



KONGONI NETWORK

Baseball Camp & Field-to-Field Visit Report

Strengthening youth baseball through training, partnership and equipment support



~200

STUDENTS REACHED

7

SCHOOLS REPRESENTED

2

RESIDENTIAL CAMPS

27 JULY - 8 AUGUST 2026

Prepared by Nelson Kassim, Programme Coordinator

For partners, sponsors and stakeholders of the Kongoni Network Baseball and Softball Programme

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1. Executive Summary



Between 27 July and 8 August 2026, Kongoni Network delivered two residential baseball camps serving players drawn from three secondary schools and four primary schools across the Network. The camps were designed to build technical baseball skill, game understanding and physical fitness, while using the sport as a vehicle for discipline, teamwork and confidence.

The high school camp ran from 27 to 31 July and brought together Shibuye Girls, Musoli Girls and Kongoni Secondary School Boys, with the specific aim of preparing the three teams for national-level competition. All three teams progressed over the five days. Shibuye Girls, who arrived with the least prior exposure to the game, showed the sharpest improvement in game understanding, technical skill, confidence and teamwork.

The primary school camp followed from 3 to 8 August, drawing pupils from Kongoni, Kosoki, Sikuli and Ketiplong primary schools. For many of these players it was a first structured introduction to baseball. Participation was strong throughout, and the mixed-school format gave pupils the chance to train alongside peers they would not normally meet.

A defining moment of the primary camp was the visit of the Field-to-Field team — Megan Sobchuk, Khamis Zahran, Carson Sobchuk, Clayton Sobchuk and Oscar Gatume. The team spent time with players and coaches, observed training first-hand and gained a direct understanding of the programme's needs.

The visit was accompanied by a substantial donation of baseball equipment, delivered through a project initiated by Clayton Sobchuk.

2. Background

The Kongoni Network Baseball and Softball Programme uses sport as a platform for youth development, connecting schools and young people through structured training, competition and mentorship.

The programme exists to give young players a route into baseball while building the personal qualities that carry over into school and later life — discipline, teamwork, commitment, communication, confidence and perseverance.

The July and August camps formed part of the Network's continuing work to strengthen baseball at both primary and secondary level. Beyond player development, the camps gave coaches a concentrated opportunity to assess where teams stand, identify gaps, and introduce structured drills that players can carry back and keep practising in their own schools.

3. Objectives of the Camps

The camps were designed to achieve the following:

- Develop fundamental baseball skills: throwing, catching, batting, fielding and base running.
- Improve players' grasp of baseball technique, rules and tactical play.
- Promote teamwork, communication and sportsmanship among players from different schools.
- Strengthen discipline, responsibility and respect for coaches and teammates.
- Improve physical fitness, coordination and general athletic ability.
- Give players the chance to train and compete alongside teams from other schools.
- Identify strengths and development gaps within individual teams.
- Encourage sustained participation in baseball among both girls and boys.
- Build life skills: confidence, concentration, leadership, perseverance and commitment.
- Strengthen the Network's baseball programme through better training, equipment and partnerships.

The primary camp carried an additional objective: equipping coaches to introduce structured drills that pupils could continue practising independently once back at school.

4. High School Baseball Camp

4.1 Camp Overview

The high school camp ran from 27 to 31 July 2026 and brought together three school teams:

- Shibuye Girls
- Musoli Girls
- Kongoni Secondary School Boys

The camp's central purpose was to prepare these teams for national-level competition. Holding the three squads together created a training environment that no single school could reproduce on its own: players could watch how other teams approached the same drill, measure themselves against unfamiliar opposition, and learn from coaches outside their own school.

4.2 Training Focus

Sessions were built around the technical and tactical areas most likely to decide competitive matches:

- Throwing accuracy and arm mechanics, including proper grip and release.
- Catching and receiving under pressure, both fly balls and grounders.
- Batting stance, swing mechanics and contact consistency.
- Fielding positioning, communication between fielders, and executing plays.
- Base running, situational awareness and reading the game.
- Physical conditioning, coordination and match-day fitness.



Alongside technical instruction, coaches used the camp to reinforce standards of conduct — punctuality, listening to instruction, supporting teammates and maintaining effort when tired.

4.3 Team Development



Shibuye Girls began the camp with limited baseball skill and little familiarity with the rules or shape of the game. Sustained coaching, repeated practice and direct exposure to the other two squads produced clear improvement over the five days. By the close of the camp the team was noticeably more assured — reading situations faster, communicating on the field, and playing with visible confidence.

Musoli Girls and Kongoni Secondary School Boys also progressed, refining existing technique and strengthening team coordination and game awareness. All three teams finished the camp better prepared than they started, with Shibuye Girls showing the most pronounced development.

5. Teacher and Coach Participation

5.1 Accompanying Teachers

Teacher participation was central to the high school camp. The following teachers accompanied their players:

No.	Teacher	School
1	Madam Shitanda	Musoli Girls
2	Mr. Lukoye	Friends Kongoni
3	Mr. Brian	Friends Kongoni
4	Mr. Shikutwa	Musoli Girls
5	Mr. Wanjala	Shibuye Girls

Their presence provided guidance, supervision and encouragement throughout, reinforcing discipline and participation while strengthening the working relationship between schools and the coaching team.

5.2 High School Coaching Team

Seven coaches supported the high school camp:

No.	Coach
1	Nelson Kassim
2	Jeremiah Muliande
3	Brian Wanjala
4	Vela Nekesa
5	Seraphine Atuka
6	Moses Kassim
7	Chevel Khakai



The coaching team delivered technical instruction, drill work, conditioning and teamwork exercises, covering throwing, catching, batting, fielding, running, coordination and game awareness. They placed equal weight on

discipline, communication, commitment and cooperation – values intended to carry beyond the field into the players’ school lives.

6. Primary School Baseball Camp

6.1 Camp Overview

The primary school camp ran from 3 to 8 August 2026 and brought together pupils from four schools:

- Kongoni Primary School
- Kosoki Primary School
- Sikulu Primary School
- Ketiplong Primary School



Turnout was encouraging across all four schools, reflecting genuine pupil interest in the sport and a readiness to commit to structured training. The mixed-school format proved valuable in itself: pupils trained with unfamiliar teammates, which accelerated both their social confidence and their understanding of cooperative play.

6.2 Teacher Participation

Ketiplong Primary School was the only school whose players were escorted by their teacher at the start of the camp. Teachers from the other schools visited later while the camp was under way, providing additional supervision and support.

Consistent teacher or sports-patron attendance from the outset would strengthen supervision, improve continuity between camp and school, and is a priority for future camps.

6.3 Primary School Coaching Team

Four coaches facilitated the primary camp:

No.	Coach
1	Brian Wanjala
2	Nekesa Vela

No.	Coach
3	Chevel Khakai
4	Moses Kassim



The coaches led pupils through structured drills targeting fundamental skills, coordination, teamwork, fitness and general understanding of the game.

7. Player Development and Camp Outcomes

The primary camp produced results across three areas: technical skill, teamwork, and personal development.

Technical Development

Pupils were introduced to and practised throwing, catching, batting, fielding and base running, alongside coordination work and general baseball awareness. These fundamentals form the base on which future training will build, and pupils were encouraged to continue practising them within their schools.

Teamwork and Sportsmanship



Combining four schools in one camp required pupils to work with new teammates from the first session. This produced a practical, rather than theoretical, understanding of teamwork — learning to communicate, share responsibility on the field and accept the outcome of a play graciously.

Discipline and Behaviour

Behaviour and discipline were consistently good across the camp. Coaches reinforced following instruction, respecting teammates and coaches, cooperating with others, and maintaining commitment through the full training session.

Life Skills

The camp also developed confidence, communication, concentration, commitment, perseverance, teamwork and personal responsibility — qualities that support pupils in their academic and personal lives as much as in sport.

8. Field-to-Field Visit



Field to Field Project is a youth-led initiative founded by 10-year-old baseball player Clayton Sobchuk, a pitcher and second baseman for the Lake Stevens Riptide. Fueled by his deep love for the game and a big heart for service, Clayton launched this project to connect young baseball players in the United States with emerging teams in Kenya.

Through equipment donations, team support, player to player encouragement, and cultural exchange, Field to Field builds bridges across continents using baseball as a common language.

8.1 Visit Overview

A defining highlight of the primary camp was the visit of the Field-to-Field team, comprising:

- Megan Sobchuk
- Khamis Zahran
- Carson Sobchuk
- Clayton Sobchuk
- Oscar Gatume

The visit allowed the team to connect directly with the Kongoni Network baseball programme and observe camp activity as it happened, rather than through reports after the fact. Its significance lay in bringing players, coaches and external supporters together around a shared objective: strengthening youth baseball in the region.

8.2 Engagement with the Programme

Megan and the Field-to-Field team spent time with the camp as it ran, watching players and coaches work through structured sessions. The visit provided the opportunity to:

- Engage directly with the young players.
- Meet and talk with the coaching team.
- Observe baseball training as it is actually delivered.
- Develop a first-hand understanding of the programme's needs and constraints.
- Strengthen the relationship between Kongoni Network and Field-to-Field.
- Contribute to the continued development of youth baseball in the Network.

The visit therefore served two purposes at once: programme engagement and partnership development.



9. Equipment Donation



The most substantial outcome of the visit was a donation of baseball equipment to Kongoni Network, delivered through a project initiated by Clayton Sobchuk with the objective of strengthening the Network's baseball activities.

9.1 Equipment Received

No.	Equipment	Quantity
1	Baseballs	90
2	Gloves	56
3	Bats	21
4	Sliding pants	21
5	Batting gloves	15
6	Caps	36
7	Socks	60 pairs
8	Knee guards	9
9	Cleats	8+11
10	Equipment bags	6
11	Belts	6
12	Catcher's helmets	5
13	Chest guards	5

9.2 Equipment Distribution and Management

The donation materially expands the resources available to players and coaches for both training and competition. To protect that value over time, Kongoni Network maintain an equipment register recording, for every item:

- Item description
- Quantity
- Condition on receipt and at each check
- Storage location
- School or team assigned
- Person responsible
- Date issued

Without such a register, equipment of this quantity is difficult to track and easy to lose. With one in place, the donation can support player development for several seasons.



Field-to-Field visited JKUAT in Nairobi to meet the three Kongoni Network secondary-school teams that qualified for national competition. The team also donated cleats to the Kongoni boys' team.

10. Significance of the Equipment Support

The donation is a material contribution to the continued development of baseball within the Kongoni Network. Improved access to equipment directly supports:

- More effective and better-paced training sessions, with less waiting between turns.
- Greater practice opportunity for each individual player.
- Safer training, particularly through the addition of protective catching gear.
- More realistic preparation for competitive fixtures.
- Development of younger players at school level, who previously shared limited kit.
- Strengthening of the baseball programme across all participating schools.

Player participation, competent coaching and adequate equipment are mutually reinforcing. With all three now in place, the programme has a workable foundation for sustained growth.

11. Key Achievements

11.1 Increased inter-school interaction

Players from seven schools trained together, learning from one another and building relationships across school boundaries.

11.2 Improved technical skills

Structured coaching was delivered in throwing, catching, batting, fielding, running and coordination at both camp levels.

11.3 Team development

The high school camp measurably improved teamwork and game understanding among the three participating squads.

11.4 Positive player behaviour

Discipline and conduct were consistently good throughout the primary camp.

11.5 Coach collaboration

Coaches from different schools and backgrounds worked as a single team, sharing methods and standards.

11.6 Stronger partnerships

The Field-to-Field visit established direct engagement between the programme and an external supporting organisation.

11.7 Equipment support

The donation substantially increased the range and quantity of equipment available for training and competition.

12. Challenges and Areas Requiring Attention

The camps met their objectives, but four areas require sustained attention if the gains are to hold.

12.1 Inconsistent school support

Not every participating school had a teacher present throughout. Continued engagement with school administrators and sports patrons is needed to secure reliable supervision.

12.2 Gaps between training periods

Players need regular training beyond holiday camps. Skills introduced over five days will erode without reinforcement during term time.

12.3 Coaching development

Coaches need continuing opportunities to share methods and deepen their knowledge of player development and instruction technique.

12.4 Player tracking

There is currently no systematic record of individual players, making it impossible to monitor participation, development or progression over time.

13. Lessons Learned

- Regular training is essential. Concentrated camps introduce skills effectively, but retention depends on practice between camps.
- Inter-school camps create learning that single-school training cannot. Players learn as much from observing other teams as from direct instruction.
- Teacher involvement strengthens school-based sport by providing supervision during camps and continuity afterwards.
- Structured coaching produces measurable development when sessions are organised around defined technical and tactical objectives.
- Equipment availability directly determines training quality, and must be paired with a management system to retain its value.
- Partnerships underpin sustainability, particularly where they provide equipment and resources the programme cannot otherwise fund.
- Baseball is an effective vehicle for wider youth development, building discipline, teamwork, confidence, communication and commitment.

14. Future Plans

Building on the outcomes of the July and August camps, Kongoni Network will focus on the following areas.

14.1 Regular school-based training

Participating schools will be encouraged to run regular sessions that reinforce the skills introduced during the camps.

14.2 Follow-up holiday camps

Further camps during school holidays will allow coaches to monitor development, introduce new skills and deliver intensive training.

14.3 Inter-school competitions

Friendly fixtures and organised competitions will give players the chance to apply their training under match conditions.

14.4 Wider school participation

The programme will recruit additional schools and identify teachers or sports patrons willing to support their players.

14.5 Equipment management system

Implement the equipment register outlined in Section 9.2 to track donations, distribution and ongoing use across participating schools.

14.6 Coach development

Coaches will continue to receive training, knowledge-sharing opportunities and support in strengthening their instruction.

14.7 Player development and tracking

Records will be maintained for individual players, covering baseball skills, fitness, discipline, teamwork, participation and competition experience. This will also identify players needing additional support.

14.8 Academic reinforcement

The programme will continue using baseball to encourage the discipline, concentration and commitment that support classroom performance.

14.9 Partnership development

Relationships with organisations and individuals able to support training, equipment and mentorship will be actively maintained and expanded.

14.10 Programme expansion

Over the longer term, the Network aims to extend baseball into additional schools and communities across the region.

15. Recommendations

The first three recommendations are priority actions for the next programme cycle:

No	Recommendation	Priority
1	Create a player database to track participation and development	Immediate
2	Establish a regular baseball training calendar for participating schools	High
3	Increase teacher and sports-patron involvement across all schools	High
4	Organise regular inter-school friendly matches	Medium
5	Continue delivering holiday camps for intensive development	Medium
6	Provide ongoing coaching development opportunities	Medium
7	Strengthen safety practices during training and competition	High
8	Document player stories and outcomes for reporting and fundraising	Ongoing

16. Partnership and Sustainability

The Field-to-Field visit demonstrated the practical value of partnership in strengthening community sport. The equipment donation provides immediate capacity, while the relationship established through the visit creates the basis for continued engagement.

Kongoni Network will continue working towards a sustainable baseball programme by combining seven mutually reinforcing elements:

Training + Coaching + Equipment + School Participation + Competition + Partnerships + Player Tracking



Approached this way, the programme can build a genuine pathway for young players while keeping baseball integrated into the Network’s wider youth development work

17. Impact Summary

17.1 Participation

Indicator	Result
High school teams participating	3
Primary schools participating	4
High school coaches	7
Primary school coaches	4
Accompanying teachers (high school camp)	5
Field-to-Field representatives	5
High school camp dates	27 – 31 July 2026
Primary school camp dates	3 – 8 August 2026

17.2 Equipment Donated

Item	Quantity
Baseballs	90
Socks	60 pairs
Gloves	56
Caps	36
Bats	21
Sliding pants	21
Batting gloves	15
Knee guards	9
Cleats	8+11
Equipment bags	6
Belts	6
Catcher's helmets	5
Chest guards	5

18. Conclusion

The July and August 2026 camps gave young players across the Kongoni Network a concentrated opportunity to develop their baseball skills, train alongside peers from other schools, and strengthen the discipline, teamwork and perseverance the sport demands.

The high school camp advanced team preparation ahead of national-level competition, with Shibuye Girls in particular travelling a considerable distance in five days. The primary camp laid a foundation among younger players, many of whom encountered structured baseball coaching for the first time.

The visit by Megan and the Field-to-Field team was a genuine highlight. Their direct engagement with players and coaches showed what partnership looks like in practice, and the equipment donation initiated through Clayton's project provides resources that will support training for seasons to come.

The work now shifts from delivery to consolidation. Regular school-based training, follow-up camps, inter-school fixtures, coach development, player tracking and disciplined equipment management are the mechanisms through which these gains will hold.

The July and August activities represent a further step towards a structured, inclusive and sustainable baseball development pathway for young people within the Kongoni Network and the communities around it.

Kongoni Network Baseball and Softball Programme