



WELLBORING

WHERE THERE'S A WILL, THERE'S A WELL

BACKGROUND KEY FACTS

WHO WE ARE AND WHAT WE DO?



- ✓ Co-founded in 2011, WellBoring worldwide has a UK charity (WellBoring) a Kenya-registered NGO (WellBoring GroundWater) a US-registered charity (WellBoring Foundation), WellBoring Germany and WellBoring West Africa, a charitable joint venture between WellBoring and Heeno International.
- ✓ WellBoring is rigorous in maximising the impact of each dollar invested in improving lives and has developed mature and robust governance and standard finance and operational procedures.
- ✓ WellBoring has successfully delivered safe water to over 350 school-centred communities
- ✓ Over 350,000 lives have been improved.
- ✓ School enrolment and attendance quickly increase.
- ✓ We conduct water and hygiene education, create kitchen gardens and work on schools' lunch programs.
- ✓ WellBoring is active in Kenya, The Gambia and Malawi.
- ✓ WellBoring has plans to work in Ghana and Uganda.
- ✓ Where feasible, WellBoring will establish a Garden Development Plan (GDP) and ensure the ongoing support and development through regular visits and assessments.
- ✓ We currently set-up benchmark school and agricultural project in Kuth Awendo.

BACKGROUND KEY FACTS

MAXIMISING OUR IMPACT WITH STRONG PARTNERSHIPS



VISION: We want to provide safe clean drinking water for a million people across East-West Africa (target end 2027). WellBoring is focused on the water problem, which continues to needlessly cause death and illness to millions of people a year worldwide.

CORE STRATEGY (excerpt)

1. New Wells PLUS Well rehabs
2. Structured regional expansion
3. Strategic partnerships with commercial and philanthropic organisations and local governments

BACKGROUND KEY FACTS

WHY SCHOOL-CENTERED COMMUNITY?



- ✓ WellBoring's partnership with schools reduces costs and increases engagement and responsibility, enabling long-term sustainability.
- ✓ Borewells reduce absenteeism, increase enrolment, and improve academic results. Less time is spent fetching unsafe water, freeing up time for income generation, and enabling community development.
- ✓ With the provision of safe water provided by WellBoring, children will be able to learn agriculture and support school lunch feeding programs.
- ✓ Each school and community sign a School Partnership Agreement (SPA), form a Water and Well Management Committee (mainly women), co-fund installation and maintenance.
- ✓ WellBoring delivers capacity building with the aim of local rural communities to become self-sufficient.



Help to change everything:

- + Diseases will be reduced
- + Children learn safely and well
- + Families are healthy and survive
- + Girls have opportunities
- + Women are empowered
- + Positive effects on climate
- + Food self-sufficiency promoted
- + Hunger and poverty alleviated

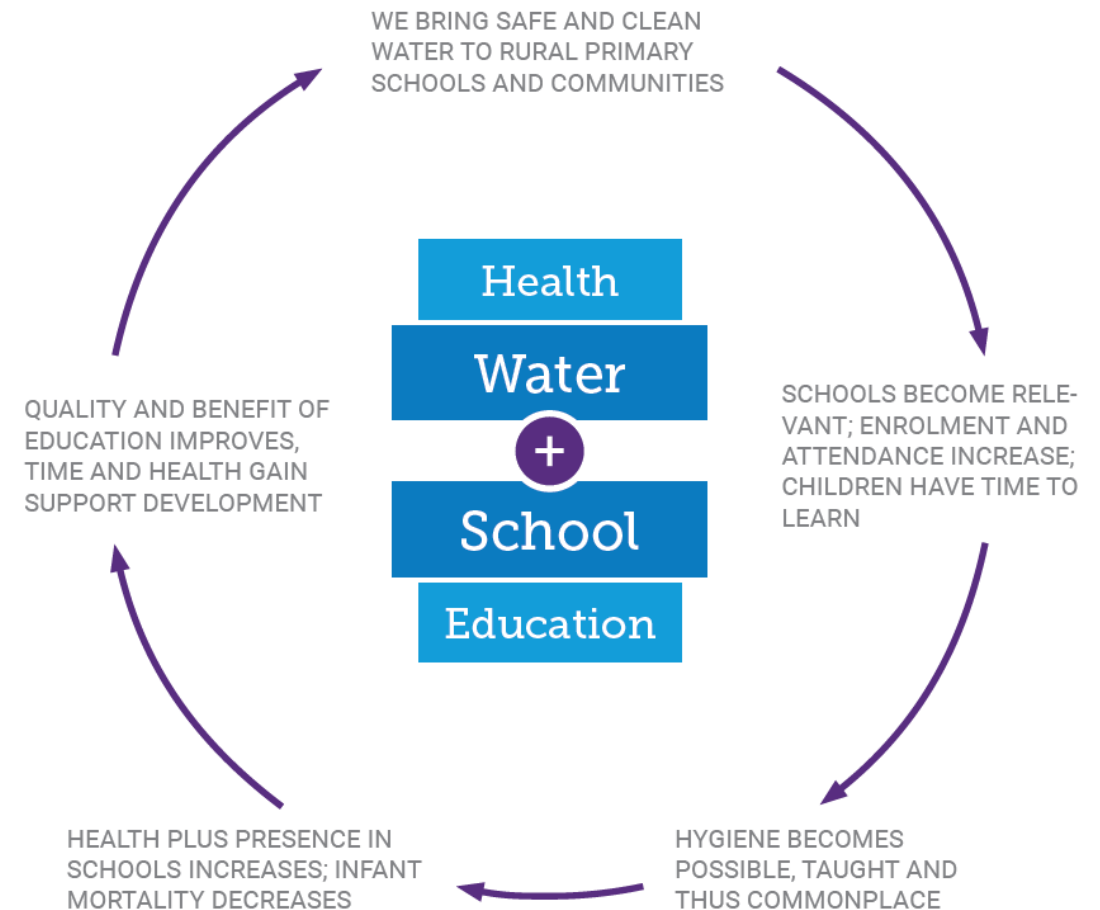
BACKGROUND KEY FACTS

WHY SCHOOL-CENTERED COMMUNITY?



WellBoring's new water solutions are in school-centred, rural communities, far away from any water grid. The lack of safe water affects children the most, with diarrhea diseases being a leading cause of death.

Not only do 3.4 million people die each year from water-related diseases. Children (Especially young girls) are denied access to education and are exposed to massive risks. UNICEF estimates that girls in sub-Saharan Africa miss 20 % of their school time due to the need to collect water. Moreover, fetching water can be dangerous (sexual harassment, attacks by wild animals).

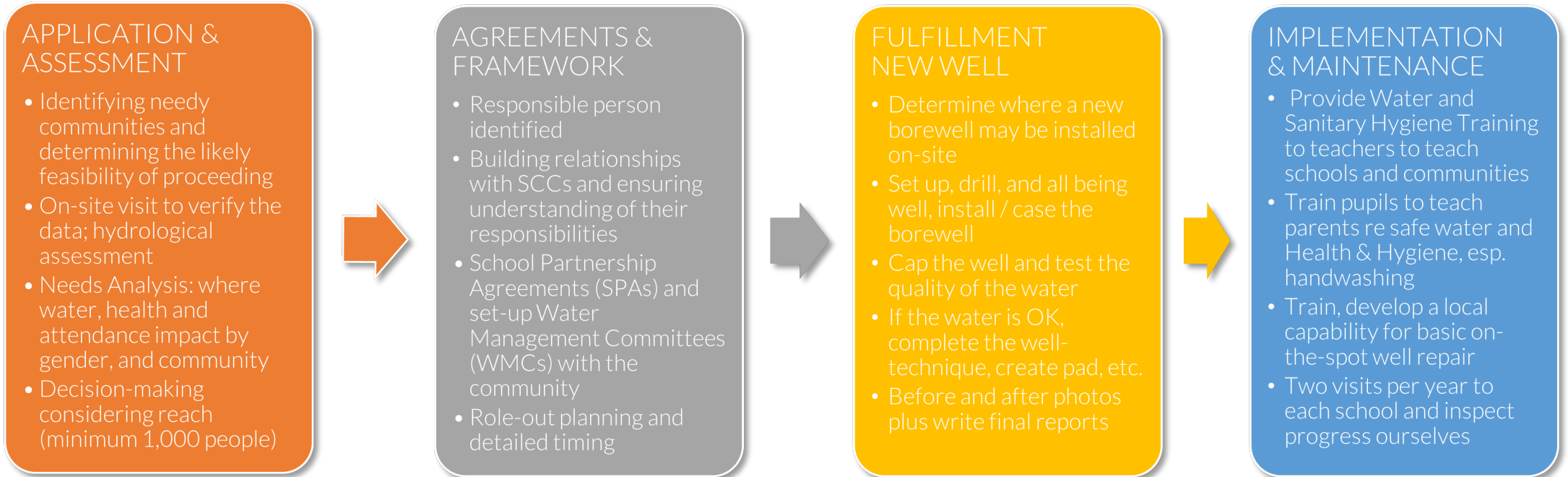


A group of children are gathered around a hand-operated water pump in a rural, arid setting. One child is operating the pump handle, while others are holding containers to collect water. The pump is a wooden structure on a concrete base. The background shows a dirt area with some buildings and trees.

A PROVEN, SUSTAINABLE
METHODOLOGY DELIVERS VALUE

PROCESS OVERVIEW (EXCERPT)

HOW DO WE CREATE A NEW WELL IN A SCHOOL-CENTERED COMMUNITY?



1. The parameters of the neediness differ depending on the regions to be drilled. In general, we are always rural, primary school-centered. The participation of the community through labor, material or money in the well construction is mandatory. As well as the operation of the well. It is a co-development process.
2. We intend to include a pro-disability policy, with free water for local families with a disabled person.
3. We aim the WMC to be seven people, with most likely 3 females, 1 youth and 1 with disability.

PROCESS OVERVIEW (EXCERPT)

HOW DO WE CREATE A NEW WELL IN A SCHOOL-CENTERED COMMUNITY?



FURTHER IMPLICATIONS

4. The fulfillment steps and times vary depending on the well type (hand pump, well with electric pump, solar well).
5. Establish a garden development plan (GDP) and follow up so vegetable and crops garden is developed
6. Build the capability of the local team in community engagement and repairs
7. Impact analysis: re-measure the impact of our work and report impacts
8. Regular reports on interactions with local officials.
9. Impact Study on enrolment, school attendance and results, 6-9 months later.
10. Controlling: Work within the budgets, reporting over- and under-spends also regarding regular service and maintenance.

We are also rehabilitating wells.
Major process deviations:

FULFILLMENT

- Check the casing and if we can fix the borewell
- Check other parameters like aquafer, water table, parameter-fit (community, etc.)
- Assess the quality of the water
- If OK and rehabilitation is feasible, rehabilitate the borewell (standard process)
- Before and after photos plus write final reports

A defective well can have many causes. Depending on a detailed function and fault test, we do the necessary measures if we can identify a long-term usability of the well.

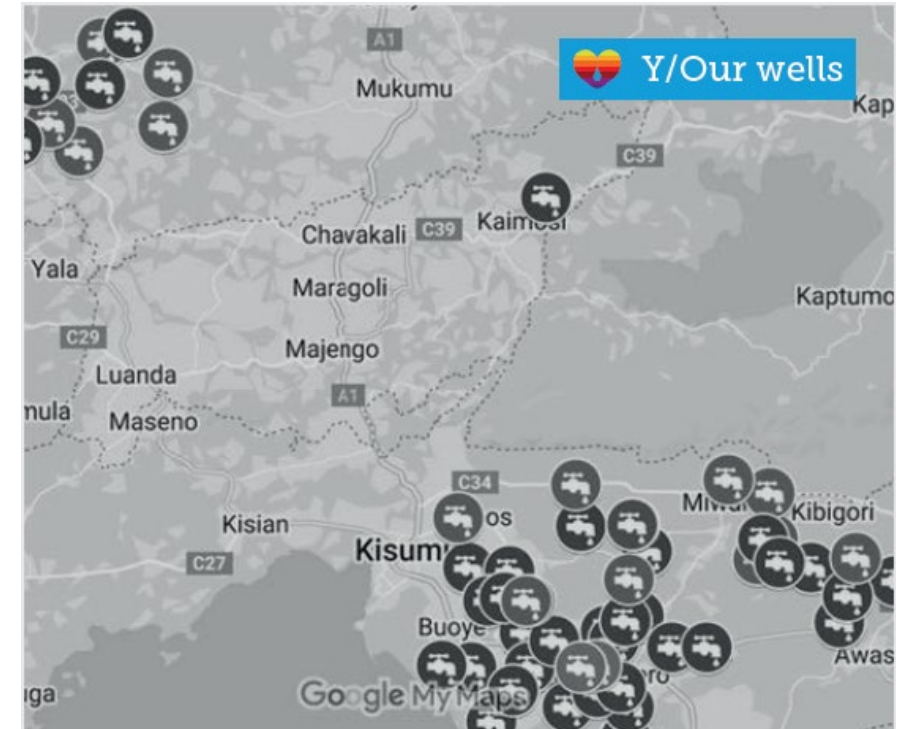
DOCUMENTATION OVERVIEW (EXCERPT)

HOW DO WE CREATE A NEW WELL IN A SCHOOL-CENTERED COMMUNITY?



EVERY NEW AND REHABILITATED WELL HAS A COMPLETION REPORT WHICH INCLUDES:

- Location reference (for future maintenance/service)
- Estimated number of beneficiaries
- Previous water source
- Videos and stills of drilling and creating kitchen gardens and lunch feeding programs
- Handover to School Partnership Agreements (SPAs) and Water Management Committees (WMCs)
- Water quality report and approval from relevant government authority



[Find y/our well >>](#)

DOCUMENTATION OVERVIEW (EXCERPT)

HOW DO WE CREATE A NEW WELL IN A SCHOOL-CENTERED COMMUNITY?



BASIC ASSESSMENT E.G. FOR RALANG

Ralang' Primary School Needs Assessment

BRIEF DESCRIPTION OF THE SCHOOL – Ralang' Primary School is located near Ndihiwa town, Kanyadoto location, Ndihiwa Constituency in Homabay County. The school is religious based (ACK) and was established in 1987. The school has a total number of 23 teachers, - 21 TSC and 2 provided by the BOM.

WATER CRISIS EDUCATION
The community members, the school and other neighboring schools always face acute water shortage especially during the dry seasons. The school depends on a pond located about 3km away which is fetched by donkeys and is highly contaminated thereby posing a health risk to the pupils. This thereby negatively affects the pupil's performance due to the frequent truancy attributed to water-related ailments. Their quest for the golden resource(water), also makes the children waste most of their learning time out of classrooms thus leading to a poor academic performance.

ADDRESS OF THE SCHOOL – P. O Box 367 – 40302 Kitale
GPS COORDINATES – -0.7601850, 34.3278113

MANAGEMENT	NAME	CONTACT
Management	Rose A. Oyugi	0728528234
Management	Peter Oiyango Odiyo	0721259352

PUPILS IN THE SCHOOLS - Total No of Pupils =567
Primary Boys 249 = 504 plus Early Childhood Development, 63
TEACHERS AT THE SCHOOL – 14 teachers
Area = 4 Acres.

PROVISION OF SCHOOL LUNCHES FOR PUPILS – Grade
@ students and ECD students only

Water Resources Authority
FORM F/9/1/6
WATER RESOURCES AUTHORITY
Physical Chemical Laboratory Results Certificate

Sample No: 002/2023-2023
Report Issue Date: 28/7/2023
Name of Customer: Ulet Primary School
Sample Received: 27/7/2023
Date Received: 27/7/2023
Type of Sample: Ground water (Borehole)County: Migot

PARAMETERS	UNIT	RESULTS	WHO GUIDELINES	KEBS/KS 400 (1997) STANDARDS
pH	pH Scale	6.7	6.5-8.5	6.5-8.5
Colour	Hazen	2.5	Max 15	Max 15
Turbidity	NTU	4.5	Max 5	Max 5
Conductivity (25°C)	µS/cm	308	Max 2000	Max 2000
Calcium	mg/l	11.2	Max 100	Max 100
Magnesium	mg/l	1.3	Max 100	Max 100
Total Hardness	mgCaCO ₃ /l	79	Max 500	Max 500
Total Alkalinity	mgCaCO ₃ /l	139	Max 500	Max 500
Chloride	mg/l	13	Max 250	Max 250
Fluoride	mg/l	0.3	Max 1.5	Max 1.5
Nitrate	mgN/lt	1.8	Max 50	Max 50
Nitrite	mgNO ₂ -N/l	0.001	Max 0.1	Max 0.003
Sulfate	mg/l	2.6	Max 450	Max 400
Total Dissolved Solids	mg/l	206	Max 1000	Max 1000
Carbon Phosphate	mg/l	0.33	Max 2	Max 2
Total	mg/l	0.09	Max 0.3	Max 0.3
Manganese	mg/l	0.001	Max 0.1	Max 0.1

Comments:
Results refer to a sample submitted to the laboratory by the client, based on the analyzed parameters, the water has met the KEBS chemical standards for drinking water.

Signature of the Head of the Lab: [Signature]
Name of the Head of the Lab: Peter Oiyango
Title of the Head of the Lab: WQA/PCO

Signature of the Client/Head/Analyst: [Signature]
Name of the Client/Head/Analyst: Rose Oyugi
Title of the Client/Head/Analyst: Laboratory Technician

Disclaimer:
The results contained herein apply to the particular sample(s) tested, whose sample number and tests carried out as described in these results. The information contained here reflects the laboratory's findings at the time of analysis and based on the samples submitted by the customer.

Water Quality Analysis Sample

Water Resources Management Authority
BOREHOLE COMPLETION RECORD

Borehole No: St. Georges Wiek
Formation: WASTUTION

PARTICULARS OF APPLICANT	DETAILS
1. Name of Applicant/Individual/Institution	St. Georges Wiek Primary School
2. Category of Applicant - Individual/Group	WASTUTION
3. ID Number of Applicant - Individual/Institution	0711554073
4. Name of Applicant - Individual/Institution	St. Georges Wiek Primary School
5. Physical Address where water is to be used (see attached map)	St. Georges Wiek Primary School
6. Name of Applicant	CS
7. Category of Applicant	CS
8. Sub-Category	CS
9. Post Code	40118
10. Location	WASTUTION
11. Location Contact (Telephone)	0711554073
12. Location Contact (Mobile)	0711554073
13. Location Contact (Email)	stgeorgesw@ke.com
14. District	WASTUTION
15. Email Contact	stgeorgesw@ke.com
PARTICULARS OF CONTRACTOR	
16. Firm Name	WASTUTION
17. Firm No.	WASTUTION
18. Post Code	40118
19. Location Contact (Telephone)	0711554073
20. Location Contact (Mobile)	0711554073
21. Location Contact (Email)	stgeorgesw@ke.com
22. Type and Size of Drill Rig	PRD 650
23. Contractor Contact (Telephone)	057201744
24. Contractor Contact (Mobile)	057201744
25. Contractor Contact (Email)	stgeorgesw@ke.com
INTENDED USE OF WATER	
26. Use of Borehole - Domestic/Commercial/Industrial/Other	Drilled
27. Estimated Capacity (liters/min or gpm)	20 l/min
28. Estimated Capacity (m ³ /day)	60
29. Estimated Capacity (m ³ /month)	1800
30. Estimated Capacity (m ³ /year)	21600
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Borehole Completion Record

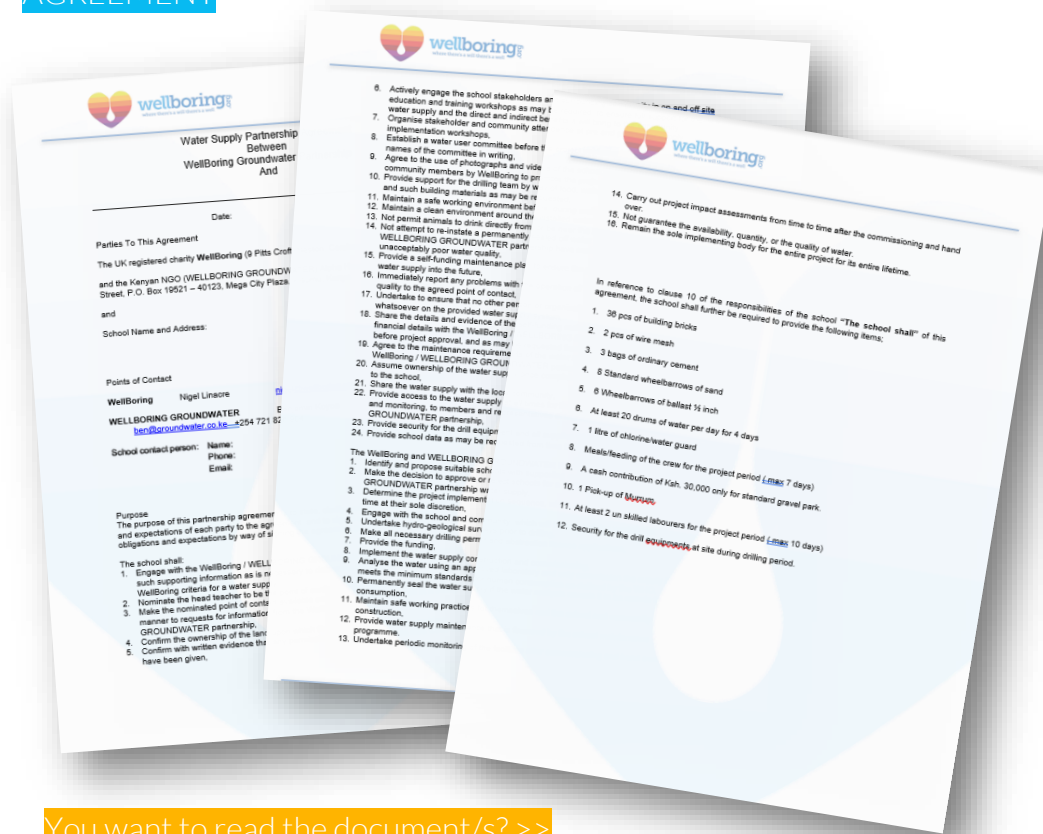
You want to read the document/s? >>

DOCUMENTATION OVERVIEW (EXCERPT)

HOW DO WE CREATE A NEW WELL IN A SCHOOL-CENTERED COMMUNITY?



SCHOOL PARTNERSHIP AGREEMENT



[You want to read the document/s? >>](#)

[Experience the impact >>](#)

DONOR INFORMATION PACKAGE

KEY ELEMENTS



DONOR INFORMATION PACKAGE (WELL):

- Before pictures, need analysis and assessment; change
- Name plate at Well if wished
- Fundamental data of school (Name, # Pupils, # teachers, Google location, ...)
- Picture of drilled Well with pump
- Picture of other Well related material (tanks, plaque,...)
- Picture of pupils and teachers
- Short video or audio statement of head teacher / community member (Thanks to YOU AS DONOR)
- Copy of completion, regular reporting

- Continuous project updates (e.g., via Cloud, WhatsApp)



[Find y/our well >>](#)



WELLBORING

VISIT: [WELLBORING.ORG](https://www.wellboring.org)
QUESTIONS: [INFO@WELLBORING.ORG](mailto:info@wellboring.org)