tank Manufacturer (e.g. same supplier to the Muranga women group), Adult literacy program (Proposed pilot at Olesere village that hosts our visitors & Expansion of the adult learning classes at green centre), **Climate change & adaptation** – Tree planting around homesteads (Bamboo & Indigenous trees), and Keep in touch with the savings groups, through clusters and Federation.

## 5.4 Bonga – Support of Bonga forums

To continue with this program BCFK will; explore new areas for BONGA (Lemek / Mararianda), adaptive Bonga for existing Bonga Areas/centers (Focus on some form of adult literacy), strengthening bonga forums to be fully registered CBOs that can run joint investment ventures, Support the Forum mentors and BSTs to roll out animation classes at the village sites, provide learning materials to Bonga forums, training Forums on how to implement pastoral Income generating ventures successfully e.g. goat rearing as a business, and Training forums on adopting climate-smart agriculture – Kitchen gardens / Poultry.

## 6. Projects Success Stories

### 6.1 BONGA PROGRAM

#### 6.1.1 Success Story of Ms. Nashilu Rakwa - Olare Orok Bonga Centre.



*Figure 9: Ms. Nashilu Rakwa at her Tailoring Shop, Talek Centre.*

The Bonga Program serves as an effective platform for young women who have been affected by retrogressive cultural practices such as teenage pregnancy, early marriages, and female genital mutilation (FGM). These practices often deprive these women of education and empowerment opportunities. The Basecamp Foundation Kenya has established Bonga Centers as lifelines, where these women convene to address their challenges, aiming to find lasting solutions for their economic, social, and marital well-being.

Ms. Nashilu Rakwa is a 26-year-old, married, and has four children, two boys, and two girls. Her eldest child is 12 years old, while her youngest is 3 years old. She is one of three wives in a polygamous marriage. She was married off as a teenager and was unable to access education or other opportunities that could have been available to her. However, the Bonga Program gave her a glimpse into the endless opportunities available in the world, which fueled her

curiosity. She has now embarked on a journey to make something meaningful out of her life, something other than being a full-time housewife.

Ms Nashilu Rakwa learned about the Bonga program at a community mobilization meeting in 2020 and subsequently enrolled at the Olare Orok Bonga Centre for a six-month course, graduating by the year's end. After completing the program and acquiring valuable life skills, she joined the Olare Orok Bonga Forum which is an advanced peer learning group that ensures sustainability of Bonga Program graduates.

In her pursuit of self-sufficiency, Ms. Nashilu self-taught herself to use a sewing machine. Thanks to the collaboration between the Basecamp Foundation and the National Government Affirmative Action Fund (NGAAF), she acquired a sewing machine and established a tailoring

shop in Talek Centre. She saved the earnings from her clothing repairs and expanded her business to include beadwork, which supplements her income. Additionally, she has enlisted the assistance of two other women for beadwork, helping them to also earn a living.

As Ms Nashilu attests, being a small-scale businesswoman has enabled her to support her family's basic needs, pay bills, and assist her children when they require support for their education. Moreover, her business has given her a meaningful purpose, and proper utilization of her time as she can have something to count on at the end of each working day. She is grateful for the Bonga program, which has equipped her with life skills, empowerment, and a desire to learn to read and write. With optimism, she hopes that more women will join this transformative program.

Her aspirations include enhancing her sewing skills, expanding her business to increase profitability, and inspiring more women to embrace entrepreneurship. She also aims to improve her literacy skills to better manage her business and acquire additional life skills. Her vision for the future is one of financial independence, enabling her to support her children's educational pursuits and achieve heights in education that she couldn't reach.



*Figure 10: Ms. Nashilu with one of the women who works at her shop.*

## 6.2 CMSG SUCCESS STORY

### 6.2.1 Ms. Nolari Lemurt



*Figure 11: Ms Nolari Lemurt at her posho mill shop at Nkoilale Shopping Center*

The Community Managed Savings Groups (CMSGs) is a strategy that aims to empower women financially. It seeks to enhance financial literacy and foster a culture of savings among poor women in rural areas. The Basecamp Foundation Kenya initiated this program in the Mara Region in 2012. As of now, it boasts 95 mature groups with a membership of 1881 individuals, the majority of whom are women. Ms. Nolari Lemurt, a married mother of 11 children (5 boys and 6 girls), is a member of the Ilaramatak Women Group. This group is one of the six that form the Nkoilale CMSG Cluster.

Ms. Nolari joined the Ilaramatak Group as a pioneer member after participating in training and mobilization campaigns conducted by the Basecamp Foundation Kenya.

In addition to being a member, Ms. Nolari also serves as the overall leader of the Nkoilale CMSG Cluster. She is a businesswoman, a trained sales agent for green energy products, and a farmer. Her involvement in these various roles demonstrates the effectiveness of the CMSG's strategy in empowering women.

Joining a self-help group was an eye-opening experience for Ms. Nolari. It gave her a glimpse into a world of limitless opportunities, a transformation she never imagined. Previously, she was just a housewife, much like many women in her community, with no inclination to contribute to the financial needs of her household. However, her decision to strive for self-reliance marked a significant turning point in her life.

Ms. Nolari leveraged a short-term loan and savings from her milk sales to set up a small filling station selling petrol and diesel to vehicles and motorcycle operators plying the Narok – Sekenani highway. The profits from this enterprise allowed her to meet her family's needs and support her children's education. This achievement earned the admiration of her husband, a proactive individual with a strong focus on productivity. Together, they invested in a maize milling machine, which they installed at the Nkoilale Shopping Centre. This business continues to operate, providing income for the family and employment for one of the group members.



*Figure 12: Ms Nolari at her rental units at Nkoilale Shopping Centre*

Operating a business in the fast-expanding Nkoilale Shopping Centre provided Ms. Nolari with further business insights. She noticed a shortage of residential housing in the area. After discussing this opportunity with her husband, they decided to invest in a plot of land at the center by pooling their savings and some family assets.

They have since constructed four residential units and two commercial units, some of which are now occupied. This venture not only provides additional income for the family but also addresses a community need.

As a farmer, Ms. Nolari also supplements her income by selling milk. She has plans to expand her business ventures and has several other business ideas that she hopes to implement. Her journey, which began with her decision to join self-help groups, has been transformative. She aspires that her experiences and influence will serve as a source of inspiration for other women to embark on their paths toward financial autonomy and empowerment

## 6.3 BONGA FORUM SUCCESS STORY

### 6.3.1 Olare Orok Bonga Forum

The Olare Orok Bonga Forum began as a continuation of the Bonga Program, providing a platform for graduates to discuss issues affecting them and develop viable solutions. Over time, it has grown into a thriving group with 22 women members dedicated to building a successful business venture and advancing together.

To improve their financial status, the members ventured into various income-generating activities such as beadwork, soap making, small and medium-scale businesses, and selling milk. The savings from these activities were initially pooled to purchase sheep, with the goal of strengthening their capital base while exploring opportunities for joint ventures. As a result, the group now collectively owns 36 sheep. Their long-term vision



*Figure 13: Olare Orok Bonga Forum leaders showing a part of their investments to Forum Mentor, Susan Liaram during a monitoring visit.*

is to continue rearing sheep and eventually buy a plot of land in Olare Orok Shopping Centre. The plan is to construct rental and business units that will generate income for the group. In recognition of their efforts, the National Government Affirmative Action Fund, under the patronage of the County Woman MP, has awarded the forum Ksh 250,000 to support their initiatives.

In addition to their business activities, the forum members contribute Ksh 200 each week to a social fund, which is given to the host member in a rotational basis. This fund, totaling Ksh 4,400 weekly, is used for household improvements such as purchasing utensils, furniture, children's clothes, bedding, or addressing personal emergencies. The group also comes together to support fellow members during happy occasions or when unforeseen events like illness or bereavement occur to one them.

The empowerment these women have gained through the forum has enabled them to achieve significant personal and collective success. Without the forum, many would likely have spent their lives confined to traditional housewife duties, relying on their husbands for household provisions. Thanks to the Bonga Forum, they now have the opportunity to meet regularly, brainstorm ideas, seek opportunities, and take action towards achieving financial independence. This is a powerful testament to the impact of the Bonga Program.





Issuing of solar lanterns at Rekero Primary School.



BCFK Officers participating in the annual Mara Clean Up Day.



BCFK officers at the seedlings nursery, Bamboo 4 Kenya project.



Kamahuha CDO members tending to young Bamboo Seedlings

... leave a positive footprint





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