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Executive Summary

The purpose of this report is to illustrate the developmental process and transformation that has occurred in the community of Laila since partnership in 2014. The report will clearly outline the process and methodologies used to evaluate the development work, the sustainability status per pillar based on outcomes achieved as well as give specific examples that showcase how the community is empowered and is driving its own transformational change.

Each of the pillars within the WE Villages Model not only drive change distinctly but also work together to create exponential opportunities for growth, in what is often coined the ripple effect. Across the board, when one positive change occurs, it creates a compounding effect. For example, when a girl is empowered and provided an opportunity to learn, she not only gains an education, but she also has a direct positive impact on poverty reduction, food security, income generation, peace-building initiatives, investments in future generations as well as investments in her own children by ensuring they go to school.¹ ²

The report will demonstrate how holistic, sustainable projects and programs have been implemented with indicators and outcomes of sustainability evident. We are excited to share these impacts by pillar to tell the story of Laila, the story of sustainable development. By strategically investing resources in the key sectors within Laila that required support, the outcomes will bring decades of continuous and compounding positive impacts.

Pillar Highlights

Education
✓ Improved academic performance.
✓ Improved teacher to student ratio (1:39).
✓ Greater retention of teachers.
✓ Empowered School Management Committee.
✓ Competence Based Curriculum – CBC: Additional methodologies of teaching integrated.
✓ Increase in enrollment since baseline.
✓ Participation and ownership of the School Pride Program & Head Teachers’ Focus Groups.
✓ Improved transition rate from primary school to secondary school.

Water
✓ 100% of community members have increased access to a clean water source.
✓ Increase in girls enrolled in school.

Water system remains fully functioning and repairs are completed by the community-led Water Management Committee.
13 new latrine cubicles complete, including separating boys and girls.
Project continues to grow without our intervention (household connections).

Health
- 100% of the participants have completed and have in their home at least 80% of the indicators.
- Reduction in soil-transmitted worms.
- Teachers trained in first aid.
- Increase in access to quality healthcare.
- 8900+ visits to the health facility or mobile clinic.
- 154 successful and safe deliveries at hospital for mom and baby.
- Increase in access to emergency healthcare.
- 24/7 ambulance services are now available.

Food
- Increased access to food.
- Increased access to diversified food.
- Increased availability of food throughout the year.
- 787 direct beneficiaries.
- 264 trainings.
- School kitchen constructed and functioning.
- Community farm and school farm established and running independently.
- 9,546 tree seedlings planted in the community.

Opportunity
- 100% of all direct beneficiaries that are involved in Opportunity Groups benefited from resources including trainings and tangible inputs to help boost and grow their household income and savings.
- 90% of the program participants initiated individual income generating opportunities that have been key to improving their household incomes.
- 8 Opportunity Groups established.
- 984 training spots with the groups since 2014.
- Equal opportunities for men and women.
Background

WE Villages programs are designed to empower communities to break the cycle of poverty and drive their own development over the long-term. By identifying and creating initiatives that address the needs of the community in a holistic way, sustainability is a focus from the outset of program and project planning. Sustainability plans are incorporated into all development strategies and are informed by the needs and asset assessments which take place at the beginning of the partnership with the community. Sustainability focuses on continuity, integrality, and wholeness. All elements of the WE Villages model are designed to be community-owned and maintained, and self-sustaining within approximately five to eight years.

In the evolution of the holistic five-pillar model, with the anticipated overarching goal of communities driving their own transformation, we examined several approaches being taken by leading development organizations. There is a consensus in the development realm that shows similar thinking regarding key components of sustainable development programs including themes of ownership, capacity building, holistic programs, partnership development, and advocacy. These areas of focus empower communities to drive their own development, while being supported with the tools and resources for transformative projects and programs and laying the foundation for sustainability.

WE has been partnering with Laila, a community located in Narok County of Kenya, since the end of 2014. The community is predominantly composed of the Maasai ethnic group and has a population of just over 1,300 people. Our entry into the community was informed by a comprehensive community needs assessment that showed a notable lack of access to basic amenities and infrastructure such as clean water, quality healthcare, quality education, and sustainable food production, and high poverty levels.
PROGRAM APPROACH & DESIGN
Program Approach & Design
Prior to beginning any form of action, all programs are designed to reflect the following key drivers and approach:

- Asset-based Approach
- Rights-based Approach
- Partnership & Participation
- Gender Lens & Intersectionality

Asset-Based Approach
At the heart of the Asset-Based Community Development approach lies the belief that indigenous people, their institutions, skills and capabilities are the most critical resources for development. In essence, it is an approach that seeks to build sustainable livelihoods and to break the cycle of long-term dependency and promote self-sufficiency based on principles of:

- Appreciating and mobilizing individual and community talents, skills and assets. In short, it focuses on the strengths of a community rather than its problems and deficiencies, and how to bring these strengths to bear in community improvement activities;

- Community/externally driven development rather than development driven by outside or external organizations. This is key in helping to break the cycle of long-term dependency and ensuring sustainability.

Rights-Based Approach
WE Villages employs a “rights-based approach” to program planning and implementation. This approach uses human rights as the basis for development initiatives and emphasizes that the project beneficiaries are entitled to basic necessities, such as basic education, primary healthcare, etc. The promotion, protection and fulfillment of fundamental human rights becomes the centre of concern for sustainable development.

WE Villages’ right-based approach to development differs markedly from the conventional needs-based approach that emphasizes that beneficiaries are the objects of charity rather than the subject of rights.

Partnership & Participation
WE Villages employs a participatory approach in all its projects. Community members willingly contribute their time, labour and resources to the construction of projects in their community, thereby allowing them to achieve ownership of the process. Experience demonstrates that when community members have a sense of ownership of the project, they have a vested interest in helping to ensure its long-term sustainability.

Moreover, this participatory approach contributes to the development of a civically engaged and empowered citizenry, a fundamental prerequisite for the development of democracy,
good governance and respect for human rights. Community empowerment works hand in hand with local capacity building, which helps to ensure sustainability and that the beneficiaries are active participants in their own development.

As such, building local partnerships with existing community, municipal, and state level institutions is a core component of our approach, including:

- Community Leadership
- Government Partnership

Gender Lens & Intersectionality
A gender lens is present through program design to ensure the active participation and respected presence of both genders exists in all program development and execution.

A focus on women is prioritized early in the community partnership as it has been shown that investing in the girl child and women has a significant positive impact on standard of living indicators in a family and community.

Intersectionality reminds us that not everyone in a community faces the same challenges and has the same needs—economically disadvantaged women, uneducated women, and women from different ethnic groups experience exclusion in unique ways.

Assuming that women’s marginalization is a result of gender alone can ignore complex cultural and social networks that determine one’s place in society and access to opportunity, and gendered programming must be created with intersectionality in mind.

Phases of Community Development

<table>
<thead>
<tr>
<th>Partnership &amp; Foundation Building Phase I</th>
<th>Development &amp; Project Delivery Phase II</th>
<th>Transformation &amp; Monitoring Phase III</th>
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Partnership & Foundation Building
Before breaking ground on any project, we work closely with a community for a minimum of 1 year to establish strong relationships with community members while building trust with, and collective engagement of, key community leaders and the local government.

Community Mobilization
- Build relationships and trust with community members and leaders.
Establish trust and understanding with teachers and the educational leaders in a community.

**Partnership Building**
- Engage existing community leadership institutions.
- Build government engagement and support.

**Implementation Plan**
- Define the objectives of partnership, including the assets, strengths and commitments both parties bring to the table.
- Co-develop Implementation Plan for Phase II.

**Development & Project Delivery**
Building on the strong investment in the foundation of partnership, we move together into the tangible execution of the Project Implementation Plan developed in Phase I: a series of projects and programs across the five pillars.

**Phased Development Projects and Programs**
- Education
- Water
- Health
- Food
- Opportunity

**Ownership Strategies**
- Formation of any necessary committees.
- Continued deep engagement of community and local government.
- Investment of key sustainability initiatives in Opportunity and Food pillars.
- WE presence and support in community.

**Monitoring & Transformation**
During this time period, there is no longer a significant investment into the community or community projects. By pillar, the projects have been handed off to the necessary community and political groups and WE monitors the projects to ensure continued management. In this phase, evidence of transformation of the community becomes apparent as communities and groups take their own actions with confidence and drive further development.

**Impact Measurement and Logic Model**
Impact measurement and logic model are management frameworks that look at quantitatively and qualitatively evaluating the impacts of an organization. Impact measurement and evaluation enables an organization to understand the causal link between the interventions and inputs of a program and the overall set outcomes. Impact evaluation can also be termed as evaluating the overarching and longer-term impact of a program. When we start a program or project, we want to be able to answer the question, ‘What change happened?’. These tools enable us to classify and understand the effectiveness achieved within the inputs, outputs, outcomes and overall goal.

What Does Impact Measurement Help Us Understand?

Impact management and logic model, in other words, is a methodology that is primarily used for designing, monitoring, and evaluating international development projects. The approach enables an organization to create a ‘hierarchy of hypothesis’ and to deduce that if certain activities have been implemented, then certain outputs will be provided. If the outputs have been delivered, then the purpose or outcome will be achieved and then finally if the purpose has been achieved, then the overarching goal or impact will be reached.

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5 https://en.wikipedia.org/wiki/Logical_framework_approach
The WE Villages Model utilizes the logical framework approach (Figure A) as a tool to plan, track and monitor the outcomes and goals for its programs. Each pillar, and project within each of the pillars, has its own specific inputs, activities, outputs and outcome or outcomes. The outcomes from each of the pillars, when achieved, lead into a successful positive impact/goal resulting in transformational change. The logic framework specific to the WE Villages Model (Figure B) represents the sustainable outcome framework that is realized through the development work of WE.

Sustainable development refers to the idea of development that supports the economic, societal, environmental and cultural needs of the present within a community or society while ensuring not to compromise or deter from future generations to achieve their own success or fulfil their own needs. When projects and programs are designed, it is with a conscious effort to ensure that they support the needs of the present while ensuring that the future is not diminished in any way.

This report will demonstrate how the activities and resources that have been invested in Laila have created tangible positive results within the community that have led to positive sustainable development outcomes that have and will continue to provide transformational change for the community for decades to come.

Figure B: WE Villages Logic Model

The WE Villages Development Model has 5 pillars of impact that work in tandem to bring about long-term sustainable change within a community. The overall goal of the model is to empower communities with the capabilities to drive their own transformative outcomes. Each of the pillar activities speak to the outputs and outcomes within the chart below that are a part of a 5 – 7-year implementation plan, all leading to community ownership enabling long-term sustainability.

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6 https://en.unesco.org/themes/education-sustainable-development/what-is-esd/sd
<table>
<thead>
<tr>
<th>PILLAR OF IMPACT</th>
<th>IMMEDIATE OUTCOME (USE AND APPLICATION OF KNOWLEDGE AND INPUTS)</th>
<th>INTERMEDIATE OUTCOME (POSITIVE EFFECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION</strong></td>
<td>Improved teacher practice and delivery of curriculum, improved access to schools, libraries, and extracurricular activities for female and male students and increased community awareness and support for education.</td>
<td>Improved participation and retention of girls and boys in school.</td>
</tr>
<tr>
<td><strong>WATER</strong></td>
<td>Increased knowledge of proper hygiene practices by community members, increased access to safe and adequate latrines and sanitation facilities and increased access to safe drinking water.</td>
<td>Improved proper hygiene behaviors and clean water practices by women and men community members.</td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>Improved delivery and access of essential health services and increased knowledge of healthy behaviours by community members.</td>
<td>Improved health outcomes for women, men, girls, and boys.</td>
</tr>
<tr>
<td><strong>FOOD</strong></td>
<td>Improved knowledge amongst community members on agriculture and food security topics, increased use of agricultural resources and infrastructure and increased availability of food.</td>
<td>Improved availability of and access to food for women, men, girls and boys.</td>
</tr>
<tr>
<td><strong>OPPORTUNITY</strong></td>
<td>Increased knowledge and ability to manage and implement income generating activities and household finances. Increased access to infrastructure, supplies, assets and loans to facilitate the implementation of income generating activities.</td>
<td>Improved income opportunities and financial management for women and men.</td>
</tr>
<tr>
<td><strong>OVERALL GOAL</strong></td>
<td>Communities empowered with the capabilities to drive their own transformative outcomes.</td>
<td></td>
</tr>
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</table>
Located in Narok County, the village of Laila rests in a savannah that consists largely of arid and semi-arid expanses of open grassland. The area is generally hot and dry, but also prone to severe flooding during Kenya’s unpredictable rainy season. Laila is composed of approximately 1,300 Maasai community members who have suffered from extreme marginalization in terms of the right to education and accessibility to necessities such as clean water and healthcare. In general, community members make a small income that is generated through the sale of resources such as livestock and charcoal. WE has partnered with Laila since 2014 to implement holistic and sustainable development projects, with the aim of breaking the cycle of poverty and empowering the community to drive their own transformational changes.
EDUCATION
Education
Laila – Education – Sustainability Status

The sustainability chart below is a visual representation of the sustainability status of the Laila community, looking specifically within the education pillar. By following a defined, methodical approach to monitoring and evaluating how the inputs and activities have led to specific and tangible outcomes, we are able to confidently ascertain the status of sustainability and report on specific outcomes achieved.

Specific Highlights to Note

The following bulleted list includes some of the highlights of specific outcomes that have been achieved within the education pillar over the last 5 years. The achievements are tangible examples that showcase the transformative development work that has occurred. The section below will walk us through which resources have been invested, what specific activities have occurred and the results of those activities which led us to the overall outcome. The section includes quantitative and qualitative examples that look deeply into the intricacies of how the outcomes are attained.
✔ Improved academic performance.
✔ Improved teacher to student ratio.
✔ Greater retention of teachers.
✔ Empowered School Management Committee.
✔ Competence Based Curriculum integration – CBC: Additional methodologies of teaching integrated.
✔ Increase in enrollment since baseline.
✔ Participation and ownership of the School Pride Program and Head Teachers’ Focus Groups.
✔ Improved transition rates from primary school to secondary school.

Why Education

When children are educated, they are armed with the knowledge, courage and self-confidence to better themselves, their families, their communities, and the next generation. Education is a human right and is an important factor that enables other sustainable development outcomes to be achieved. When quality education is provided to a child, they are then equipped with the knowledge and skills that they need to face life’s challenges. Education enables people to grow, to take advantage of economic and lifelong learning opportunities. Education is a catalyst to help reduce poverty levels, it helps to create greater gender equality as well as to nurture social and economic development within a community. Education unlocks a world of potential for young people across the world, and for this reason, education and removing barriers that exist for children to get an education are at the core of our WE Villages work.

Laila and Education

When we partnered with the community of Laila in the year 2014, the primary focus of our educational programming was to improve the quality of education in the community. At the time, the school had a learner population of approximately 500 students (296 boys and 204 girls) who shared the 8 classrooms in the school, with each classroom accommodating about 62 learners which was above the recommended number of 40 learners in one classroom. Apart from the huge number of learners sharing one classroom, 2 of the 8 classrooms were built of old and poorly aligned timber that left huge gaps between the walls, exposing the learners to wind, dust and cold. The floors were not cemented, so on the very dry days, it forced learners to sprinkle water every morning to reduce the dust before settling in for their lessons. The roofs were worn out, leaky and full of rust and during times of rain caused the learners to have to share the few desks available so they could stay dry. The 6 permanent classrooms provided a relatively better space for learning compared to the 2 built of mud and wood, but they had been poorly maintained. The cemented floors had large chips in them, and some of the doors and windows were broken.

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To address the shortage of classrooms in the school, we were able to build 10 new permanent classrooms that were fully outfitted with 20 desks for approximately 2 learners each and a teacher’s desk as well. We also renovated 6 of the old classrooms by fixing the broken doors and windows, replacing the old roofs and re-cementing the floors. The renovation exercise was important in ensuring that we improved the state of the old classrooms to match the newly built classrooms that were free of wind, dust, and leaks.

Photo: A Classroom at Laila Primary School

The improvement of school infrastructure has served as a huge motivation for parents to bring their children to school. Over the years, the learner population has grown to 665 students (339 boys and 326 girls) representing a **33% increase**. The construction of a library in the school has been beneficial in improving the learners’ space for personal study. At the time of partnership, the school did not have a designated library, which meant the learners did not have a convenient place where they could access learning resources after school or for study group sessions.

Education Pillar – Story of Impact – Nsokon Loigero

Loigero is filled with hope for her children’s future now that there is a new school at Laila. The new school in their community has played a key role in encouraging students to remain in school, directly contributing to increased performance. Loigero proudly shares “We now know that to break the cycle of poverty, education plays a big role.”

The construction of 2 teachers’ accommodations in the school has also played a very pivotal role in helping improve the quality of education in the community and helping to retain teachers in the school. Having the teachers’ accommodations also motivated the school to roll out a boarding program for grade 7 and 8 learners with a surety that there will always be teachers around to
guide the learners beyond normal school hours. The construction of the houses has also been a huge motivation to the teachers who used to have to spend a long time commuting from their homes to and from school. With some teachers now residing within the school, they now have more time to prepare for their classes.

To ensure that teachers are well equipped with the knowledge and skills to deliver quality lessons, our team was able to cover 40 training spots through 15 robust and comprehensive trainings covering a wide variety of subjects, with one training per term, leading to three per year. The team was also able to engage the Head Teacher of Laila in a collaborative group that includes all Head Teachers from all the past and present communities that WE has partnered with. The purpose of the group is to share best practices and provide year-long encouragement to each other. All of these efforts have seen the learners’ performance improve. From 2015 to 2017, the student mean score increased by 2% and by the end of 2019 it had increased by another 7%. In total, over the last 5 years, we have seen a positive, progressive shift in grades for the graduating class of Laila by 9%. This statistic represents an outcome derived from a variety of inputs and resources. Some of those additional inputs to ensure continued success over the years has included working with the school administration to administer a total of 15 common examinations that are aimed at preparing all grade 8 candidates from the WE Villages schools that we partner with to sit for the national Kenya Certificate of Primary Education. The examinations focus on key areas of growth directed by the school. The areas of focus have included math, English, Social Studies, Kiswahili and Science. The impactful teachers’ trainings coupled with the common examinations held in successive years, have seen the transition rate of learners to secondary school improve from 55% at the time of partnership to the current staggering 99% of graduating students.

Education Pillar - Story of Impact - Magdalene Nabaala

Magdalene is one of the few young women in her community, and the first in her family, to attend secondary school on scholarship, allowing her to pursue graduate studies at Kablinga University to become a teacher. When she visits home, she loves to share her passion for education with the students at the new school in Laila.

Construction of the teachers’ accommodation at the school has been key in improving teacher attendance and their overall presence within the school. Lack of a comfortable living space especially in schools located in remote areas like Laila has constantly served as a huge demotivation to teachers who mostly end up applying to be transferred to another school. The teacher turnover in many of the schools has contributed to a lack of consistency in lesson delivery, which can affect the general performance of learners. With quality accommodations available, teachers are highly motivated to stay at the school which in turn cultivates a healthy rapport between themselves and their learners. With the new space, teachers are also more available and in closer proximity to the students for a longer period, which has also increased total contact hours between teachers and students. There is also a marked improvement in teacher to student ratio. The ratio has decreased from 1 teacher to every 55 students in 2015 (1:55) to, at the close of 2019, 1 teacher for every 44 students (1:44). In 2015, there were 500 students with 9
teachers in total and at the close of 2019, there were 15 teachers in total with a student population of 665.

The annual School Pride Program (SPP) is a motivating ceremony to reward WE Villages schools, individual learners and teachers in various fields that have all contributed to the success of improved education in the schools throughout the year. Since partnership, Laila has participated in 5 SPPs in which they were able to win several awards including the overall award for the most improved school among the WE Villages partner schools in academic performance in KCPE in 2018. The school also hosted the event in 2019 which was attended by over 1,000 participants including learners, teachers, members of the Board of Management, government officials and community members from over 17 different schools and communities. Through this annual event that is run by the schools, a healthy spirit of competition is cultivated among the learners that has been key in nurturing an enhanced school pride. The result is that communities see themselves as having a higher stake in the management of their own projects, which creates a greater sense of pride and support for their schools and other WE projects. Enhanced school pride translates to increased motivation in learners and teachers, hence improved academic performance. The effects of these inputs and efforts are indicated in the overall improved performance of the school, the increase in enrolment, and an increase in transition from primary school to secondary school.

<table>
<thead>
<tr>
<th>School Pride Program - Laila Awards</th>
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<tbody>
<tr>
<td>✔ Best female student in KCPE 2018</td>
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<tr>
<td>✔ 2nd Best male student in KCPE 2018</td>
</tr>
<tr>
<td>✔ 1st &amp; 2nd best students in Kiswahili subject</td>
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<tr>
<td>✔ 3rd best student in Mathematics subject</td>
</tr>
<tr>
<td>✔ 2nd &amp; 3rd best student in Science subject</td>
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<tr>
<td>✔ 2nd &amp; 3rd student in Social Studies</td>
</tr>
<tr>
<td>✔ Best school in Environmental Conservation</td>
</tr>
<tr>
<td>✔ Best school in Cleanliness and Maintenance</td>
</tr>
<tr>
<td>✔ Best Head Teacher of the year</td>
</tr>
</tbody>
</table>

At the time of partnership, the school had an existing School Management Committee (SMC) composed of 16 members whose role was to represent the parents and community stakeholders in the running and management of the school. To ensure the SMC was more fully equipped to effectively deliver in its role, our team has been able to conduct 15 trainings (roughly 1 per term for the last 5 years) since the time of partnership that focused on key areas of their mandate. Some of the focus areas included: decision making, networking, resource mobilization and leadership. The SMC at Laila School has played a key role in overseeing, monitoring and maintaining the upkeep of the school which shows an increased level of ownership and
empowerment. They have diligently provided timely support to ensure issues such as broken desks, broken windows, and occasional cracked floors are addressed immediately to avoid larger consequences. They have also been able to support the beautification of the institution with landscaping and flower planting initiatives as well as refreshing the painting within the school. They have also taken initiative to ensure access to improved education for the students by filling the gap of teachers with additional PTA (Parent-Teacher Association) teachers. They have either provided salaries for these teachers or collaborated with the government to seek funds to cover the ongoing salary. The current teacher population sits at 15, 6 of which are PTA teachers. All these tremendous efforts are a clear indication that the community, through the SMC, is well prepared to maintain the gains achieved throughout our partnership as well as guide the continued growth of the school in the years to come.

As we plan to continue to take steps back from direct engagement, and from being the catalysts of change within Laila, we will continue to encourage the community to lead the growth of education within their region. We can see through various indicators and outcomes that the community has the capacity and will to undertake current programs and create new ones that will complement the gains achieved over the past 5 years. The government, through the Ministry of Education being a key stakeholder, is providing relevant support to the school through teacher allocations via the Teachers Service Commission (TSC) and is also helping fund the operations of the school through the Free Primary Education Funds. The SMC now has a strengthened capacity to network and mobilize resources to aid in the growth of the school. This has been demonstrated through successful independent resource mobilization efforts that saw the school receive support to construct a 30-bed capacity dormitory to boost a new school-boarding program initiative. The SMC, in collaboration with government support and encouragement, has also been
instrumental in mobilizing and encouraging parents to ensure their children go to school with a concerted effort for the girl child—an effort that has seen a rise in girls’ admission in the school.

Photo: A father bringing his daughter to school at Laila (2018)

As the WE Team looks to transition from the community, we believe that the right resources and inputs have been put in place to ensure continued increased educational outcomes for Laila in the present and into the future. To summarize the above, since partnering with Laila, we are now seeing:

✔ A School Management Committee that is trained and empowered.
✔ Increased parental involvement at the school.
✔ Improved and conducive learning environment for the students and teachers.
✔ Improved teacher motivation and attendance.
✔ Increased school initiatives.
✔ Improved engagement with the government.
WATER
Water

Laila – Water – Sustainability Status

The sustainability chart below is a visual representation of the sustainability status of the Laila community, looking specifically within the water pillar. By following a defined, methodical approach to monitoring and evaluating how the inputs and activities have led to specific and tangible outcomes, we are able to confidently ascertain the status of sustainability and report on specific outcomes achieved.

Specific Highlights to Note

The following bulleted list includes some of the highlights for specific outcomes that have been achieved within the water pillar over the last 5 years in Laila. The achievements are tangible examples that showcase the transformative development work that has occurred. The section below will walk us through which resources have been invested, what specific activities have occurred and the results of those activities which led us to the overall outcome. The section includes quantitative and qualitative examples that look deeply into the intricacies of how the outcomes are attained.
✔ 100% of community members have increased access to a clean water source.
✔ Water system remains fully functioning and repairs are completed by the Water Management Committee.
✔ 13 new latrine cubicles complete, including separating boys and girls.
✔ Project continues to grow without our intervention (household connections).

Why Water
Access to clean water is a basic human right. Improving access to clean water is also one of the most crucial and quickest ways to lift a community out of poverty. In order to realize improved public health, safe and accessible water is essential. Water can be used for drinking, domestic use, food and crop production or livestock purposes and enhanced access to a supply of water, sanitation facilities and training on the management of water resources can lead to economic growth within a country and help to alleviate the burden of poverty. Consumptions of contaminated and infected water leads to countless deaths per year across the globe (approximately 485,000 per year) and over 2 billion people across the globe are using a drinking water source that is contaminated with faeces.  

Laila and Water
The community members from Laila are primarily livestock keepers who raise cows, sheep and goats. One of the main requirements for owning livestock is a lot of water for animal upkeep and survival. For many years, the community had depended on a small seasonal river and homemade dams to provide water for their livestock and for use in their homes. With families owning large herds of livestock, the available water was not enough, and it served as a constant source of conflict among families in the area. The community also sits at the edge of the Maasai Mara game reserve and many times wild animals would stray from the park to quench their thirst from the river. This also served as a source of endless human-wildlife conflict in the community. With the community members depending on the same water for drinking and cooking, incidences of water borne diseases among families were very prevalent. With the water sources being several kilometres from the homesteads, women and girls, who bore the responsibility of providing water for use at home, spent much of their day walking to and from the river transporting the heavy water cans on their back. This denied women time to work on self-development projects and subjected them to depending on their husbands for all their financial needs and it also denied many young girls a chance to attend school.

To mitigate these challenges, in 2016 we set out to introduce a clean water source in the community. We achieved this by improving and protecting a community spring that flowed from nearby hills into the river. This involved fully concreting around the common point where the spring water collected and then covering it. A solar powered water pump was immersed that allowed the
water to pump into a designated reservoir which distributed water to the school and to a community water kiosk. The activity of protecting the spring was important in ensuring that there was no contamination of the water by both people and animals while the pumping of the water to a community kiosk helped to get the water closer to the homesteads.

In order to provide easy access to clean water for the community, we were also able to construct 3 hand washing stations within the school as well as 2 community water kiosks, each set up in different areas of the community to ensure that homesteads in the community had adequate access to clean water. The establishment of this water project has not only improved access to clean water for the community, but it has also helped prevent and curb community and human wildlife conflicts that had faced the community for a very long time. Having the kiosks located close to the homesteads has also greatly reduced the time the women used to get the water by half. Previously, the women and girls would spend up to 2 hours covering a distance of up to 3 kilometres walking to the river or the spring. Having the water kiosks nearby has reduced the amount of time and distance by more than half. There are approximately 270 households in Laila, and all of them now have increased access to clean water sources that are available at any time. The women now have extra time which they use to undertake projects to develop themselves such as beading and farming. The girls are also able to attend school regularly and without interruption to enhance both women and girl empowerment.

100% of community members have increased access to a clean water source

As mentioned, one of the key barriers to girls accessing education in Kenya is having to spend their days collecting water for their families, “On average, girls and women in developing countries walk over 6 kilometres per day, and 15 hours per week, to fetch and carry 20 litres of water”¹⁰. By addressing this issue, there is a direct positive outcome of more young girls going to school. In Laila, by analyzing the girls student population rate, we can see there is a direct correlation between increased access to water (water accessible at the school and community) and an increase in girls attending school. In 2015, only 40% of the school population were girls and as of the end of 2019, the percentage of girls attending school is 49%. More girls are now able to attend school regularly and without interruption to ensure girl empowerment and more equitable educational opportunities.

¹⁰ https://plancanada.ca/infographic-how-water-impacts-the-lives-of-girls
To strengthen community ownership of the project and ensure long-term sustainability of the program, a Water Management Committee (WMC) of 13 members was elected to help spearhead and maintain the project. The main role of the committee is to oversee the successful day-to-day running of the project. The WMC has received 24 in-depth trainings that cover topics such as the proper management of water systems, financial management and focusing on improved business acumen and operational efficiencies. The financial management courses have helped to ensure that the system remains fully functioning and has the funds on hand for any repairs. To learn from the success of other water projects, the WMC has also participated in 8 comprehensive exchange programs with other communities and WMCs. Through consultation with community members and other WMCs, the Laila WMC decided to charge a minimal fee for the water that is collected for enhanced sustainability. The fees that are collected are aimed at ensuring that the project is self-sustainable. For safe custody of the revenue generated, the WMC has a bank account with clearly laid out processes and procedures including aspects involving the depositing and withdrawing of funds.

The WMC is also actively involved in mobilizing efforts for people to have individual water piping to their homesteads. Having water piped into their homes has helped families ensure they have 24-hour access to flowing clean water which they are using to support income generation activities such commercial vegetable production through consistent irrigation. Families have also set up large livestock drinking reservoirs; this has led to a direct decrease in human-
wildlife conflict and an increase in livestock survival during droughts. Through these efforts and examples, our team is confident that the WMC is well equipped to sustain the project and realize further growth.

Water Pillar, Story of Impact- Kisiangu Ololoso

With a new water kiosk in the community, along with multiple water points, Ololoso no longer worries about allocating multiple hours daily to collect water for her family. The time saved from water walks is now dedicated towards strategizing for improved farming efforts that leads to increased food security and household income.

To enhance community awareness on clean water usage and to promote safe sanitation practices, our team has also been conducting community and school-based trainings targeting members of the larger community and learners. Over the period of partnership, a total of 10 trainings have been held within the community as well as 15 trainings held at the school with approximately 364 people benefiting directly.

Nationally in Kenya, the average ratio of latrines to learners is staggering. It is estimated to be 1:200 for girls and 1:230 for boys. To date, we have been able to drastically improve the sanitation facilities in the school. We have been able to supplement and renovate the latrines that were already constructed by the school administration and we have also been able to construct 6 latrines with a total of 13 cubicles as well as renovating 3 latrines with 6 cubicles factoring in the number of boys, girls, and teachers. One of the most important recommendations from WHO, that we have been able to achieve, is that the boys’ and girls’ facilities should be in separate blocks or be separated by solid walls with separate entrances.11

As the WE Team looks to transition from the community, our team is satisfied that the right resources and inputs have been put in place to ensure positive clean water and sanitation outcomes for Laila in the present and into the future. To summarize the above, since partnering with Laila, we are now seeing:

✓ Trained and empowered Water Management Committee.
✓ Increased leadership capacity of the Water Management Committee; showing opportunities of growth.
✓ Clean water accessible to an increased number of people/homes.
✓ Beneficiaries utilize water provided for additional growth opportunities.
HEALTH
Health

Laila – Health – Sustainability Status

The sustainability chart below is a visual representation of the sustainability status of the Laila community, looking specifically at the health pillar. By following a defined, methodical approach to monitoring and evaluating how the inputs and activities have led to specific and tangible outcomes, we are able to confidently ascertain the status of sustainability and report on specific outcomes achieved.

Specific Highlights to Note

The following bulleted list includes some of the highlights for specific outcomes that have been achieved within the health pillar over the last 5 years. The achievements are tangible examples that showcase the transformative development work that has occurred. The below section will walk us through which resources have been invested, what specific activities have occurred and
the results of those activities which led us to the overall outcome. The section includes quantitative and qualitative examples that look deeply into the intricacies of how the outcomes are attained.

✔ 100% of the participants have completed and have in their home at least 80% of the indicators.
✔ Reduction in soil-transmitted worms.
✔ Teachers trained in first aid.
✔ Increase in access to quality healthcare.
✔ 8900+ visits to a health facility or mobile clinic.
✔ 154 successful and safe deliveries at hospital for mom and baby.
✔ Increase in access to emergency healthcare.
✔ 24/7 ambulance services are now available.

Why Health
Access to quality healthcare is a basic human right. Improving access to healthcare is also one of the most crucial and quickest ways to lift a community out of poverty. There is a direct correlation between areas of low income and little resources, including lack of accessible health care, and communities suffering from higher levels of illness and infectious disease. ¹²

Laila and Health
Over the years, people from the Maasai community have been known to hesitantly or cautiously embrace more modern healthcare and at times prefer traditional medication for their healthcare needs; this was the case in Laila. When WE partnered with the community in 2015, most of the community members had very little interest in going to a modern health facility when unwell as they strongly believed in traditional herbs. The community had designated local (untrained) midwives who helped mothers during labour. This posed a huge risk to the mothers and babies as incidences of child mortality were common. One of the first mandates of our Health Pillar was to provide accurate health information to families so they had the knowledge to decide how they wanted healthcare to look in their community. It was important to show and explain how both traditional forms of medicine and more modern medicine can coexist and benefit the community at large. Many weeks, months and years were spent providing education to the community on the benefits of seeking healthcare from an established health facility so they could make informed health decisions for themselves and their families.

The presence of Baraka Hospital was an essential component of ensuring access to quality healthcare for the community members of Laila. The hospital is approximately 15 kilometres from the community and has fully functional maternity, outpatient and inpatient services, all of which were guided and informed by needs expressed by the community. Since it was established, the

¹² https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2877288/
facility has strived to provide quality healthcare to all community members at a very subsidized rate, channeling 100% of revenue towards its sustainability. Over the years, the facility team has been able to establish a network with the local community leaders and the traditional midwives whom they trained to serve as ambassadors of quality healthcare. Through the training, the leaders and traditional midwives were able to go around to the homesteads, providing accurate information about healthcare and referred anyone who felt unwell or a mother who was due for labour or needed prenatal care to the hospital. To date, Baraka has seen 3342 total patient visits from Laila, 132 normal and successful deliveries have been achieved as well as 22 safe caesarean sections.

Health Pillar - Story of Impact - Naishako Pasong

Baraka Hospital has been imperative for Pasong and her family’s health needs. When it came to the safe and successful delivery for some of the children in the family, Pasong and her daughter were grateful that they could rely on the accessible and quality healthcare close to home at Baraka Hospital.

To further increase access to healthcare for community members, our team conducted a total of 341 mobile health clinics since partnership. The mobile clinics, which screen patients for minor illnesses and give vaccinations to children, were successful in treating a total of 5,634 patients over the last 5 years, thereby bringing patient visits via the hospital or the mobile clinic to almost 9,000 in total. Our team observed the common diseases experienced in the community such as anaemia, diabetes, pneumonia, enteric fever, hypertension and malaria, and targeted health knowledge gaps in the community by conducting a total of 24 health trainings. The trainings were successful in reaching 542 community members. Through these interventions, we have seen a reduction in vaccine-preventable diseases like tetanus, measles, pneumonia and tuberculosis. We have also seen a reduction in maternal complications such as anemia in pregnancy.

Health Pillar - Story of Impact - Rebecca Lankel

Lankel could never imagine that she would have access to affordable healthcare in such close proximity to her home. She is incredibly thankful for Baraka Hospital as it is approximately 10 kilometres away from her home in Laila and her family can visit easily for all their healthcare needs.

Our team was also keen to improve health practices among school children and help safeguard them. Since partnering with Laila, the team has visited the school twice each year to conduct deworming activities with the learners and provide health education workshops. Soil-transmitted infections are extremely common in humans and are caused by a parasite commonly called ‘worms’. The parasitic worms include hookworms, roundworms and whipworms and can all cause a variety of debilitating health issues including internal bleeding, diarrhoea, digestion complications and the inflammation or even obstruction of the intestinal tract. Evidence shows...
that by providing bi-annual distribution of deworming medication to Laila, it will correspond to a reduction in the presence of these soil-transmitted worms. During the period of partnership, 10 visits have been made to the school which ensured every child in the school received deworming medication twice per year, as per the WHO recommendations. Similar to the community health trainings, the learners were also taken through health trainings and workshops. Our team was also able to train 6 teachers on first aid to ensure that the school administration is equipped to handle a medical emergency until the Baraka ambulance could arrive. As 100% of community members have a mobile phone or have access to a mobile phone, and as the Baraka Mobile Hotline is available to community members 24/7, providing both ambulance services if needed or medical advice from a medical professional, we are confident in saying that the community now has improved access to healthcare and emergency healthcare services.

With an aim to bolster safe health practices in homesteads, the health team introduced the '10 Habits of a Healthy Home' program in the community. During the initial years of partnership, the team led the trainings by visiting each homestead to demonstrate the program and benefits of the health indicators of success. We were also able to ensure sustainability and scalability by training 20 mamas from the community to continue the trainings within the wider community. These initial efforts have seen 126 homesteads (approximately 600+ family members) participate in the program directly and have achieved an outcome of 100% of the participants have completed and have in their home at least 80% of the indicators. Having the additional 20 mamas trained in the Habits of Healthy Home ensures the program scales sustainably.

10 Habits of a Healthy Home

This program is implemented mainly with the women’s groups as part of their leadership training. There is a continuous assessment that is usually carried out after every three to six months in order to establish how far the women have been able to initiate the health indicators in their homes. The indicators are as follows:

1. Latrine and handwashing station
2. Bathroom
3. Kitchen garden
4. Dish-drying rack outside in the sun
5. Compost pit
6. Boiling water (if no access to clean water)
7. Hanging line for clothes
8. Chimney project.
9. Multi-story garden: It allows for growing a variety of vegetables using limited space.
10. Arrow root project: The arrow root project is beneficial to the community as it provides the community with an opportunity to grow arrow roots, which are a rich source of proteins and carbohydrates.

14 [https://www.who.int/elena/titles/deworming/en/](https://www.who.int/elena/titles/deworming/en/)
Having carried out successful and highly impactful health programming in the community over the partnership to date, the community has shown that they are well equipped with accurate knowledge and the needed skills and resources to sustain and improve the health of their community.

As the WE Team looks to transition from the community, our team is satisfied that the right resources and inputs have been put in place to ensure positive health outcomes for Laila in the present and into the future. To summarize the above, since partnering with Laila, we are now seeing:

- ✔ The provision of accessible, affordable, quality healthcare.
- ✔ Increased use of health facilities.
- ✔ The existence and accessibility of an emergency response system.
- ✔ Training on health indicators achieved.
- ✔ Existence of health indicators within homesteads.
- ✔ Awareness of available health facilities and their importance.
FOOD
Food

Laila – Food – Sustainability Status

The sustainability chart below is a visual representation of the sustainability status of the Laila community, looking specifically at the food pillar. By following a defined, methodical approach to monitoring and evaluating how the inputs and activities have led to specific and tangible outcomes, we are able to confidently ascertain the status of sustainability and report on specific outcomes achieved.

**Specific Highlights to Note**

The following bulleted list includes some of the highlights for outcomes that have been achieved within the food pillar over the last 5 years. The achievements are tangible examples that showcase the transformative development work that has occurred. The section below will walk...
us through which resources have been invested, what specific activities have occurred and the results of those activities which led us to the overall outcome. The section includes quantitative and qualitative examples that look deeply into the intricacies of how the outcomes are attained.

- ✔ Increased access to food.
- ✔ Increased access to diversified food.
- ✔ Increased availability of food throughout the year.
- ✔ 787 direct beneficiaries.
- ✔ 264 trainings.
- ✔ School kitchen constructed and functioning.
- ✔ Community Farm and School Farm established and running independently.
- ✔ 9,546 tree seedlings planted in the community.

Why Food
With increasingly unstable climate and weather patterns, working with communities on programs that promote food security and improved agricultural practices are essential. Ensuring food security is a vital factor in helping alleviate poverty.\(^{15}\) The Food and Agriculture Organization of the United Nations defines food security as when a community or people have access to sufficient, safe and nutritious food to meet their needs.\(^{16}\) Food programming within the food pillar focuses on increasing food accessibility and availability, including a wider variety of diversified food, as well as the stability of food security. In developing countries, the majority of the over 1 billion people who are food insecure are small-scale farmers living in rural areas and women and girls. Women and girls tend to be more at-risk due to having less control over household resources.\(^{17}\)

Laila and Food
Food programming was brought to life in the community of Laila with an aim to increase access to food and a wider variety of food, and increase the knowledge surrounding how and why these are important and essential. At the time of partnership, crop farming and agricultural activities were not commonly practiced in the community as the majority of the people did not have sufficient knowledge on effective food production methods and most people in the community preferred keeping livestock, which served as their main economic activity. This tended to be a large risk to a family’s food security as in times of drought, much of a family’s wealth and livelihood could be lost.

\(^{15}\) [https://www.international.gc.ca/development-developpement/assets/pdfs/partners-partenaires/key_partners-partenaires_cles/food-security-strategy-e.pdf](https://www.international.gc.ca/development-developpement/assets/pdfs/partners-partenaires/key_partners-partenaires_cles/food-security-strategy-e.pdf)


\(^{17}\) [https://www.international.gc.ca/development-developpement/assets/pdfs/partners-partenaires/key_partners-partenaires_cles/food-security-strategy-e.pdf](https://www.international.gc.ca/development-developpement/assets/pdfs/partners-partenaires/key_partners-partenaires_cles/food-security-strategy-e.pdf)
Without the ability to produce their own food, during times of drought, the community faced difficult situations and decisions surrounding their food security. Families that did not have livestock to sell in order to buy food were forced to leave their homes and move to other areas and only return when the situation improved. To address these issues, our team introduced food training sessions that targeted members of community groups that had previously been formed and were working together. During the initial phase of programming, our trainings involved 15 women drawn from 2 different Opportunity Groups who were able to set up kitchen gardens in their homes. Learning from the success of the 15 women, more community members gained interest in the program and the number of people participating in the program grew every year.

As we look to transition out of the community, our team is pleased that there are now 164 families, representing approximately 787 direct beneficiaries, participating in the program who have been able to set up home gardens and farms and are able to produce their own vegetables to consistently have a wider variety of food accessible throughout the year.

By appreciating the important role that the school nutrition program played in encouraging learners to attend school, we sought to work closely with the school administration to help the school produce its own food in a sustainable way. We worked with them to set up a school farm in a designated one-acre piece of land that is owned by the school. Following the completion of setting up the farm, our team was able to conduct weekly trainings with the learners and teachers on sustainable farming methods and has thus far conducted a total of 280+ trainings since the partnership began. The farm has been successful in producing food that the school uses to help
supplement the ongoing food program. The most common crops planted at the school farm include maize, beans, and kales. The school farm is maintained by a local community member who is employed by the school. The school administration uses some of the funds allocated to the school by the government through the Free Primary Education Program to sustain the farm by paying the worker and buying additional seeds each season. To ensure the school has a clean and safe space to prepare meals for learners, a school kitchen was constructed where volunteers from the community come and prepare healthy and nutritious meals. To supplement the efforts by the school to provide meals for the learners, the school was also provided a consistent source and supply of nutritious porridge flour.

Photo: Food Distribution at Laila Primary School

In 2019, the program introduced a community farm in Laila with an aim to bolster knowledge and skill acquisition around food production and practices. The farm was equipped with a greenhouse with drip irrigation as well as drip irrigation on the open field and provides community members a space to learn about more sustainable farming methods through demonstration and participation. The demonstration farm offers a space for continuous learning on the best and current agricultural practices that will help provide higher yields and greater food security. To strengthen the ownership of the farm within the community, a group of 21 people from the community were appointed to oversee the day to day running of the farm as they were passionate about learning something new and acquiring skills to practice within the agricultural industry. They have received intensive training and are now ambassadors of the program by becoming Trainers of Trainers within the larger community. The farm has been highly successful in offering a much-needed training space for the majority of the community members with approximately 150 farmers visiting in the year 2019. The farm has offered a space to grow more diversified food along with demonstrating how crop rotation, utilization of fertilizers, intercropping, row planting, post-harvest storage and the use of improved tools can all be applied to enhance crop production and increase overall accessibility to a wider variety of food. At the community farm, the most common crops
are kales, spinach, cabbages, onions, tomatoes, butternuts, beans and maize. Not only are more diversified foods being planted in the community farm, but also at the homestead level by the farmers who have visited either Oleleshwa Training Farm or the Community Farm. For more information on the Oleleshwa Farm, please refer to Appendix B.

Through these efforts, we have been able to realize improved food production in the community with several homesteads being able to produce their own food including varieties of kales, spinach, cabbages, maize and beans. Many of the families that are producing their own food are also able to sell to other community members at affordable prices, creating an income avenue for themselves as well as providing their community more diversified and nutritious food. By planting maize and beans, the families also ensure that they have food that can withstand a potential long storage period to cushion them during times of drought.

<table>
<thead>
<tr>
<th>What's Being Grown</th>
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<tbody>
<tr>
<td>✓ Tomatoes</td>
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<tr>
<td>✓ Broccoli</td>
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<tr>
<td>✓ Cauliflower</td>
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<tr>
<td>✓ French beans</td>
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<tr>
<td>✓ Parsley</td>
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<tr>
<td>✓ Lettuce</td>
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<tr>
<td>✓ Dhania</td>
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<tr>
<td>✓ Leeks</td>
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<tr>
<td>✓ Beet roots</td>
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<tr>
<td>✓ Green pepper</td>
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<td>✓ Red pepper</td>
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<tr>
<td>✓ Yellow pepper</td>
</tr>
<tr>
<td>✓ Rhubarb</td>
</tr>
<tr>
<td>✓ Butternuts</td>
</tr>
<tr>
<td>✓ Chili peppers</td>
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<tr>
<td>✓ Snow peas</td>
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<tr>
<td>✓ Cucumber</td>
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<tr>
<td>✓ Zucchini</td>
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<tr>
<td>✓ Celery</td>
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<td>✓ Egg plant</td>
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<tr>
<td>✓ Carrots</td>
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<tr>
<td>✓ Spinach</td>
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<tr>
<td>✓ Red Cabbage</td>
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<tr>
<td>✓ Sukuma</td>
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<tr>
<td>✓ Cabbages</td>
</tr>
<tr>
<td>✓ Red onions</td>
</tr>
<tr>
<td>✓ White Onion</td>
</tr>
<tr>
<td>✓ Oranges</td>
</tr>
<tr>
<td>✓ Bananas</td>
</tr>
<tr>
<td>✓ Pineapples</td>
</tr>
</tbody>
</table>

In order to ensure the community members are also able to access vegetables from the farm, the farmers that are running the Community Farm offer vegetables to the wider community for a small fee, which the Farm Committee uses to help sustain and grow the project. Since rolling out the farm, the committee has received a total of 22 trainings with 15 of them taking place at the community farm and 7 taking place at Oleleshwa Farm. In order to help kick-start the program, the group was supplied with various seeds and has since been able to purchase their own seeds for the successive planting activities.

Food Pillar – Story of Impact – Joseph Murumbi
Joseph Murumbi has been a champion of WE’s food program as he has demonstrated to farmers in Laila that application of precise techniques and resources can lead to increased crop production which improves food security and ensures a more sustainable household income.
The successful future of the world and of any community includes ensuring that the environment is also taken care of. Food Pillar programming includes tree planting initiatives, at both the school and community, in order to help improve and preserve soil, conserve water, improve air quality and support wildlife. To date, Laila has been supplied with over 9,500 tree seedlings. Trees supplied include both fruit trees for increased food production as well as indigenous trees to improve community reforestation. Laila Primary School also has a school environmental club that was established and is now run by a patron within the school.

Having carried out successful programming in the community over the period of our partnership, our team is confident that the community is well equipped with both skills and resources to sustain the gains achieved that have been key to ensuring that food production habits are improved and families have increased food security.

As the WE Team looks to transition from the community, we are satisfied that the right resources and inputs have been put in place to ensure positive food outcomes for Laila in the present and into the future. To summarize the above, since partnering with Laila, we are now seeing:

- ✔ Increased access to food.
- ✔ Increased availability of food.
- ✔ Increased variety of food.
- ✔ Increased access to knowledge on improved agriculture techniques and resources.
- ✔ Greater awareness and knowledge of proper agriculture practices and techniques.
- ✔ Increased number of agricultural practices and techniques being practiced.
- ✔ Increased access to demonstration farms and continuous learning.
- ✔ Existence of small-scale home farming projects and initiatives.
- ✔ Community members starting community-based agriculture projects.

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18 [https://en.wikipedia.org/wiki/Tree_planting](https://en.wikipedia.org/wiki/Tree_planting)
OPPORTUNITY
Opportunity

Laila – Opportunity – Sustainability Status
The sustainability chart below is a visual representation of the sustainability status of the Laila community, looking specifically at the opportunity pillar. By following a defined, methodical approach to monitoring and evaluating how the inputs and activities have led to specific and tangible outcomes, we are able to confidently ascertain the status of sustainability and report on specific outcomes achieved.

The following bulleted list includes some of the highlights for specific outcomes that have been achieved within the opportunity pillar over the last 5 years. The achievements are tangible
examples that showcase the transformative development work that has occurred. The section below will walk us through which resources have been invested, what specific activities have occurred and the results of those activities which led us to the overall outcome. The section includes quantitative and qualitative examples that look deeply into the intricacies of how the outcomes are attained.

✔ 100% of all direct beneficiaries that are involved in Opportunity Groups benefited from resources including trainings and hard inputs to help boost and grow their household income and savings.
✔ 90% of the program participants initiated individual income generating opportunities that have been key to improving their household incomes.
✔ 8 Opportunity Groups established.
✔ 984 training spots with the groups since 2014.
✔ Equal opportunities for men and women.

Why Opportunity
Financial literacy and the provision of economic training and opportunities and inputs can improve the socio-economic well being of a community, help with financial sector development, reduce poverty and contribute to more sustainable growth.19 Education that focuses on financial management as well as the provision of financial opportunities ensures that families and individuals will have the tools to make informed financial decisions thereby increasing their financial stability and positively impacting their mental and physical wellbeing. 20 Providing financial literacy and financial opportunities to communities means that knowledge is being shared that gives individuals and families the skills and abilities to understand how to budget, save and invest their finances so that they can become more self-sufficient.

Laila and Opportunity
Our Opportunity Program seeks to offer community members enhanced education on how to manage the finances they gain, pull together financial resources in groups for economic empowerment and invest in alternative income generating activities, while creating equal income generation opportunities for men and women. To make this possible, the team first helped establish Opportunity Groups targeting different audiences of women, men and youth. Our efforts were successful, and we were able to establish a total of 8 groups that include 4 women’s groups, 2 youth groups and 2 men’s groups with a combined membership of 112 people.

The groups are taken through a 3-phase training before they are declared ready to self-sustain, thereby entering Phase 4. Currently 2 groups have been able to successfully reach Phase 4 and have graduated to a ‘Village Savings and Loaning Association’ (VSLA) Group. At this stage, the groups have successfully worked through the basic group formation stages, established a sustainable savings program and initiated income generating opportunities. At this stage, the groups have set up strong loaning programming and are able to offer small and medium-sized loan facilities to members based on the group’s financial position. The 2 groups at this level are Naretoi Women’s Group with 14 members and the Kisaruni Youth Group with 17 members. When considering the program sustainability aspect within a community, the VSLAs play a key role as they are considered fully empowered groups to continue the programming after our transition and have an obligation to reach out and train other women, men, and youth.

**Opportunity Pillar - Story of Impact - Susan Karia**

Through her membership with Naserian Women’s Group, Karia can now imagine new possibilities to generate higher levels of income for her family. Karia and her group now have the training and tools to support each other through small loans that can help them to branch out to new income generating activities and grow their businesses.

The rest of the 6 groups are in Phase 2 of the programming and have already covered the basic aspects of the programming, including group formation and registration, rolling out of merry-go-round programs and they are currently working to stabilize their savings programs. The 6 groups include Kisaruni Women’s group with 22 members, Laila Nashipae Women’s Group with 14 members, Odupoi Women’s Group with 10 members, Laila Naboisho Youth Group with 10 members, Umoja Tosha Youth Group with 15 members and Laila Men’s Group with 10 members. The past 5 years have built a strong foundation of basic financial literacy and training skills.
To ensure that these groups are empowered to carry out and sustain these initiatives, an immense amount of training is carried out. Since the formation of the groups, a total of **984 training spots have been filled with the group leaders and members** (2 of the VSLA groups have a total of 31 members. Each of these members were taken through 14-module training sessions, totaling 434 trainings. The other 6 groups that are still in phase 2 of the program have a total of 81 members. These group members have been taken through a total of 550 trainings to date). The trainings enhance their individual and group capacity to manage the groups, gain basic and general financial management skills and knowledge and enable the groups to learn how to keep organized financial records. The groups are then taught and empowered to identify and venture into different income generating activities that bring them sustainable profits.

**Opportunity Pillar – Story of Impact - Branis Lemein**

*Budgeting is a key tool of financial management, shares Lemein. She is grateful that she went through extensive opportunity trainings which led to increased household income and savings for her family.*

Through these trainings and initiatives, we have seen over **90% of the program participants initiate individual income generating opportunities that have been key to improving their household incomes.** This has cultivated a lot of confidence, especially among the women, who for a long time have had to depend on their husbands for financial support. Crop farming, buying and selling of livestock, livestock rearing, and beading are some of the most common projects they are involved in.

**100% of all direct beneficiaries that are involved in Opportunity Groups (approximately 112 direct beneficiaries and 538 indirect beneficiaries) benefited from resources including trainings and hard inputs to boost and grow their household income and savings.**

Some examples of the hard inputs that were distributed:

- Seeds
- Chickens for laying
- Fencing
- Livestock

As part of the Opportunity training, the program also seeks to improve the groups’ capacity to partner and network with like-minded groups, organizations, and institutions. This effort has seen the groups establish a network with both the national and county governments through which they have been able to participate in government funded trainings and share their group profiles for consideration in the government’s special group tender awards.

Some of the other organizations and groups that the Opportunity Groups are now engaged with are government initiated special fund programs such as the Youth Enterprise Development Fund,
the Women Enterprise Fund and the Uwezo Fund. These funds are state corporations that were started to provide financial and business development support to youth, women and men. The Opportunity Groups are also working with other small Community-Based Organizations (CBO) that are located within the same constituency. The Opportunity Groups in Laila have been able to attend trainings on business development that were organized and funded by the Youth Enterprise Development Fund and the Uwezo Fund, showing great initiative and autonomy.

As the Opportunity Groups are registered and **100% of them now have active bank accounts**, they are eligible to participate in other programs like the ones listed above, enabling continued and sustainable growth. These examples give a clear indication that the community will continue to expand on the gains achieved for **improved individual and family income generation and savings**.

Through all of these efforts, we have seen around 90% of our direct beneficiaries initiate income generation activities that vary in size and scope. Some individuals are buying and selling livestock, others have established vegetable retail kiosks in the community, and some participate in beading activities of products such as necklaces and bracelets for selling in the local market. Through these initiatives, the beneficiaries have been able to establish an income opportunity that has helped them improve their income and family savings. As examples, Sharon Narettoi and Susan Naabala, who hadn’t ventured into business ventures and who are both members of one of the women’s group in the community, were both able to initiate their own income generation activity. They both took out a loan through their group and Sharon was able to start a vegetable retail kiosk at Laila’s community shopping centre while Susan now buys and sells goats and sheep. Both women say their businesses have given them the opportunity to make an income that has empowered them and reduced their reliance on their husbands for support. They have also been able to establish financial savings over time, with Sharon noting an increase in net savings of over 250% and Susan has been able to achieve an increase in net savings of over 217%.

Another sustainability factor that is ingrained in the Opportunity Pillar is the Train-the-Trainer program *(please refer to Appendix B for Program Context)* that ensures that for years to come there will continue to be additional income generating opportunities for both men and women in order to increase and diversify household incomes and help build resiliency. These initiatives will improve families’ ability to pay for essential items such as clean water, healthcare, nutritious food, and continued education for themselves and their children.

As the WE Team looks to transition from the community, we are satisfied that the right resources and inputs have been put in place to ensure positive opportunity outcomes for Laila in the present and into the future. To summarize the above, since partnering with Laila, we are now seeing:

- ✔ Phase I to Phase IV Training.
- ✔ Community leadership is continuing to build group capacity for the future.
✔ Community members taking initiative within income generation activities.
✔ Increased capacity of the community to network on their own.
✔ Improved access to resources to help generate income and savings.
✔ Beneficiaries have bank accounts.
CONCLUSION
Conclusion

The last 5 years in the community of Laila have been filled with tremendous developmental success. The WE Villages Model is designed to empower communities to break the cycle of poverty and drive their own development and future success. Through the input of different pillar initiatives and activities that have focused on the needs of the community, positive outputs and outcomes have already been achieved; aspects of transformational change are occurring. The community members of Laila have acquired new knowledge and they are utilizing that knowledge to create positive change in their home and region. They have also, through their own initiatives, started growing the projects sustainably to ensure their community continues to thrive and develop; in short, they are driving their own transformational change.
Appendices

Appendix A: Testimonials

Education Pillar of Impact – Nsokon Loigero

Nsokon Loigero lives in the community of Laila with her seven children, four of whom attend the Laila primary school. When she first moved to Laila, the local school was nothing like it is today. The old classrooms, which were primarily made of mud-walls and sheet metal roofs, were in very poor condition and not a conducive environment for students to learn. Due to the deteriorated classrooms, many families chose to send their children to other schools. As Nsokon explains, “People did not want to take their children to Laila primary school as it was not developed.” However, since Laila has partnered with WE, Nsokon has seen tremendous change in the community. “WE started helping to develop the school and then the children who had gone elsewhere to school started coming back and joining Laila primary school,” she says. “They love the school since the learning environment has changed and the facilities are better.”

As a parent, Nsokon is very proud of the new school and is inspired by the impact it will have on her children and their future. As she explains, “I like the school because it has good classrooms and a library that will help our children study without any challenges. The school also excels in exams, meaning our children are in safe hands.”

With improved access to high-quality education, Nsokon is optimistic about her children’s future. “In some years to come I know we will have a more developed community since people have embraced education,” she says proudly. “We now know that to break the cycle of poverty, education plays a big role.”

Photo: Nsokon Loigero and her daughter at Laila Primary School
Education Pillar of Impact – Magdalene Nabaala

Magdalene, 20, is a former graduate of this school, and one of only six people from this small, rural village to seek a post-secondary education. She is studying to be a teacher at Kabianga University, more than 100 kilometres from Laila, where the indigenous Maasai graze their cattle in wide stretches of grassland. Now on a brief holiday, Magdalene is home to help these students nurture their own dreams for the future.

Magdalene is the second oldest of five children, but the first in her family to go to university. Her parents are pastoralists whose livelihoods have been tied to cattle and sheep since they were children themselves. When Magdalene earned a scholarship to Kisaruni Girls Secondary School, and later graduated with the inaugural class in 2014, her parents were there to celebrate.

But not everyone was as supportive. It wasn’t long after Magdalene announced her acceptance into university that the village skeptics came forward. “They asked me, how are you going to get the school fees?” she said. A fair question, as families in Laila have struggled for necessities like clean water and healthcare for generations. “I told them it is not all about the money. It’s about believing that you can.” Magdalene sought out government bursaries, and her parents sold some cattle to ensure that their daughter could seize the opportunity.

As she begins her first lesson of the day in a classroom built with support from WE Villages, the very classroom where she once nurtured her own dream, Magdalene is committed to helping other young people discover and believe in their potential.

Photo: Magdalene Nabaala teaching at Laila Primary School
Collecting water had always been a dreaded task for 14-year-old Joylene Morombi. “Going to the river every day was a tiresome exercise,” she shares. “We used to get our water from an open spring in the community and sometimes from the open dams. My siblings and I used to fetch water multiple times a day including during lunch breaks and in the evening after school. We would bring our water containers to school and after school we proceed to the spring so that we can get some water to carry home.”

After all that effort, the water Joylene was collecting was often unsafe to drink without treatment. “Most of the time I complained of stomach aches and my parents had to take me to the hospital often. The spring was open and was shared by both humans and animals. The water was always full of dirt and micro-organisms,” Joylene explains.

However, since WE completed the clean water project in Laila, Joylene and her family have access to clean, safe water. “Now we get water from the water kiosk at our school. We also have three different water points within the school where we can collect water.”

Thanks to the water project, we now have clean and safe drinking water flowing throughout the day. We clean our classes daily and we have enough to water our flower beds that make our school beautiful.”
47-year-old Kisiangu Ololoso is a farmer and mother of seven in the community of Laila. For years, Kisiangu collected water from an open spring near her community. “We used to get water from the open ground spring. The water wasn’t so clean because it was an open spring which meant we shared it with our livestock and people would clean their clothes there as well,” she explains. This left Kisiangu and her fellow community members at risk of contracting a serious waterborne illness.

“The other challenge was that during the dry season the water levels would lower, and it would take us so long to wait for water,” explains Kisiangu. As a farmer, reliable access to water was essential for the outcome of her crops.

To ensure community members in Laila have a safe and reliable source of water, WE established a water kiosk in the community. “Since the spring was closed properly, the water is clean. The kiosk is also not very far from where I live so I don’t have to walk for such a long distance to get water,” Kisiangu shares. “Now that I don’t have to spend as much time fetching water, I can focus on my farm. I am able to farm enough for the family and whatever is left over I sell and use the money to pay school fees for the children.”

Photo: Kisiangu Ololoso collecting water at the water kiosk in Laila
Joseph Murumbi lives in the community of Laila with his family of 12 and relies on farming as his primary source of income. Previously, Joseph and many of his fellow community members focused their farming efforts on raising livestock. “Most community members rely on pastoralism and don’t focus on crop farming so much,” he explains.

Looking to expand his skills and his personal farm, Joseph joined the Community Farm project in Laila. “We plant, weed and harvest. We have days set aside for when we can do this, and tasks are divided among community members. We also attend trainings on farming techniques at the Baraka and Oleleshwa farms,” he explains.

“This farm has shown people here that it is possible to farm crops successfully. Most community members rely on pastoralism and don’t focus on crop farming so much. But when they saw us farm, they were interested to know how we were doing it. Many of our group members have taken the skills and knowledge they have gained from this community farm to their own farms. They’ve been able to have food for their families and some are even selling extra produce to earn an income. This is also a place where community members can buy food easily and at affordable prices instead of having to go all the way to the market.

“We want to remain as a training facility for our community members. They can learn how to farm crops that aren’t normally planted in this region. We also want to expand so we can supply more food to community members.”

As for himself, Joseph has been able to successfully diversify his family farm. “I have learned a lot from the Community Farm and I now farm crops at my home farm using the techniques I learned.”

Photo: Joseph Murumbi at the Laila Community Farm
“My name is Rebecca Lankel, and I am 52 years old. I come from the community of Laila, and I live with my youngest daughter and my two grandchildren. I have seven children. Four of them are married and they have their own families, two of them are in college, and the last one still lives with me, she is in grade eight at the Laila Primary School.

I had hurt my back travelling from the market to my home after a rainy night. The roads were muddy and the motorbike I was traveling on slipped causing me to fall off and hit my back on a rock. It was so painful, I had to be rushed to the Baraka Hospital immediately. I was treated and given medication, but the pain did not go away. So, I went back a few days later for an assessment to make sure it was healing properly.

Before the hospital was here, I had to travel to a health clinic in Lemek that was 20 kilometres away, now Baraka Hospital is only about 10 kilometres from my home. Having the hospital here has changed my life in a very big way. I have been bringing my children here for treatment since the first day it opened. The doctors are educated, and the cost of treatment is very low. Sometimes I think of the struggle I went through to get to Lemek Health Centre, and I am thankful that I don’t have to go through that anymore. Having the Baraka Hospital here has helped my family’s health in so many ways.

My daughter has given birth to her new baby, and she was so grateful for the care she was given at Baraka. I will always come to Baraka when I fall sick or need any kind of medical education. I am so grateful for the change in my community. While I don’t know what God has planned for us in the future, I know there are great things ahead for my family and me.”

Photo: Rebecca Lankel, community member in Laila
Access to healthcare services had always been a challenge for Naishako Pasong and her family. “Many of the hospitals were very far from us so if you felt sick, you would have to travel very far to access medical care,” she explains.

As a mother of six, Naishako was careful to ensure her children remained safe and healthy. However, when her son broke his leg, Naishako and her husband struggled to get him the care that he needed. “There was a time my son broke his leg while playing. We had to pay a lot for a motorbike to take him to the hospital because he was in so much pain.”

So, when Nashako learned that WE was building a hospital close to home, she was happy to know that her family could get the care they needed. “Baraka Hospital is not very far from us, so we are able to easily access it. When it rains the road is bad but luckily, they have an ambulance that can reach us when we have an emergency,” she explains.

Since its opening, Baraka has played a critical role in Nashako’s life. “My youngest daughter was born at Baraka and recently my granddaughter was born there,” she shares. “I like Baraka because they have enough medicine and doctors to take care of many community members. They also come for mobile clinics so people who are unable to get to the hospital can get medication.

“Having access to reliable care is so important for our community because without it, community members are not able to work so they can’t feed their families or earn an income. This means children will not go to school either. Baraka Hospital has been a blessing to us.”

Photo: Naishako Pasong, community member in Laila
Branis Lemein is a 23-year-old mother of three and longtime member of the Kisaruni Women’s group in Laila. “Our group was formed in 2016 when the WE team visited us and showed us the advantages of forming a group together. We started with 23 members and we have managed to stick together up to now,” she shares.

Since forming the group, they have made amazing progress through their merry-go-round program. “We meet every month and buy a goat which is handed over to a member who will look after it. At the moment we have managed to buy 24 goats and each member has one to take care of. Apart from the goats we also contribute towards our group savings every month.”

In addition to purchasing goats, the group participates in financial literacy trainings to support their entrepreneurial goals. “As a group, the financial literacy trainings have helped us a lot in terms of savings and making wise investment decisions. Unlike before when I used to spend all my income, the budgeting training has really helped me to manage my funds properly and even have something small to save.”

Looking to the future, Branis and the group have big plans. “As a group we are planning on multiplying the goats to a good number that we can later sell and get some more money. The funds from the goats will then be used to purchase a plot of land where we will build rental houses,” she shares. “Personally, I hope that I will be able to save more money in the group so that when we start loaning, I will be able to take a good loan to enable me to expand my family farm.”

Photo: Branis Lemein and one of her group’s goats
Opportunity Pillar of Impact – Susan Karia

Susan Karia lives in Laila and earns an income growing maize and dairy farming. She is a member of the Naserian Women’s Group, which is composed of ten women from the community. The group was formed with the simple purpose of helping one another. As Susan explains, “Most of us rely on farming to get an income and sometimes we don’t get enough to provide for our families. Since we all know each other, we decided to start this group so we would have another source of income.”

The group engages in income-generating activities such as beading, and each week the members contribute to the group’s savings. Funds are then distributed to members to start their own business ventures or invest in their household. Susan has used her funds to support her children’s education.

Moving forward, the group has big plans. “We want to start saving a small amount and eventually we want to start loaning to each other,” Susan says. “We hope that people can use the loans to start big projects like buying cows and chicken or even starting businesses like shops.”

Photo: Susan Karia on her farm
Appendix B: Program Context

**Train the Trainer (ToT)**
ToT is an approach where a group of leaders, chosen by the community, are mobilized and trained on skills, knowledge and practices focused on income generation and financial literacy. They are also provided with relevant tools, resources and guidelines that make them subject matter experts in their communities, allowing them to share their learnings to wider groups of people in the community. This is a practical method that allows programs to be scaled and delivered effectively and efficiently to large groups through fast distribution of information and resources.

**Oleleshwa Farm**
Oleleshwa Farm, located near Oleleshwa Campus in Sikirar, was established in 2013. At WE, we value the importance of investing in long-term, sustainable solutions to increase greater access for large populations. Oleleshwa Farm serves as a demonstration farm and training space for various communities in the region, while produce from here helps to provide meals to the Kisaruni Group of Schools, the WE College as well as WE Staff that are based in the area. The farm consists of open fields, greenhouses, netted nurseries, orchards, fishponds and an apiary. Oleleshwa Farm is designed to last for generations to come and will be a great resource for all our communities in Kenya as it continues to develop.