



WALDORF

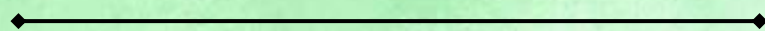
kakuma project

<https://waldorfkakumaproject.org/>

ANNUAL REPORT

2024



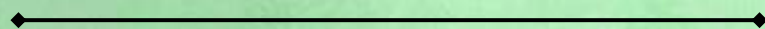


VISION:

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 impact purpose and direction to their lives.





MESSAGE FROM THE DIRECTOR

Dear Friends,

Thank you for your unwavering commitment to supporting children in marginalized, hard-to-reach areas and those facing multiple crises in Kenya. Your generosity ensures that WKP remains steadfast in its mission to leave no child behind, particularly in education.

I am pleased to share the progress we have made in 2024—achievements made possible through your support. The past few years have demanded resilience, adaptability, and determination, and despite navigating complex challenges post Covid-19, we have seen remarkable outcomes. More children have returned to school, access to quality learning and teaching has improved, and vital protection services have reached disadvantaged children, including those with disabilities, along with their caregivers.

While we celebrate these successes, we recognize that more needs to be done. Thousands of children still lack access to education, safety, and essential services. The education landscape remains dynamic, requiring continuous innovation and commitment. Our grassroots experience has allowed us to develop locally driven, sustainable solutions that are well-suited to the communities we serve.

To sustain and expand our impact, we continue to appeal for support. Your generosity will enable us to scale our innovative, community-driven programs, ensuring that even more children receive the education and care they deserve.

Thank you for walking this journey with us—together, we are transforming lives.

2024 AT A GLANCE

Through our vision of transforming the lives of children and adolescents, the child is at the center of our everyday work. WKP believes that the earlier a child starts life positively the better. Play is the work of a child and as WKP engages with parents / caregivers and the community at large, we encourage them to allow the child to play

"Children learn as they play. Most importantly, in play children learn how to learn"



600+ children 4-17 years benefited through non-formal education daily.



45,336 children below age 12 in-formal schools



25 schools and 1 EARC center improved accessibility



WKP Director receiving the 2024 Zero Award from CBM-Kenya Country Director

WKP won the 2024 Zero Award!

The award is given to entities that provide innovative solutions that remove barriers for persons with disabilities in the fields of Inclusive Education, and ICT.



2042 children assessed, provided with medical support, assistive devices as well as physiotherapy
91 children referred for surgery and other support services.

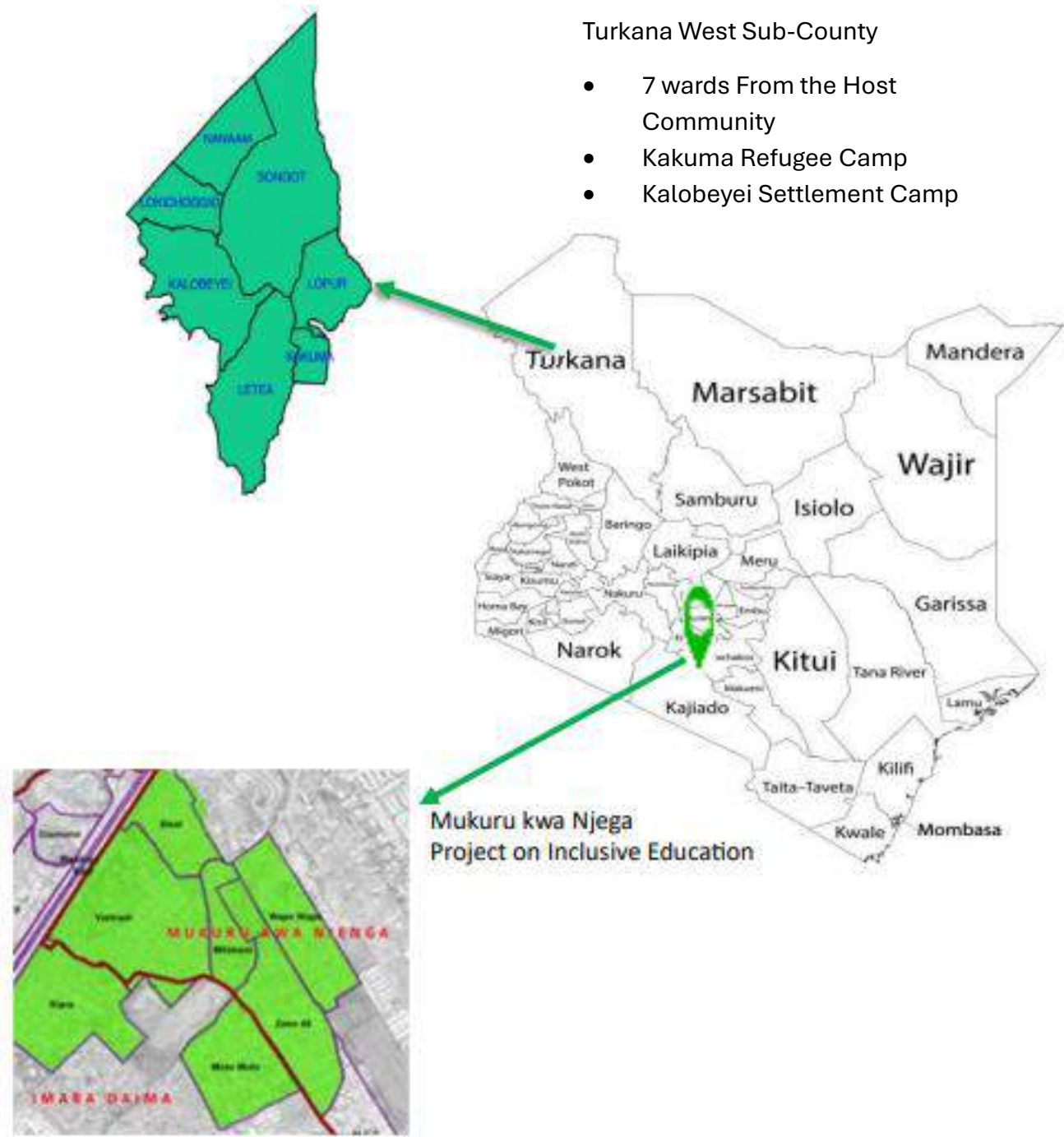
OUR FOOTPRINTS

WKP operates mainly in Turkana West Sub-County, Turkana County, Kenya. This location was chosen due to the high number of vulnerable children in need of our services. Specifically, we operated in:

Kenya, Turkana County

Turkana West Sub-County

- 7 wards From the Host Community
- Kakuma Refugee Camp
- Kalobeyei Settlement Camp



PROGRAMMATIC PILLARS

1

Child Protection

WKP is dedicated to creating safe spaces for children, providing psychosocial support and case management. Through a strong referral system, we connect vulnerable children to essential health, education and protection services, leveraging our partnerships to ensure their well-being.

Education (Formal, Informal & Inclusive)

WKP provides quality education through formal schooling, informal learning spaces and inclusive education programs. Our Child-Friendly Spaces (CFS) within the camps support migrant children, while our inclusive education initiatives equip schools with assistive devices, individualized education materials and inclusive teacher training for learners with different forms of disability.

2

3

Partnerships & Stakeholder Engagement

In keeping in line with Sustainable Development Goal (SDG) 17, "Partnerships for the Goals", emphasizes the importance of collaboration to achieve the SDGs. WKP collaborates closely with Turkana & Nairobi county governments and key ministries, including the Ministry of Education and the Ministry of Health, to strengthen inclusive education and child protection systems. These partnerships enhance service delivery, advocacy, policy influence and the long-term sustainability of our initiatives.

Teacher Training

WKP enhances teaching quality by training educators in inclusive, trauma-informed and competency-based methodologies. This includes developing and distributing tailored learning and teaching materials to improve classroom experiences.

4

WALDORF PRINCIPLES

At WKP, our approach to education and child development is rooted in Waldorf Education Principles, which emphasize holistic learning, creativity and child-centered methodologies. This philosophy shapes our work in Child-Friendly Spaces (CFS) and our inclusive education programs, ensuring that every child receives nurturing, trauma-informed and developmentally appropriate support.

Waldorf Education emphasizes learning through play, creativity, and practical activities, fostering cognitive, emotional, and social development. Our incentive teachers are trained to integrate culturally responsive storytelling, music, and arts into lessons, ensuring that learning is both engaging and reflective of the children’s backgrounds. By embracing these interactive methods, we create inclusive environments where marginalized children can connect with their education in meaningful ways, building confidence and a lifelong love for learning.

Our CFS centers provide a safe and structured environment for migrant, refugee and vulnerable children to access informal education, psychosocial support and recreational activities. Using Waldorf-inspired methods, we help children process trauma, regain a sense of normalcy and build resilience. Through storytelling, guided play and expressive arts, we create an atmosphere where children can learn, heal and develop essential life skills.

By integrating Waldorf principles into our work, we ensure that education is not just about academic success but also about nurturing the whole child—mind, body and spirit.



OUR DESIRED OUTCOMES

INSPIRING CHANGE

At WKP, we are committed to shifting mindsets and breaking down the negative perceptions surrounding disability and education in marginalized communities. Deep-rooted stigma often isolates children with disabilities, denying them the right to learn and thrive. Through advocacy, inclusive education programs, and community engagement, we challenge these misconceptions and foster acceptance. By working closely with parents, teachers, and local leaders, we promote awareness and create environments where all children, regardless of ability, are valued and supported. Our efforts go beyond education—they inspire a cultural shift toward inclusivity, dignity, and equal opportunities. Through this change, we empower communities to embrace diversity and build a future where no child is left behind.

INSPIRING EDUCATION

Education is the foundation of opportunity and at WKP, we are committed to making it accessible to all. Through formal and informal learning programs, teacher training and the development of inclusive teaching materials, we enhance the quality of education in both rural and urban marginalized communities.

Our projects in Turkana West and Mukuru Informal Settlement provide children with the tools they need to succeed—whether through classroom learning, skill-building, or play-based methodologies. By prioritizing inclusive and holistic education, we equip learners with the knowledge and confidence to shape their own futures.

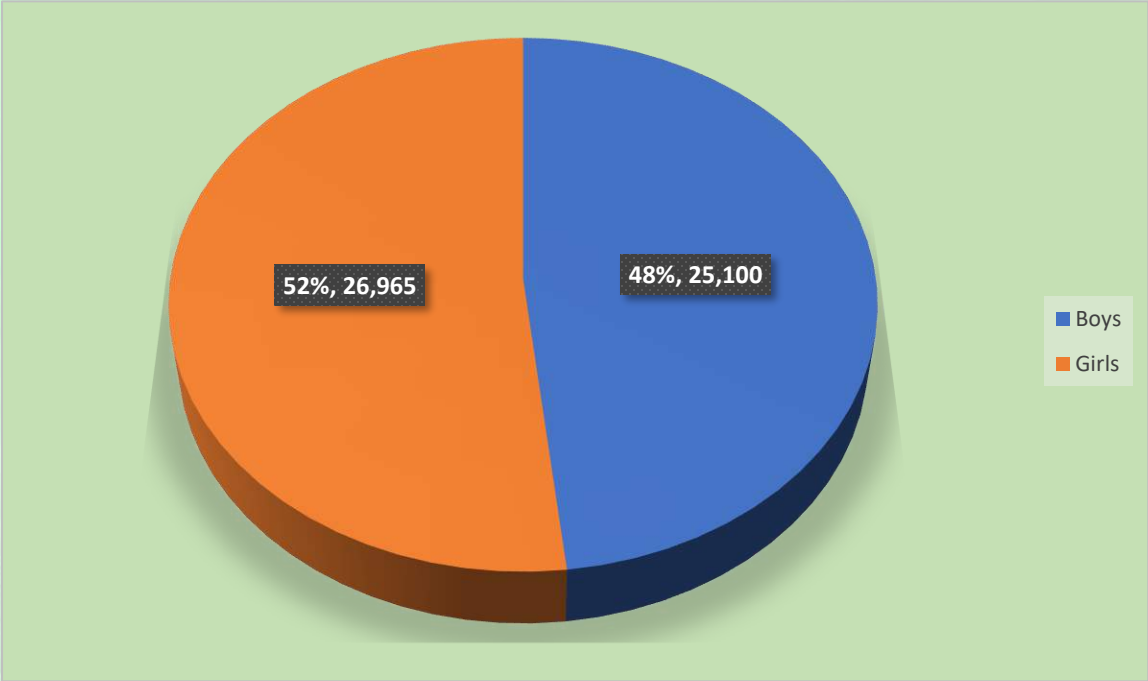
INSPIRING CHILDREN LIVING WITH DISABILITY

Children with disabilities often face stigma and exclusion, limiting their opportunities for education and social integration. At WKP, we strive to change perceptions and foster an inclusive society where every child is valued and given a chance to thrive. Through advocacy and community engagement, we challenge societal norms, dispel misconceptions, and promote acceptance of children with disabilities. Beyond education, we work to build supportive environments that nurture their potential—encouraging self-confidence, independence, and participation in all aspects of life. By raising awareness, empowering caregivers, and strengthening community networks, we inspire a shift toward inclusivity, ensuring that children with disabilities are recognized not by their limitations, but by their abilities and potential.



CUMULATIVE NUMBER OF CHILDREN SUPPORTED BY VARIOUS PROGRAMS

During the year WKP supported over 200 ECDE centres bringing the total number of children beneficiaries to 52,065 since inception being 52% girls and 48% boys.



COMMITMENT TO MARGINALIZED AND HARD TO REACH CHILDREN

WKP is committed to ensuring that marginalized and hard-to-reach children have access to quality education, psychosocial support and child protection services.

Turkana West Sub-County.

It is home to the Kakuma and Kalobeyei refugee settlements. Geographically, its located in arid and semi-arid lands and has desert-like conditions. It Faces many socio-economic challenges and vulnerabilities and depends on humanitarian and development aid.

WKP intervenes for both remote host communities and refugee camps by addressing barriers to education and child well-being. Over 200,000 children in these areas face displacement, poverty and limited access to learning and health services. Through inclusive education programs, teacher training and the provision of learning materials, we were able create opportunities for 45,336 children to thrive despite these challenges.



MUKURU'S INFORMAL SETTLEMENT



Mukuru is a large informal settlement in Nairobi, Kenya that's home to many low-income families. It's made up of several villages, including Kwa Njenga, Kwa Reuben, and Viwandani.

During the year, we supported over 3000 vulnerable children in the densely populated urban slums where poverty, unsafe living conditions and lack of social support put them at risk.

Our interventions focus on strengthening education access and providing psychosocial support.

Our interventions During year included:

- Provision of teaching and learning materials in more than 30 ECDE centers in Mukuru.
- Training of teachers on child development, special needs and curative education.

All these led to easing the living conditions and enable access to education. That way we ensured that even the most vulnerable children have a pathway to a better future.



COLLABORATIONS AND ENGAGEMENTS

At WKP, we recognize that sustainable impact is achieved through strong partnerships and collaboration. In all our projects, we actively engage key stakeholders, including the Ministry of Education (MoE) to enhance education access and the Ministry of Health (MoH) for child protection and psychosocial support.

Collaboration with MoH

During 2024 we collaborated with the MoH to offer screening to over 2000 children. WKP facilitated referrals for 91 children in need of medical care, including disability assessments and psychosocial support as well as provision of assistive devices for 177 children. By working closely with health professionals, we provided interventions that address both the physical and emotional well-being of vulnerable children.

Collaboration with MoE

Our collaboration with the MoE ensures alignment with national education policies, supports teacher training programs and strengthens inclusive education for children with disabilities. Through this partnership, we work to equip schools with necessary learning materials, assistive devices and capacity-building initiatives for educators.

Beyond government ministries, we engage local authorities, community leaders, schools and caregivers to ensure that our programs are community-driven and sustainable. This multi-stakeholder approach allows us to create lasting change by integrating education, health and child protection services into a holistic support system for the children we serve.



ENGAGEMENT WITH LOCAL COMMUNITY AND AUTHORITIES

WKP believes that sustainable change starts with the active involvement of the communities we serve. Our programs are designed to be community-driven, ensuring that parents, caregivers, teachers and local leaders play a key role in shaping and implementing our interventions.

We engage communities through:

Parental Involvement – We train parents on inclusive education, positive parenting practices, nurturing frameworks, nutrition and psychosocial support, empowering them to support their children's learning and well-being.

Community members Involvement- We actively involve the local community in project planning, decision-making, and implementation to foster ownership and long-term impact. Community members contribute by supplying locally available materials, providing human resources, and engaging in regular meetings to support inclusive education and child protection efforts. This collaboration strengthens local capacity, enhances sustainability, and ensures that interventions are tailored to the unique needs of children and families.

Local Leadership and Grassroots Networks – We collaborate with community elders and local authorities to advocate for education, child protection and disability inclusion.

These efforts create sustainable, community-led solutions that ensure children have access to education, psychosocial support and protection within their own environments.



TEACHER TRAINING & MENTORSHIP



Teachers' capacity building is crucial in ensuring that appropriate and quality education is delivered to learners. In the year 2024, WKP trained, mentored and supported cluster reflection meetings for a total of 158 (101M;57F) ECDE teachers drawn from across the seven wards of Turkana West Subcounty. (we already did this numbers at the top) The training and mentoring were on Inclusive Education, Nurturing Care framework, Child safeguarding, classroom management and Data collection and management. As a result of the training, the teachers are equipped with different skills in addition to collecting accurate data that inform decision making in the ECDE sector.

158

Teachers trained & mentored

MEDICAL OUTREACH

The challenge of access to human resources for health (HRH) has not lost any of its importance since the publication of the world health report 2006 (1). Shortages of health workers, uneven distribution, brain drain, etc. are still current problems in both developing and developed countries, affecting the equitable access of the population to health care. WHO HEALTH OUTREACH STRATEGY DOC 9789241501514_eng.pdf. Communities in

Kenya's arid and semi-arid lands (ASAL) face many challenges to accessing medical care, including limited access, inadequate health personnel and expertise, poor infrastructure, long travel time to health facilities, Poor infrastructure, lack the proper facilities to handle medical needs, shortages of medicines and medical supplies as well as the transition from national to county governments has been marked by inconsistency and poor coordination. To close this gap, WKP has been carrying out medical outreach programs together with the government officers under the collaboration guided by the Health Act 2017.

Our medical outreach program is designed to improve access to healthcare for underserved and marginalized communities. We bring qualified government and other healthcare professionals directly to the grassroots communities especially children in the villages.

The benefits of these outreaches have been:

- Stronger community ties especially with the communities in the hard-to-reach areas
- The referral of children to level 5 hospitals has led to successful corrective surgeries and saving of eyes which the children would have probably lost
- The emergency responses with the County Ministry of health department led to a successful control of conjunctivitis in 2 wards
- Consistent care: Domestic outreach programs can provide consistent care over time.
- Improved understanding by the community on healthcare matters and also where to access medical facilities and care for particular medical issues
- better service delivery and accessibility for the community since the community is able to access different specialized doctors at the grassroots level which would only be otherwise accessible at the county hospitals

Factors that have contributed to success

- Free services
- Usage of government facilities such as dispensaries, community health providers as well as doctors and nurses
- Provision of the outreaches in the villages especially in area where the road network is poor.
- The involvement of local community leaders



EMERGENCY PEDAGOGICAL RESPONSE IN MUKURU KWA NJENGA

In response to the devastating impact of climate change-induced flooding in Mukuru Kwa Njenga, Waldorf Kakuma Project, in partnership with Freunde der Erziehungskunst, implemented an emergency pedagogical intervention in July and November 2024. The intervention aimed to provide psychosocial stabilization for children and young people affected by displacement and trauma. Local teachers were trained in Emergency and Trauma Pedagogy, equipping them with essential skills to support both themselves and their students. Through morning circles, storytelling, drama, music, and art-based activities, the initiative created safe spaces for emotional healing and resilience-building within the community.

The intervention significantly improved teachers' capacity to support traumatized children by integrating trauma-informed approaches into their teaching. Participating children showed increased emotional expression, improved social interactions, and regained a sense of stability. Teachers, in turn, reported a greater ability to create supportive learning environments. This emergency response underscored the critical role of psychosocial support in mitigating the effects of climate-induced disasters. Moving forward, sustained efforts and long-term strategies will be crucial to strengthening resilience and well-being among Mukuru's vulnerable populations.





RESEARCH & DATA

In 2024, WKP conducted continued collection of data during project implementation as well as an Accessibility audit in the Turkana West ECDE centers and a Household Survey in the Turkana West subcounty. This enables WKP to gather relevant information that allows improved project management, monitor progress, identify issues, measure impact, make informed decisions, and ultimately ensure the success of projects by providing an evidence-based approach to evaluation and adjustments as needed. WKP recognizes the importance of data and research during implementation.

WORKING WITH SOCIAL WORKERS AT THE GRASSROOTS

WKP works with communities at the grassroot and has been using social workers to reach the community there. These social workers were very critical in passing project information to the local community, mobilizing the communities for various aspects of the various projects.

During the accessibility audits of the schools as well as the household survey, they were very instrumental during data collection since they knew all the ECDE Centres in their locality and so it saved WKP and the consultant a lot of time in locating centres which are kilometers apart

The Social Worker assessed the progress of the CWDs, focusing on the effectiveness of interventions such as the use of drugs, assistive devices, and whether the children were attending school.



PERSONALIZED & GENERAL ASSISTIVE DEVICES

Key Statistics

- Number of Children receiving Assistive Devices: 177 (99 boys, 78 girls)
- Number of Children Receiving Individualized Therapeutic Materials: 283 (161 boys, 122 girls)
- Inclusive Education Materials Distributed to 136 ECD Centres:
 - 117 from the host community
 - 19 from the two camps in Turkana West



IMPACT

WKP had a profound impact on the educational and social landscapes of the communities it serves, as demonstrated through the personal stories and testimonials shared by beneficiaries. Teachers who participated in the trainings and mentorship expressed how the experience revitalized their teaching practices, particularly in the area of inclusive education.

Teacher Adhiambo from Kakuma Girls ECD centre said that, *"The training helped me reconnect with essential teaching skills that I had forgotten over time. It also made me realize the importance of including and involving children with disabilities into regular classrooms, something I had not been doing before."* She noted that the training not only enhanced her teaching but also helped her realize the crucial role parents play in their children's educational development, particularly in areas such as hygiene and tracking academic progress. With a renewed sense of purpose, she pledged to continue applying these methodologies and supporting other teachers who would join in the future.



The provision of assistive devices, such as wheelchairs, was another pivotal aspect of WKP's projects.

A parent whose child received a wheelchair shared how life had dramatically improved for the family.

"Before my child received the wheelchair, life was very difficult. I had to be constantly present to supervise my child. If left outside, there was no one to bring them in during bad weather. The wheelchair has made it much easier for my child to go to school with the other children, and I can now go out to fetch food or visit the market. The device has also improved my child's ability to grasp objects, including holding a pen and a cup, thanks to the Velcro puzzle," said Donald Mogila, a parent to a child with disability. He also praised the home visits by WKP social workers, which he said they provided valuable monitoring and support, ensuring that the child was receiving the appropriate care and guidance to thrive academically and socially.

THE ROAD AHEAD

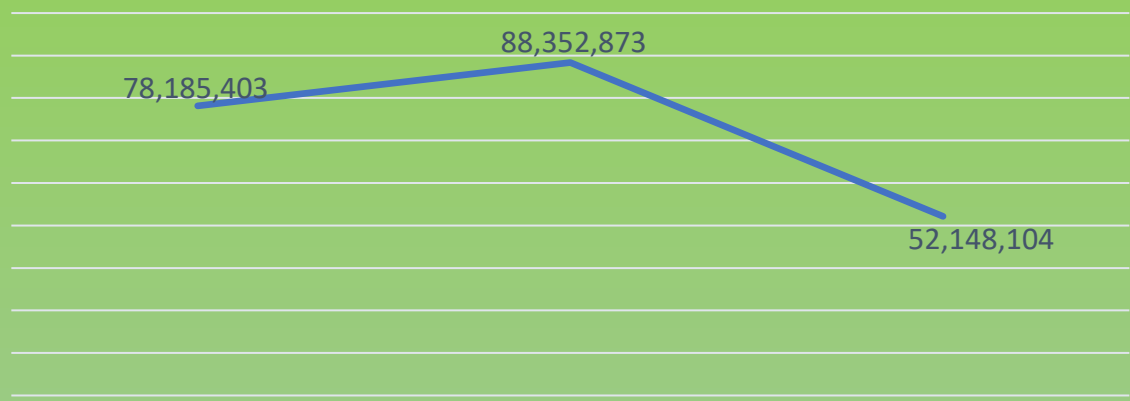
As WKP moves beyond 2024, our vision is to expand, deepen and sustain our impact in child protection, education and psychosocial support for marginalized children. We aim to build on our successes while scaling inclusive, community-driven and holistic interventions to reach more children in need through:

- **Expanding Inclusive Education** by scaling our learning approaches for children with disabilities in all sub-counties of Turkana. We also aim to strengthen teacher training programs by integrating our principles into formal and informal education.
- **Strengthening Child Protection & Psychosocial Support** by expanding our Child-Friendly Spaces (CFS) to support more displaced and vulnerable children. WKP intends to deepen trauma-informed care through psychosocial interventions for children facing adversity and strengthen referral systems, by linking more children to essential health, education and protection services.
- **Enhancing Stakeholder Engagement & Policy Advocacy** by working closely with county governments, MoE and MoH to integrate inclusive education and child protection policies into national frameworks. We will also continue to foster strategic partnerships with NGOs, development agencies and community organizations to scale sustainable interventions. The advocacy for inclusive policies and funding to support the education of children with disabilities in marginalized regions will be at our forefront.
- **Investing in Community-Led Sustainability** by training and empowering local teachers, caregivers, and community leaders to ensure long-term sustainability of interventions. Parental engagement programs will be strengthened to enhance home-based support for children's learning and well-being.

WKP envisions a future through these efforts, where every child, regardless of ability, background, or circumstance, has access to quality education, psychosocial support and protection in a safe and inclusive environment.



DONOR INCOME



KShs	KShs	KShs
2024	2023	2022

There was an Increase of donor fund from KSh 52.1M in 20222 to KSh 88.4M in 2023 showing a growth of 69.5%. This was as result of scaled up CBM project uptake that was on its second year. This was followed by a decrease to KSh 78.2M in 2024 or 11.5% decrease as the main project funded by CBM was coming to a close. The key donors during the period were Christian Blind Mission (CBM), Freunde der Erziehungskunst, IHF, Nairobi Waldorf School Parents among Others

Donors During The Period

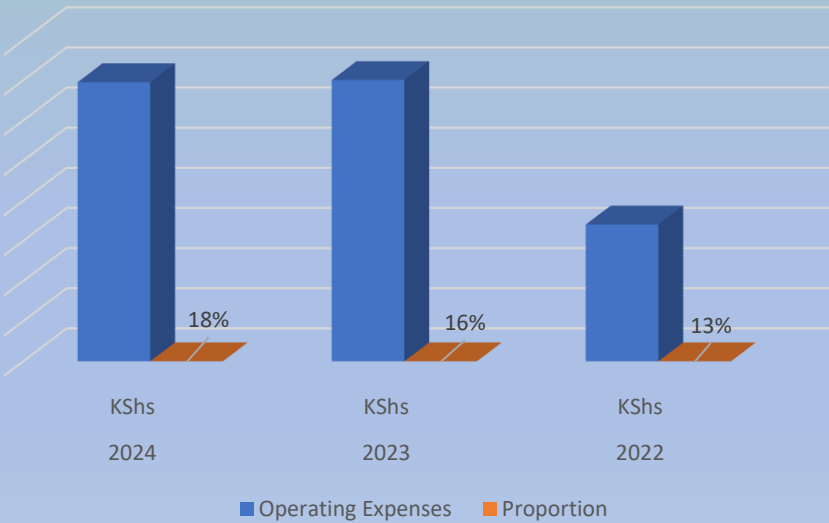
	2024	2023	2022
	KShs.	KShs.	KShs.
Christain Blind Mission - CBM	63,359,176	65,787,961	39,415,725
Nairobi Waldorf School Parents	12,881,328	12,665,500	355,434
CBM - Italy	444,124	1,776,500	1,751,568
Freunde der Erziehungskunst	446,760	7,680,291	-
Donations & Other Receipts	-	356,654	-
I.H.F	1,054,015	85,967	-
United Nations Children's Fund - UNICEF	-	-	10,625,377
TOTAL	78,185,402	88,352,873	52,148,104

Application of funds



WKP primary focus is to maximize the impact of every resource in service delivery thus low asset base. Therefore on average 80% of donor funds goes to meet costs directly towards implementation of the project. In 2022 87% of donor funds was used to meet direct costs, similarly 83% in 2023 and 79% in 2024 was used to cater for direct costs. WKP measure success by the tangible difference we make in the communities we serve.

The balance of goes towards meeting overhead and administrative costs. This has however been a challenged as some administrative fixed costs are partially funded.



LEADING THE WAY

Marko Lesukat-
Chairman of the
Board



Lucy Wangui
Muturi- Secretary/
Ex-Officio &
Member of the
Board

Edwin Kiplang'at
Ronoh-
Treasurer &
Member of the
Board



Ibrahim Akala
Hatibu- Board
Member

Bellah Wairimu
Wachira- Board
Member



Christopher Morris
Oduor Otieno- Board
Member

OUR PARTNERS



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**WE CONTINUE STRIVING UNTIL
EVERY CHILD HAS ACCESS TO
EDUCATION**

