

*Waldorf Kakuma Project  
Annual Report 2022*



*“Education breeds confidence. Confidence breeds hope. Hope breeds Peace.” Confucius*

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## A message from the Director

The SDG 4 has been one of our strong key guides as we work with children in the various parts of Kenya. Education is a right for every child no matter what their life circumstances. Even though a lot has been done by various actors including governments, development partners, NGO'S, communities and advocates of education, there is still a lot more to be done. Cooperation amongst various actors continues to be an important aspect of the work which WKP does.

SDG 4 States: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.

## Introduction



Waldorf Kakuma Project is dedicated to emergency and regular education. We operate as a locally registered NGO in Kenya focusing on education including emergency education, child protection, and psychosocial support for children.

Waldorf Kakuma Project is rooted in the Waldorf philosophy, with a primary focus on education. We recognize the importance of Early Childhood Development (ECD) as a crucial element of child development. WKP is dedicated to ensuring every child has access to quality early childhood development, care and pre-primary education, preparing them for primary education.

The Waldorf curriculum is integrated, inter-disciplinary and artistic. Through imagination and creativity, an individual child's inner forces are awakened and developed. Art and

crafts of all kinds are stimulated and they enable the development of the will in practical orientation of the student. Waldorf has a concept of each school or project having an independent constitution within which parents and teachers work together.

The Waldorf Kakuma Project has been providing, promoting and advocating for education for children with and without disability in Kenya for the last 12 years.



**Vision:**

To transform the lives of children and adolescents affected by crises through psychosocial support and education.

**Mission:**

To develop free human beings who are able of themselves to impart purpose and direction to their lives.

**Core Values:**

- Accountability

We hold ourselves to account through knowledge, personal responsibility, decisions and policies

- Respect

We value everyone and treat people with dignity and professionalism.

- Embracing Diversity

By embracing diversity, we bring out the best in everyone

- Innovative and Creative



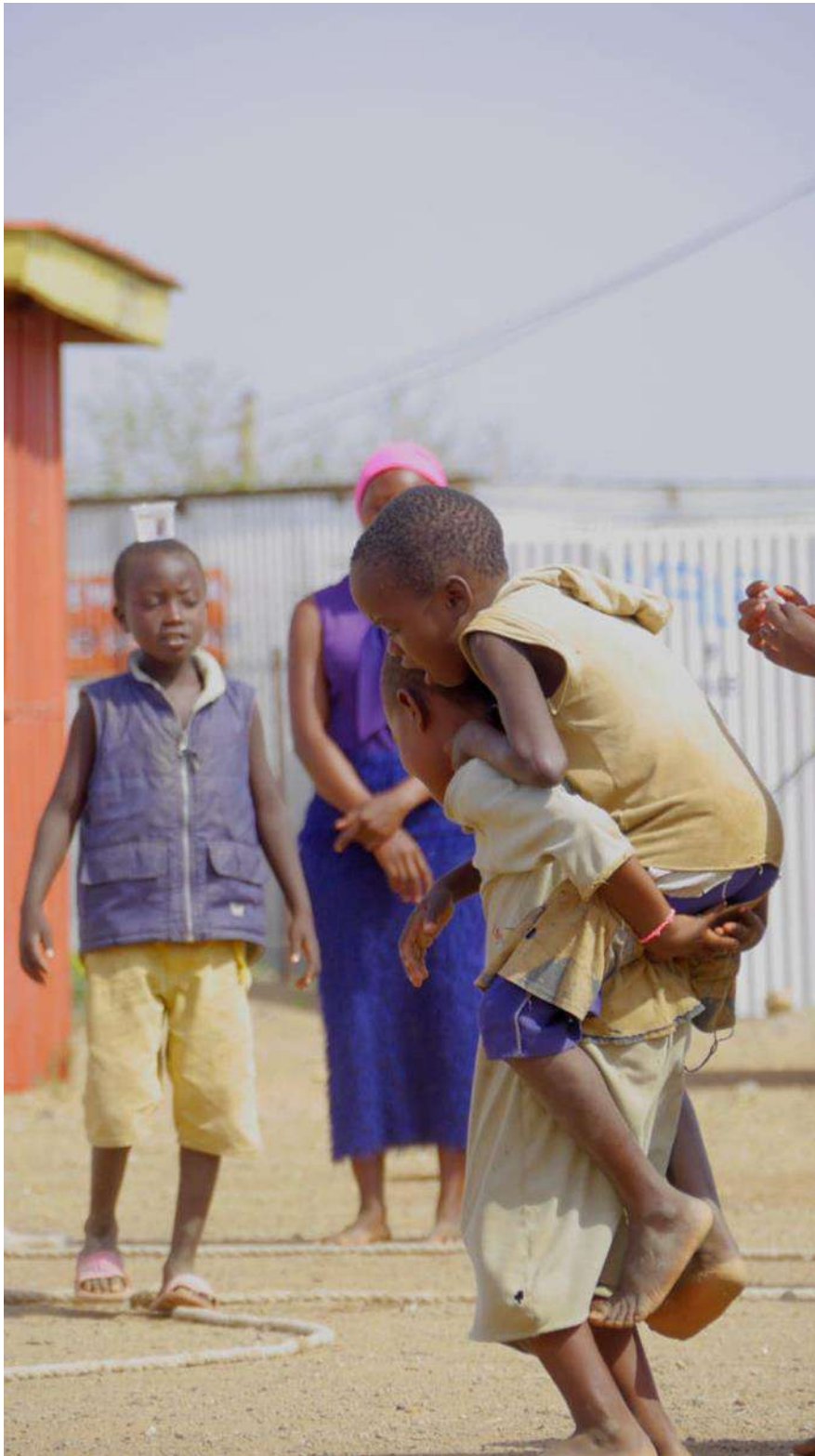
We seek to be dynamic in development of ideas and skills

## Executive Summary



Waldorf Kakuma Project is pleased to present the Annual Report for the year 2022. This report highlights our organization's commitment to Early Childhood Development, Education and Psychosocial Support for children in the marginalized communities of Turkana County and non-formal settlements of Nairobi. Our projects have made a positive impact on the lives of children and communities, contributing to the achievement of Sustainable Development Goals.

## What drives us



The children are at the centre of our work at Waldorf and children in the current world face a myriad of challenges from poverty, neglect, abuse, lack of parental and nurturing care, lack of education or challenges of not completing education, child labour amongst others. Children who are living with disability experience these challenges and their life challenges become compounded by their various disabilities and lack of appropriate services. WKP



envisions a world where children can have all the necessary care and support at all levels from home to school to government services.



Non-formal education



WKP conducts non-formal education at Kakuma and Kalobeyei camps in Turkana West in centres which are called Child Friendly Spaces. These centres had closed during 2020 and 2021 due to COVID 19 restrictions by the Kenyan government as well as UNHCR. In 2022 the centres reopened and children were able to attend the centres for activities. At these centres children between the age of 4 to 17 years who are unable to go to the regular camp schools attend daily. The centres are open from 9 in the morning to 4 in the evening. These centres engage children in both indoor and outdoor learning activities which are age appropriate with a teacher for every group. The centres usually have a total of about 300 children who attend daily and they receive the appropriate support needed including psychosocial and protection support apart from learning.

*Mary Aamira (not her real name) is an 8-year-old South Sudanese girl who lives in Kakuma 4 and frequents the Child Friendly Space (CFS) at the Waldorf's CFS in Kakuma 4 during school holidays. She is the last born in a family of six children. Her father abandoned them when she was two years old.*

*During one of the drawing sessions, the Waldorf Kakuma Project social worker began by telling the children a healing story using the puppets. After the story, the social worker gave each child a drawing paper and a crayon and asked them to draw what they had learnt from the story. Rebecca drew a very detailed picture of a family eating dinner, very different from the rest of the children. In the picture, she drew herself and her siblings. She looked very agitated as she was drawing and this drew the attention of the social worker. After observing the picture, the social worker took her aside and gently asked her to explain what was in the picture that caused her such anxiety. After some time, the child opened up and explained that this was actually the situation at home as their mother neither cooks for them nor eats with them. She also confessed that she misses her mother's attention.*

*Later on, after the session, the social worker visited Rebecca's home and found her mother. They showed her the picture and narrated Rebecca's explanation of the picture. The mother was so shocked that the child could notice and get affected by such a thing, she broke down. She confessed that she had been under a lot of pressure as a single mother and would let it out on the children. She was very remorseful and committed to be more involved in her children's upbringing; this included cooking for them and eating together with them as a family.*

*Rebecca came to the CFS the following week and hugged the social worker as soon as she arrived and told him that her mother had since been cooking for them and sitting next to her when eating. During the session, the child was calm and composed unlike in the previous sessions.*



## Formal education



WKP supports government ECD centers to promote access, inclusion, retention and quality Early Childhood Education for both children with and without disability. In the formal education, WKP works towards strengthening coordination and cooperation between various actors in the formal education sector to enhance the above.

In partnership with different donors such as UNICEF and BMZ through CBM Kenya, Waldorf has supported ECD education for both refugee and the Turkana host communities in Turkana West Sub County, Turkana County as well as in the Mukuru non-formal settlement in Embakasi South Subcounty, Nairobi city county.

Through the projects, WKP has helped in the access, enrollment and retention of children at the ECD level through various activities such as capacity building and mentoring of teachers on the new competency-based curriculum (CBC) and competency-based assessment (CBA) in both Turkana and Nairobi. Sessions on material development especially on the use of locally available resources were carried out with the teachers. The teachers in Turkana west have also been capacity built on the integration of inclusive education. Regular cluster reflection meetings conducted with the teachers ensured sharing of best practices among them and also formed a platform for the Waldorf mentors to give general feedback on the observations made during mentorship. Through this support, the teachers are now better equipped to offer quality education to the learners.

The ECD centres that are part of the projects in Nairobi and Turkana have benefitted from learning materials which have greatly increased the learners' educational achievement.

Additionally, those children living with disability in Turkana West received therapeutic materials.

Parents of learners and members of the boards of management of ECD centers have been trained on their roles in supporting the ECD centers in addition to creating awareness on inclusive education. This has seen enhanced cooperation and support by the parents and members of BoMs towards the ECD centers.

Medical assessments and rehabilitative support offered to children with disabilities in Turkana West Subcounty have played a major role in ensuring that the children get access to education as well as other essential services. The assistive devices given to the children after an assessment enable them to comfortably access quality education within the regular school environments.

Creation of awareness on disability and inclusive education has led to increased enrollment and retention of children with disabilities in Turkana West as evidenced by the data collected regularly in the project ECD centers.

Through its projects, Waldorf has worked tirelessly to improve on the partnerships and coordination among different stakeholders in the ECD sector. This is realized through supporting and conducting regular stakeholders' meetings at the County level in the areas of operation. Waldorf is also an active member of the education working groups in Turkana County.

#### *Early Childhood Education with a Focus on Children living with Disability*



WKP is in collaboration with Christian Blind Mission (CBM) in the seven wards of Turkana West Sub-County, funded by the Ministry for Economic Cooperation and Development (BMZ). This project aims to enhance access to early childhood care and education for



children in refugee camps and host communities. It focuses on inclusive education for children with disabilities, providing them with medical and educational assessments, assistive devices, inclusive teacher training and learning materials.

### Teacher Trainings



Teacher training at the ECD level of education is a key element of WKP programs. Over the 12 years of working in education, WKP has trained more than 1000 ECD teachers. According to a journal of education and practice 2017, 56% of ECD teachers in public ECD centers are untrained. As determined by the low level of training, teacher training is therefore an important component in the promotion of early childhood quality education. Teacher training improves curriculum implementation and therefore enables the teacher to create a positive learning environment which leads to improved academic performance amongst children. Through the teacher training program, WKP has been able to advocate teacher challenges to the various county government since ECD is a devolved function in Kenya.

Through the project by Waldorf and CBM Kenya in Turkana, teachers in the host community ECD centers have been trained on different aspects such as integration of inclusive education in the regular centers, competency-based curriculum and assessment and material development.

*During one of the teachers' trainings, one teacher testified and said, "My name is Esther Ewoi (not her real name), I teach in Kakuma Mixed ECDE. I am happy because some of the things the facilitator has taught us, we knew a little but now in material development I am happy that most of the things like observation schedules, the anecdotal we can make and we can keep the records smartly. We were able to make it but in a limited way but now we can make it variedly we can make for many children; we can make for a specific child and we know where to keep them like we could have portfolios where we could keep the records. For me, I would like the facilitator to come back and touch the part on Individualized Education Program (IEP), because that one I really don't know a lot of it just a little, that's all. Thank you".*

*Another teacher John Pemoe (not his real name) added that, "I remember the last time we did inclusive education was in the year 2009, From 2009 it died and we don't know where it was buried and now this is the first time, I have seen it is now. I am very much proud of this design of early childhood inclusive education in a manner that is being implemented for instance, there are trainings for teachers, there are trainings for BOMs, there are training especially in inclusive education*



*component you see, before if I can take you back, before the challenge or the special needs education children were taken to South (Turkana South). That's where an integrated school (Katilu) was found. That means for years since Kenya got independence up to now, there is no child who had benefitted in this sub county (Turkana West)".*

As a result of the capacity building of teachers, the quality of education being offered has greatly improved and even led to increased attendance of learners in the ECD centers because learning has become more enjoyable and child centered.

#### *Child Protection*



World Refugee Day was celebrated on Monday 20th June 2022 to honour refugees around the globe, to build empathy and understanding for their plight and to recognize their resilience in rebuilding their lives, under the Theme: “Whoever, Whatever, Whenever. Everyone has a right to seek safety.”

Indeed, this theme echoes the protection of persons and through all the WKP programs child protection is key. WKP is committed to child protection in all its programs. We identify and address protection concerns, including abuse, neglect, exploitation, and psychological distress among children. We are working in partnership with Freunde der Erziehungskunst in response to the challenges faced by displaced children. WKP collaborates closely with other partners to provide comprehensive support by employing a well-designed Inter-Agency referral tool for case management and necessary interventions.

*Nsabimana Isha Bosco (not his real name), a four-year-old boy was referred to Waldorf Child Friendly activities in the Child Friendly Space (CFS) in Lokado extension centre (Reception centre) – Kalobeyei*

Village by a Child Protection Partner Torres de hommes (TDH). He had been living with his uncle in Kalobeyei village 1 shopping centre after his mother abandoned him. During this period the uncle started to physically and verbally abuse him.

During Bosco's first interaction with the CFS, he was very reserved and had marks on his body showing signs of repeated physical abuse. It was difficult to engage him, he would sit by himself and would not want adults near him especially the men. During play activities, he would take the puppets and other playing toys and sit by himself in a corner scold and beat the puppet using a stick and tear the puppets hands. While this went on for a while, it was clear that his aggressive behaviour towards the puppet was a mirror of the abuse he was experiencing from his uncle. This aggression led to the CFS social worker changing the therapeutic activity to beading, using the wooden beads to bring concentration and normalcy in the child while modelling to bring calmness and relaxation.

As a result, he slowly started opening up and accepted to join his peers in the kindergarten class. He also started playing with the puppets without destroying them. He started actively participating in the activities guided by the social workers in the CFS and playing with his peers.

As Bosco continued with the trauma healing processes through the CFS therapeutic activities, his case of physical abuse was referred to UNHCR through the Inter Agency referral tool (kobo) for further support including placing the boy in a safe haven as he awaits alternative care arrangement. Meanwhile, the uncle was arrested by the police and the case is ongoing with Refugee Consortium of Kenya (RCK) leading the litigation on behalf of Bosco.

## 2022 Impact Highlights:

<b>Over 35,546 ECD children supported</b>	<b>Over 1000 teachers trained on competence-based curriculum and child development</b>	<b>Over 2226 parents trained on holistic child rearing</b>
<b>Provided materials and assistance to 204 ECDE Centers</b>	<b>Supported inclusive education in 134 ECDE centers</b>	<b>Provided assistive devices to 90 children with disabilities</b>
<b>Interacted with over 600 children daily in Child Friendly Spaces providing counselling, case management, and referral services in collaboration with partners</b>		

## Our Partners





## Our Information

### **Address:**

***Karen Professional Centre 1st Floor G6B.***

***Karen Road***

***Kakuma Office Line is 254 704491881***

***Nairobi office line is 254 715902309***

### **Contact Us:**

***info@waldorfkakumaproject.org***



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