



**WALDORF**  
kakuma project



# ANNUAL REPORT

2025

*“Resilience in transforming children’s lives”*

## WHO WE ARE

Waldorf Kakuma Project (WKP) is an independent organization that is part of the larger Waldorf Worldwide community. The Waldorf education system has existed for over 100 years and has grown into a global school movement present in more than 70 countries. Waldorf teacher education programs offer courses in child development, teaching methodologies, relevant academic subjects, and the study of pedagogical texts, including works by Rudolf Steiner.

Legal status: Waldorf Kakuma Project is a local NGO established in the country in 2012 and registered by the NGO Coordination Board of Kenya, registration number. OP.218/051/14-0452/9948 on 5th March 2015. Its governance structure is overseen by a Board who operate in accordance with the WKP constitution.

### VISION

Transformed lives  
of all children

### MISSION

We work with communities to support, empower and heal all children through impactful programs that uphold dignity, promote resilience and enable sustainable livelihoods.

### CORE VALUES

Our work is grounded in a strong commitment to **CHILDREN**; their safety, growth, and well-being. This child-centered focus shapes our values and guides how we think, act, and serve.

**C**reativity & Innovation – We seek to be dynamic in the development of ideas and skills, encouraging imagination and adaptability in our work.

**H**umanitarianism – We prioritize the dignity and well-being of all people, especially those facing crisis or hardship.

**I**ntegrity & Accountability – We commit to honesty, transparency, and taking responsibility for our actions and decisions.

**L**isten & Learn – We value diverse perspectives, actively seek feedback, and promote open, respectful communication.

**D**iversity & Inclusion – We embrace and celebrate differences in culture, ethnicity, gender, religion, and background, ensuring that everyone feels seen, heard, and valued.

**R**espect – We treat all individuals with consideration, fairness, and kindness, honouring their rights and contributions.

**E**quity – We are committed to fairness by addressing barriers and ensuring equal opportunity for all.

**N**eutrality – We remain impartial and unbiased in our actions and decisions, especially in humanitarian contexts, focusing on human needs above political or ideological positions.



## MESSAGE FROM THE CHAIR OF THE BOARD

In 2025, WKP made meaningful strides in transforming the lives of children and families despite a difficult operating environment. Our inclusive education programs expanded access for children in Kakuma refugee camp and host communities in larger Turkana County and Mukuru slums in Nairobi, including those with disabilities who had previously been excluded from classrooms and basic education. Child protection services provided safe spaces and psychosocial support, while medical outreaches and assistive devices restored dignity and improved health outcomes. Parents' support groups and livelihood diversification initiatives strengthened household resilience, ensuring families could better withstand economic and climate shocks.

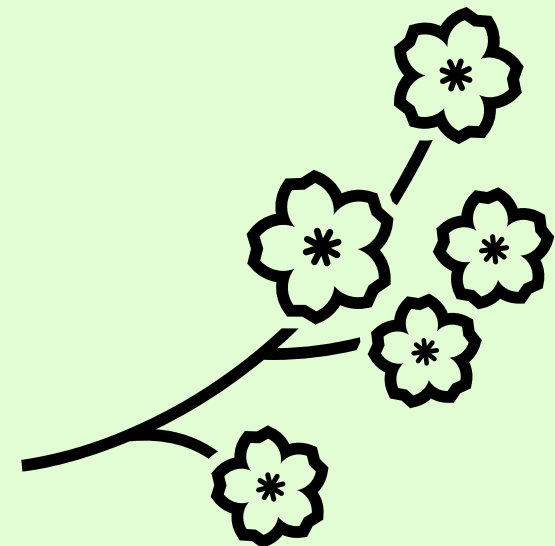
Over the last two years, WKP faced significant challenges with a 61% decline in funding. The donor defunding from European partners, UN and USAID, widened budget deficits and overstretched our ability to sustain our operations and services. These realities demanded creativity, efficiency, and stronger collaboration to maintain impact. Looking forward, WKP will build on its achievements while confronting these challenges head-on.

As Chair, I reaffirm our commitment to transparency, accountability, and innovation. By diversifying partnerships, deepening collaboration we will continue to build our alliances with the government, civil society, and international partners. WKP is committed to seize opportunities towards lasting change for the most vulnerable children and their communities.

## MESSAGE FROM THE DIRECTOR

In 2025, Kenya recorded slow economic growth which meant that many households reduced spending on basic necessities, directly affecting mothers and children, with households caring for children with disabilities experiencing even greater impact. According to the Kenya Economic Survey Report 2025, Kenya's real Gross Domestic Product (GDP) grew by 4.7 percent in 2024, compared to a revised growth of 5.7 per cent in 2023. Amid these challenges, WKP continued to work with marginalized and vulnerable communities to bring hope and reduce inequality gaps through its various programs, with a growing focus on empowering communities in their daily lives.

This environment was challenging and required creativity and cost-effective approaches in project implementation. Despite these constraints, I affirm that we had a successful year and were able to bring hope & change to many individuals and communities from diverse backgrounds, as reflected in the "Their Stories" section of this report. WKP remains committed to making education and essential services accessible to all.





## INITIATING TRANSFORMATION

The Sustainable Development Goals (SDGs) aim to transform our world. They are a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity. It is critical that no one is left behind. <https://www.who.int/europe/about-us/our-work/sustainable-development-goals>. In our daily work at WKP, we pursue these goals while we work in the communities of the marginalized and vulnerable to create atmospheres where children can thrive and learn.

## SERVICES WE OFFER TO CHILDREN

WKP delivers integrated, child-centered services that respond to the educational, psychosocial, and protection needs of children living in poverty, displacement and host communities. Our approach recognizes that learning cannot happen in isolation. Children need safety, care, family support, and opportunities to heal and thrive. We do this in the community through:

### **Child Protection Services – SDG 3**

Child protection is a core pillar of WKP’s work. We operate Child-Friendly Spaces that serve as safe havens for children at risk of abuse, neglect, exploitation, and psychological distress. Within these spaces, children receive psychosocial support, structured play, and emotional care to aid recovery from trauma. WKP works closely with social workers, community leaders, schools, and referral partners to identify protection risks, conduct case management, and ensure children access appropriate services, including medical care and specialized support where needed. Our child protection interventions prioritize dignity, safety, and the best interests of the child.

### **Informal Education – SDG 4**

For children who face barriers to formal schooling, WKP provides informal education opportunities designed to keep learning accessible and flexible. These programs support children who are out of school or transitioning back into the education system by offering basic literacy, numeracy, creative activities, and life skills. Informal education is delivered in safe, supportive environments that encourage curiosity, confidence, and a love for learning, while accommodating the realities of displacement, mobility, and economic hardship.





#### **Early Childhood Development (ECD) Education – SDG 4**

WKP provides quality Early Childhood Development services for young children, particularly those affected by displacement, poverty, and trauma. Our ECD programs are grounded in play-based, age-appropriate learning approaches that support cognitive, social, emotional, and physical development. Through Child-Friendly Spaces and ECD centers, children are supported to build foundational literacy and numeracy skills, develop social confidence, and regain a sense of routine and stability. Teachers are trained in child-centered and trauma-informed methodologies to ensure inclusive and nurturing learning environments, especially for children with disabilities and developmental delays.

#### **Accelerated Learning – SDG 4**

WKP has implemented Accelerated Learning programs for over-age learners and children who have experienced prolonged interruptions to their education. These programs help learners catch up academically and reintegrate into age-appropriate classes within the formal school system. Through structured curricula, targeted teaching, and individualized support, accelerated learning enables children to regain lost learning time and rebuild confidence in their academic abilities. This approach is especially critical for refugee and migrant children whose education has been disrupted by conflict, displacement, or crisis.

### Childcare at the Marketplace

Wow Mom's is a leading social enterprise advocating for child-friendly cities in Kenya. In partnership with the Nairobi City County Government, they provide safe, affordable, and high-quality childcare services in government-owned markets that support women traders by alleviating the burden of unpaid care, enabling them to focus more time on their businesses. Mwariro Market, Nairobi is one example of where they have a daycare child friendly space where mothers access affordable care for their children within the market space thus giving the mothers psychosocial support as they work. These initiatives often integrate cultural practices and foster a sense of community support.

During the year 2025, at the invite of Wow Mom's, WKP engaged in several ways to support their programs:

1. Care Needs Assessment. This was conducted through a survey and research, and the link is here below. [https://firebasestorage.googleapis.com/v0/b/wowmom-2f14c.firebaseio.com/o/publications%2Fdocs%2F1774499949323\\_AVAILING%20AFFORDABLE%20AND%20ACCESSIBLE%20CHILDCARE%20IN%20MARKET%20CENTERS%20IN%20KENYA-Baseline%20Report.pdf?alt=media&token=04891804-5918-4acc-820b-ded089150190](https://firebasestorage.googleapis.com/v0/b/wowmom-2f14c.firebaseio.com/o/publications%2Fdocs%2F1774499949323_AVAILING%20AFFORDABLE%20AND%20ACCESSIBLE%20CHILDCARE%20IN%20MARKET%20CENTERS%20IN%20KENYA-Baseline%20Report.pdf?alt=media&token=04891804-5918-4acc-820b-ded089150190)
2. Wow Mom Daycare Open Day Event, at Mwariro Market, Nairobi, Themed "Edutainment – Leveraging on Technology for Early Childhood Development." This event showcased innovative ways to integrate digital tools into early learning.
3. Supported Financially and with Human resource and expertise on childcare during the open day.



## SERVICES WE OFFER TO THE COMMUNITY

### **Parents Support Groups (SDG 1)**

WKP works closely with parents' support groups to strengthen family resilience to reduce and mitigate exposure to economic, social, and climate-related vulnerabilities. Through climate-friendly livelihood initiatives such as apiculture, and by promoting livelihood diversification including the integration of agriculture alongside pastoralism in Turkana communities, WKP supports caregivers to build more stable and sustainable sources of income. These efforts help households better withstand economic and climate shocks, including increasingly frequent drought cycles. In parallel, WKP engages parents and caregivers through training and awareness sessions on positive parenting, child development, protection, and psychosocial wellbeing. Caregivers are also supported to understand climate disaster cycles and the importance of preparedness and recovery planning. By equipping families with both economic and caregiving skills, WKP contributes to safer, more supportive home environments that enhance children's learning, wellbeing, and resilience during and after climate-related crises.

### **Medical Support (SDG 3)**

In 2025, the healthcare burden at the household level in Kenya increased following the introduction of a new healthcare system, which continues to experience teething challenges one year after its launch. Kenya's Social Health Authority (SHA) was officially launched on October 1, 2024, replacing the National Health Insurance Fund (NHIF) as part of the country's push toward Universal Health Coverage (UHC) under the Social Health Insurance Act, 2023. While the new system mandates contributions and aims to provide affordable and accessible healthcare for all citizens, many households continue to face difficulties in accessing quality healthcare services.

In response, WKP continues to increase access to quality essential healthcare services, as well as safe, effective, and affordable essential medicines and vaccines, by working closely with the Ministry of Health (MoH). This is achieved through the use of existing health systems, particularly at Level 1 and Level 2 facilities, enabling WKP to reach the most vulnerable populations at the grassroots level, especially mothers and children under five years of age. WKP also supports the expansion of Community Health Promoters' (CHPs) outreach to hard-to-reach communities to ensure that quality, safe, and effective healthcare services, medicines, and vaccines are accessible. Through medical outreaches and the provision of assistive devices, WKP promotes healthy lives and overall wellbeing for all.

### **OPD Support (SDG 10)**

The socio-economic challenges facing many Kenyans, including the rising cost of living, job insecurity due to weak formal employment opportunities, and growing inequality, continue to place an increasing burden on marginalized and vulnerable communities. These challenges are further exacerbated for persons with disabilities, individuals with low or no literacy, low-income earners, and those engaged in manual labor or the informal Jua Kali sector, who often lack the information and capacity to access available government services. In many cases, these barriers begin with the absence of essential documentation, such as birth certificates and national identification cards, which limits registration and access to public services even where such services exist.

WKP addresses these barriers by working closely with various government departments, including the Registrar of Persons, the National Council for Persons with Disabilities (NCPWD), and both county and national government departments. Through coordinated community outreaches, particularly in hard-to-reach areas with significant logistical challenges such as poor road networks and limited internet connectivity, WKP supports persons with disabilities to access outpatient services, documentation, and other essential government services thus increasing their possibility of achieving sustainable livelihoods.

### **Stakeholders' Support (SDG 17)**

Kenya has a diverse landscape of NGOs providing a wide range of community services, making collaboration essential for WKP to achieve meaningful and sustained impact. WKP therefore actively engages with other NGOs, particularly in areas of referral and coordinated support for children. WKP also recognizes the importance of working closely with relevant government departments during project implementation to ensure continuity and long-term progress.

Through advocacy and engagement with government institutions, WKP contributes to improved policy consistency and harmonization, helping to reduce duplication, save time, and increase adherence to established policies. By adopting an integrated approach, WKP acknowledges the interconnected nature of social, economic, and environmental challenges and promotes holistic responses that address the complex needs of affected communities. In working with all stakeholders, WKP remains committed to leaving no one behind.

## TEAM REFLECTIONS: STORIES THAT INSPIRE CHANGE

### **A Safe Space for Children: Every Child Deserves a Place in the Circle**

“At the Kalobeyei Reception Centre, I work with children aged 7 to 11 years. For me, the Child Friendly Space is more than a place for play. It is a space where children begin to feel safe, accepted, and valued.

There was one child who always sat alone during activities. He watched other children draw, sing, and play but never joined them. When I invited him, he stayed quiet and looked down. I did not force him. I simply placed crayons near him and continued with the session. After some time, he picked one crayon and made small marks on the paper. That was the first step. Day by day, he began sitting closer to the group. He started clapping during songs and smiling when others laughed. One afternoon, during a group game, he stood up and joined the circle on his own.

Seeing him play confidently with other children reminded me that healing takes time. Through art and play, children slowly find courage, trust, and a sense of belonging.”



### **Growing Together Through Play**

“At the Kalobeyei Reception Centre, I work with young children aged 3 to 6 years. Some children, especially those with disabilities, were very quiet when they first arrived. Others did not know how to interact with them. Through art and play activities, I encouraged children to share materials and work together. At first, some children refused to sit close or share crayons. With patience and gentle guidance, things began to change.

One child started helping another hold a paintbrush. Another child who had difficulty speaking began saying short words during songs and games. Slowly, the children started laughing, playing, and learning together. Today, children with and without disabilities support each other naturally. These moments remind me that inclusion starts early, and through play, children learn kindness, empathy, and friendship.”

### From Silence to Confidence

“I work with adolescents aged 12 to 16 years, including children with disabilities. When some of them first joined, they were very shy and afraid to participate. One girl rarely spoke and often stayed alone. During singing sessions, she moved her lips but no sound came out. I never pushed her to speak. Instead, I encouraged her to paint and take part in simple games. Through time, she started holding a paintbrush and using bright colors on paper. During group play, she began making eye contact with other children. One day, while playing, she called out another child’s name. That moment stayed with me.

Now, she laughs, sings softly, and plays with others. Watching her grow in confidence has shown me that when children feel safe and included, they begin to express themselves in their own time.”





### **A Brighter Future for Lochurur**

“During a home visit in Kakuma Ward, I met Lochurur, a 6-year-old boy attending Abur Primary. Lochurur had difficulty seeing clearly, which made learning and playing with his friends challenging. During a WKP medical assessment, he was referred for cataract extraction. I visited his home just before the scheduled surgery at Amusait Hospital. His parents were anxious but hopeful. I encouraged them and explained how the surgery could help Lochurur see better and participate more fully in school and play.

After the surgery, which was successfully performed at Lodwar County and Referral Hospital, I returned for a follow-up visit. Lochurur’s smile was unforgettable, he could clearly see the colors of his books, recognize his friends, and navigate the home with confidence. His parents expressed immense relief and happiness. Watching him engage with his environment and share stories about school reminded me how transformative medical care, paired with support and follow-up, can be for a child’s life.”



### Learning Through Touch

“I worked with a visually impaired child in Kalobeyei Settlement. He was learning using a peg board and other therapeutic materials. When he first joined, he struggled to follow lessons and often seemed unsure of what to do. At school, I observed the teacher and supported the child during lessons, guiding his hands over the peg board and encouraging him to complete patterns. At first, he was hesitant, but slowly he began placing pegs correctly and completing simple sequences independently. Every small success brought a bright smile to his face. At home, I worked closely with his parents, showing them how to support his learning using therapeutic materials. Together, we practiced simple exercises that built his confidence and independence. His parents became active partners, celebrating each achievement and encouraging him to keep trying.

Now, whether at home or school, the child approaches activities with more confidence. He laughs, interacts with his peers, and enjoys learning in ways that were impossible before. These moments remind me that when children have the right support in both environments, they can truly thrive, and that every small step forward is a story worth sharing.”

### **The Latrine That Restored Dignity**

Urum ECDE Centre had inaccessible latrine. Children shared unsafe sanitation facilities. For children with physical disabilities, using the toilet required assistance or avoiding it entirely. One parent shared during baseline discussions: “My son refuses to go to school because he fears using the toilet.” Sanitation barriers were silently excluding children. The renovated facility restored dignity and access. The teacher reported: Improved attendance, Reduced absenteeism linked to sanitation discomfort and increased parental confidence in school safety. Children with mobility challenges could now use the toilet independently. During the handover event, a parent commented: “Now our children are respected here.”



## BENEFICIARIES TESTIMONIALS

### Lokwamor – ECD Board of Management Chair

“Persons with disabilities among the Turkana community have historically been regarded as incomplete beings and have been subjected to social stigma. Nobody had considered that they can be relied upon. However, as a result of the Inclusive Education project by Waldorf Kakuma Project, there is hope as many children who were previously hidden away from the public are now being enrolled in school. The community now realizes that children with disabilities can receive an education just like their peers without disabilities. In school, they socialize and participate in learning opportunities. Furthermore, the renovations that were done through the project have ensured that learners go back to the classrooms that had been dilapidated by harsh weather conditions and other factors”



**Orach – Community Leader**

“Disability is not inability. When Persons with disabilities are well supported, they grow and become important members of the community e.g., by providing education and nurturing environment, the individual eventually contributes significantly to the society. I applause Waldorf for sensitizing the community at large on the importance of education for all children including those with various disabilities”

**Lorem – Parent**

“I learnt about inclusive education during training sessions conducted by Waldorf Kakuma Project. In the trainings, we were taught about the rights of children with disabilities especially the right to education. This resulted to many children with disabilities who had been denied the chance to get education be enrolled in school by their parents”

**Mogila – Parent**

“Before the Inclusive Education Project, we, the parents of children with disabilities were in a dire situation as we did not know what to do with the children. Through the project, we were helped to come together and form support groups and we were taught on how to support our children. We also learnt how to co-exist with persons with disabilities in the society. It was insisted to us that children with disabilities should be enrolled in school so that they benefit from education and I can testify that many, including my own are in school. My child also received a wheelchair, courtesy of the project. 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 take them in the house 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. My child’s ability to grasp objects, including holding a pen and a cup has improved, thanks to the Velcro puzzle provided.”

**Lokasen – ECDE Centre BoM Member**

“As a result of this project, the enrolment of children in schools has increased. The renovations and beautification of classroom walls with murals have ensured that even the younger children accompanying their older siblings to school are engaged. The murals and writings on the walls also keep the children busy before the beginning of official lessons. The BoM is supporting the teacher by mobilizing the parents to clear bushes and long grasses in the playground to make the learning environment safe and secure for all children.”

### **Santino - Primary School Teacher**

“The skills induction training has been such a new experience for me. I arrived at the start of the training thinking that it was just another “Tusome” training that we have previously been taken through. What I experienced was not only different but very refreshing. The training focused on the practical and creative part while the previous meetings focused on the theoretical aspects of education. I learnt new skills in handcrafts, finger knitting, a new way of drawing and painting using wet paper. I have never used these methods before in my class.

The challenge I faced was in the movement aspects because I am physically handicapped, my right leg is considerably shorter than my left leg, and it has also brought challenges in teaching movement to my class but I liked the fact that they taught us many songs that are appropriate for the children in my classroom and I can also use my hands and fingers as well.

I also appreciate the fact that their teaching strategies are also very effective in teaching special needs children in the classroom. Being physically challenged myself, this is very important to me. It has been very informative to learn that between the ages 7-14, children learn effectively if you involve their emotions and they like beautiful things, hence it is important to have a visually appealing classroom for them to learn.

I now look forward to impacting the skills I have learnt to the children when they open in January, with God’s Blessing. I am motivated to teach the children new skills.”

### **Thon – Teacher, Primary School**

Honestly, the training has been very wonderful with lots of ideas and different methodologies of teaching. I must take advantage of what I have learnt throughout the training and share it with the learners. They include introduction of letters using stories, drawing and painting, measurements and fractions using teaching aids (use of locally available materials).

I have also learnt that being a teacher is not simply putting pressure or coercing the learners to act in accordance with what a teacher wants. A teacher is that person who can endure all the hardships and come out successfully or a person who is very creative and innovative.

I really appreciate the organizers of this training and the trainers who have worked hand in hand to make us understand the whole process of teaching. Generally, the workshop was exemplary.

### **Everlyn– Teacher, ECD Centre**

“The project was very beneficial to the teachers. There is notable improvement in disability inclusion as well as use of professional documents by the teachers. The inclusive education model allows me to give equal learning opportunities to children with and without disabilities. I now have a clear understanding of rights of all children. Through trainings, I learnt to effectively communicate with parents about their children’s education. Initially, I faced challenges trying to communicate with parents but now the parents and myself understand their involvement in their children’s education and have therefore become very supportive.”

## PROJECT HIGHLIGHTS

WKP's projects have had a profound impact on the educational and social landscape of the communities it serves, as reflected in the personal stories and testimonials shared by beneficiaries. Teachers who participated in the project's training and mentorship described how the experience revitalized their teaching practices, particularly in inclusive education. Teacher Adhiambo shared, *"The training helped me reconnect with essential teaching skills that I had forgotten over time. It also made me realize the importance of integrating children with disabilities into regular classrooms, something I had not been doing before."* She explained that the training not only strengthened her classroom practice but also deepened her understanding of the critical role parents play in their children's educational development, especially in areas such as hygiene and monitoring academic progress. With a renewed sense of purpose, she committed to continuing to apply these approaches and to supporting other teachers who join the program in the future.

It is worth noting that school enrollment has increased significantly following the inclusive education sensitization conducted in Loima Sub-County. Through teachers, parents expressed deep appreciation that Waldorf is attentive to the needs of children with disabilities and supportive of their right to attend school. As a result, enrollment increased by 30 pupils, 10 of whom have disabilities and had never attended school before.

The multidisciplinary medical and educational outreaches conducted by the visiting medical and special needs education teams have also brought renewed hope to the community, providing care that many families had previously struggled to access. Caregivers receive structured guidance and referrals, offering practical and actionable support that leads to small but meaningful changes. While progress is often gradual rather than immediate, the transformation is significant. These interventions restore hope, provide direction, and strengthen families' confidence in supporting their children.

Through this work, dignity is restored, hope is renewed, and meaningful change continues to take root within the community, both in small ways and in lasting, transformative ways.



## FINANCIALS

### Financial Performance

#### Introduction

This chapter presents an overview of the organization’s financial performance for the period 2025 with comparison with previous two fiscal years of 2023 and 2025. It highlights trends in funds received and expenditure patterns with a view to ensure transparency, accountability, and responsible stewardship of resources. Some projects that had been planned for could not be undertaken, therefore motivating continuous to resource mobilization so as to undertake the planned activities.

Funding performance shows a downward trajectory. Funding declined from Kshs 88.35 million in 2023 to Kshs 67.34 million in 2024 (-23.8%), and further to Kshs 34.17 million in 2025 (-49.3% year-on-year). Over two years, funding has contracted by approximately 61.3%.

The budget gap has expanded disproportionately. The gap widened from Kshs 7.88 million in 2023 to Kshs 35.83 million in 2024 (a 354% increase), and further to Kshs 53.99 million in 2025 (a 50.7% increase from 2024). The gap-to-budget ratio has also escalated:

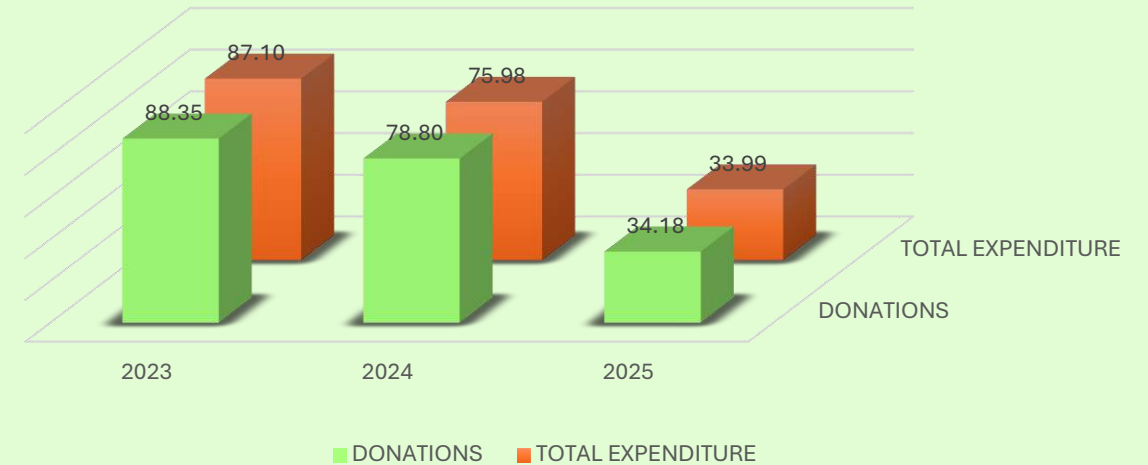
#### 1. Summary of Financial Performance

|                           | 2025         | 2024         | 2023       |
|---------------------------|--------------|--------------|------------|
|                           | Kshs         | Kshs         | Kshs       |
| <b>Annual Budget</b>      | 88,161,720   | 103,173,200  | 80,470,200 |
| <b>Funding</b>            | 34,171,483   | 67,341,558   | 88,352,873 |
| <b>Budget Gap</b>         | (53,990,237) | (35,831,642) | 7,882,673  |
| <b>Budget Realisation</b> | 39%          | 65%          | 110%       |

## 1. Revenue Trends

Between 2023 and 2025, the organization experienced fluctuations in funding levels, mainly influenced by donor funding cycles and project closures. Table 2.1 shows donation received over the period. We thank our partners who enabled us to deliver impactful programs across our regions of operation.

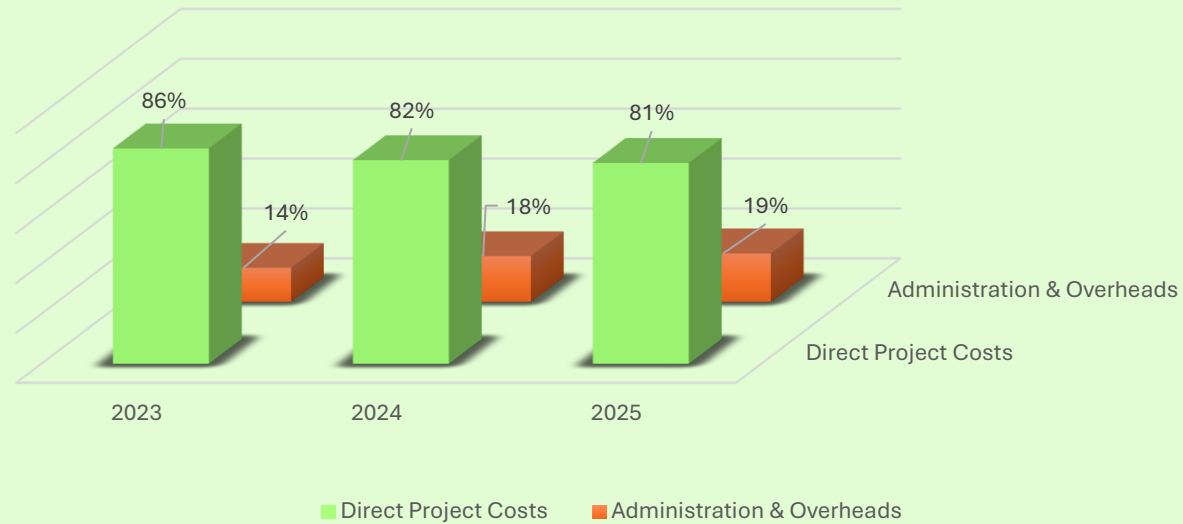
| Donations                              | 2025       | 2024       | 2023       |
|--|------------|------------|------------|
|  | KShs       | KShs       | KShs       |
| <b>Christian Blind Mission - CBM</b>   | 8,062,380  | 63,359,176 | 65,787,961 |
| <b>Waldorf Community</b>               | 4,618,056  | 12,881,328 | 12,665,500 |
| <b>CBM - Italy</b>                     | -          | 444,124    | 1,776,500  |
| <b>Freunde der Erziehungskunst</b>     | 11,611,303 | 446,760    | 7,680,291  |
| <b>Donations &amp; Other Receipts</b>  | -          | -          | 356,654    |
| <b>I.H.F</b>                           | 1,559,058  | 1,054,015  | 85,967     |
| <b>Norwegian Refugee Council (NRC)</b> | 8,320,687  | =          | =          |
| <b>TOTAL</b>                           | 34,171,483 | 67,341,558 | 88,352,873 |



Key programmes implemented over the period were: A safe space for children in Kakuma; Enhancing Access to Quality Inclusive Education in a Protective Environment for Refugee and Host Community Children in Kakuma and Dadaab; Promoting inclusive education for children in Loima sub-county, Turkana County, Kenya and also cater for administrative overhead.

During the period under review the total cost amounted to KShs.87.10 million in 2023, 75.98 in 2024 and 33.99 in 2025.

|  | 2025    | 2024    | 2023    |
|--|---------|---------|---------|
|  | KShs. M | KShs. M | KShs. M |
| <b>Project Costs</b>                       | 75.26   | 62.08   | 27.39   |
| <b>Administration &amp; Overhead Costs</b> | 11.84   | 13.91   | 6.60    |
| <b>Total Expenditure</b>                   | 87.10   | 75.98   | 33.99   |



Although the over 80% of costs goes to direct programme cost demonstrating the organization’s strong commitment to service delivery and community impact, challenge exists to meet all attendant overhead costs. WKP continues to seek donor that can fund with flexibility to ensure smooth implementation of the projects.

## Risk Management and Financial Sustainability

### Financial Management and Internal Controls

The organization maintained robust financial management systems to ensure accountability and compliance. Key control mechanisms included: Segregation of duties; Multi-level approval processes; Regular bank reconciliations; Budget monitoring and variance analysis and Periodic internal reviews. Financial records were prepared in accordance with applicable accounting standards and donor requirements.

### Audit and Compliance

Statutory and donor audits are conducted annually. Management ensured timely implementation of audit recommendations and maintained compliance with donor agreements and regulatory requirements. These practices strengthened transparency, credibility, stakeholder confidence and promoted a strong reputation.

| Risk  | Mitigation  |
|---|---|
| <b>i. Funding Shortfall / Donor Dependence</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>Over-reliance on one or few donors</b></li> <li>• <b>Unfunded mandates or program expansion</b></li> <li>• <b>Inability to meet short-term obligations</b></li> </ul> | <ul style="list-style-type: none"> <li>• Diversify funding sources (grants, partnerships, own-source income)</li> <li>• Scenario planning, plausible future and cash-flow forecasting</li> <li>• Early donor engagement and funding pipeline tracking</li> <li>• Clear prioritization of critical payments</li> </ul> |
| <b>i. Budget Gaps</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Unmet overheads such as management time, finance, HR, IT, facilities, compliance, and governance.</b></li> <li>• <b>Erosion of core budget</b></li> </ul>             | <ul style="list-style-type: none"> <li>• Setting a maximum overhead exposure</li> <li>• Cross funding strategy</li> </ul>   |
| <b>i. Procurement &amp; Contractual Risks</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Overpricing, conflict of interest, or poor value for money</b></li> <li>• <b>Contract disputes with suppliers</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Competitive procurement processes</li> <li>• Conflict of interest declarations</li> <li>• Contract management and performance monitoring</li> </ul>  |
| <b>i. Sustainability Risk</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Short term program funding</b></li> <li>• <b>Inability to continue operations in the medium term.</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Seeking multi-year financing.</li> <li>• Multi-year financial planning</li> <li>• Board oversight of sustainability indicators</li> <li>• Timely restructuring or program prioritization</li> </ul>  |



**Marko Lesukat – Chair, WKP Board**

Marko Lesukat is a seasoned Humanitarian Programme Coordinator and Development Specialist with over two decades of experience driving disaster risk management, climate change adaptation, and resilience programming across Africa and beyond.



**Ibrahim Hatibu – Member, WKP Board**

Hatibu is passionate in facilitating humanitarian and development related programming and process that influences policy and practice



**Lucy Muturi – Secretary, WKP Board**

Lucy Muturi is a Human Resources Consultant and Counselling Psychologist supporting underprivileged adolescent boys, providing guidance and psychological support to promote recovery and growth. Her hobbies are travelling and helping the less fortunate.



**Bellah Wairimu - Member, WKP Board**

Bellah Wairimu is the Director of Waldorf Kakuma Project with a background in Accounting & Administration. She is passionate about Mental Health enjoys hobbies such as dancing and listening to music.



**Edwin Ronoh – Treasurer, WKP Board**

Edwin is an experienced finance professional with over 20 years’ experience in local, regional and global markets in plantations, FMCG, logistics, real estate, oil and gas and Aviation sectors. (I believe diversity is key for the Board esp. having someone outside the NGO sector)



**Chris Otieno – Member, WKP Board**

Chris Otieno is a Risk, Security, Safety Health & Environment (RSSHE) Management Consultant. Passionate about Social Change: Mentorship, Life Coaching, Motivational Speaking & Boy-Man Advocate

# WKP TEAM



# OUR PARTNERS



