



Ripple Effect Project

2024 Annual Report

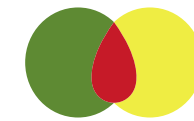


Ripple Effect Project is a 501(c)3 not-for-profit organization dedicated to improving the lives and livelihoods of children in sub-Saharan Africa.

Founded in 2006 in response to the challenges endured by Kenyan children orphaned by HIV/AIDS, Ripple Effect Project has partnered with the Korando Education Center in Kisumu, Kenya to support educational, agricultural and infrastructure projects, with an eye towards self-sustainability.

With the financial and strategic support of Ripple Effect Project (REP) and its partners, the Korando Education Center has provided thousands of students with education, food security, and hope.

LETTER FROM THE PRESIDENT



Ripple Effect Project

Dear Friends,

As I reflect back over the past year and all of our accomplishments, I can't help but be reminded of all that we have achieved since we established Ripple Effect Project.

It is truly amazing to see what the Ripple Effect Project community has been able to accomplish. Our journey parallels that of the journey of Korando Education Center; their success has been our success and their struggles are ours to help them overcome.

We have touched so many lives and have helped so many children. We have assisted with the housing, clothing, feeding, and education of all of the children that have passed through KEC. In turn, these children have been granted opportunities they could have only imagined possible.

In 2024 we provided a monthly stipend to help fund the operating budget of KEC. We also completed the renovation of the church building, creating three additional permanent classrooms. In addition, the required security gates and wall surrounding the complex were completed.

Each year we have to do our best to anticipate what emergencies may arise. This year, we foresee the need for additional funds due to rising costs of all essentials. In addition, as part of the transition to a boarding school, the inspectors are requiring that KEC update their bathroom. Our current fundraising efforts are directed at helping them with these upgrades.

Even though this letter was intended to be a review of the previous year, I would be remiss not to mention the incredibly uncertain times we are currently navigating. It is imperative that during this uncertainty we continue to support our friends at Korando Education Center. Not only do we need to continue our support but we must increase it. If you have not made a donation to REP this year, please consider making one now.

Because ripples make waves.

Sincerely,

Joshua Sammon

President, Ripple Effect Project



THE KORANDO STORY

The Korando Education Center, now a haven of safety and support for the vulnerable, was forged by the grief of “Mama” Dolfine Gumba Dawa Oliech. In the mid 1990’s, both her sons died within a very short period of time: one from AIDS, and the other from post-surgical complications. While mourning the loss of their children, Dolfine witnessed the desperation and hardship of children in her local community. Many of the students’ families were broken due to the HIV/AIDS epidemic; they were trapped in severe poverty without an education and at risk of joblessness, childhood marriage, and even prostitution. Drawing on their experience, Dolfine as a teacher and Patrick as Head Master, Dolfine and Patrick officially founded the Korando Faith Women’s and Orphans Group (KFWOG) in 1997 in order to help those families in need. They opened their family home to a handful of orphans, and helped local widows find sources of income.

In 2003, Dolfine and Patrick opened the Madoma Korando Primary School next to the orphanage, and the Korando Education Center (KEC) was born. The Madoma School provided a safe place to learn for the poorest children: those unable to afford uniforms, shoes, books, and a book bag. The cost of these items prevents most orphans from receiving even a primary education, but Madoma has no such requirement. Founded as a non-traditional school, it was meant to reach the children in the gaps of existing programs, spanning Early Childhood Development (ECD) through grade 8. Some students were orphans, while other students had one surviving parent. The neediest children lived on site, while others commuted.

At the beginning, the funding for the orphanage and school came solely from Dolfine’s entrepreneurial enterprises, her tenacious pursuit of financial supporters, and her own financial generosity. For many years when food was scarce, Dolfine’s devotion was so complete that she would eat only after all the children had. She traversed her community by foot, identifying needs and finding resources. Her care, love and ambition for the children of Kisumu led to her recognition locally, and eventually an invitation to travel to the US in 2006.



Mama Dolfine

Greetings with Love from Kenya,

My dear friends, I want to share with you the incredible journey of the Ripple Effect Project and how it transformed the lives of many, including my own. This story is one of struggle, resilience, and ultimately, the power of human kindness.

It all began in 2006 when I visited a dear friend whom I had met through a women’s forum called Women Welcome Women Worldwide (5W). My friend was working at Colby College in the United States, where she shared my story and the work I was doing in Kenya. Deeply moved by my mission, Colby College, located in Maine, USA, extended an invitation for me to speak about the devastating HIV/AIDS pandemic affecting Kenya.

The thought of boarding a plane to the U.S. terrified me, but I knew that this was a path I had to take. My host, Grace, was busy at the time, so she connected me with one of her colleagues to take me to the Common Ground Fair. Little did I know, that day was divinely orchestrated. The woman Grace introduced me to was named Alice. She turned out to be a gift from God—someone who would change not only my life but also the lives of the entire Korando Faith Family.

As we spoke, she asked me several questions about my work and the challenges we faced at Korando Faith Foundation. I believe with all my heart that God placed her in my life at that very moment for a reason. She, along with her children and a circle of compassionate friends, came together in 2007 to form the Ripple Effect Project. That moment marked the beginning of a new chapter for Korando Faith Foundation.

Before Ripple Effect came into our lives, Korando Faith was in a dire state. We had no running water, no electricity, no classrooms, and no land to build the school we desperately needed. The hunger we faced was unbearable—we barely managed to eat once a day, and at times, we went without food for two consecutive days. Life was incredibly difficult, and hope was fading fast.

But then, God’s loving people from the state of Maine entered our lives, and the transformation was nothing short of miraculous. Today, thanks to their generosity and unwavering support, we have running water, electricity, well-constructed classrooms, dormitories for the children, and land for agriculture that provides us with food. The support has also ensured school fees for our children and salaries for teachers and kitchen staff, giving our institution the stability it never had before. Ripple Effect even went further to provide me with a monthly salary of Ksh. 50,000, which has allowed me to purchase 21 acres of land, little by little. This land is not just an asset; it is a symbol of security and future possibilities for the children and the community we serve.

The children of Korando and I wear bright smiles every day because of Ripple Effect. Words alone cannot express our gratitude for the love, kindness, and hope that this organization has brought into our lives.

We still have challenges ahead, and the journey is far from over. There are more children to educate, more mouths to feed, and more dreams to fulfill. But with your continued support, we believe that the future holds even greater things for Korando Faith Foundation. We humbly appeal to your hearts to keep this mission alive, to continue being the light that shines in our darkest moments.

With deep appreciation and love,

Mama Dolfine





THE HISTORY OF RIPPLE EFFECT PROJECT

In 2006 Doline was invited to speak at Colby College as part of the Mid-Maine Global Forum. Moved by Doline's story and the plight of the HIV/AIDS orphans, a small group of concerned people formed Ripple Effect Project and became a not-for-profit organization with the goal of providing material and financial support to assist Korando Education Center (KEC) in becoming self-sustainable. Over the past 19 years, the result has been a series of incredible changes to the infrastructure of the Center, its programs, and even the land.



Our contributions in the beginning were modest as we were learning how we could be of assistance and how to raise the funds needed. By 2012, REP was able to contribute more significantly to necessary projects. Electricity was installed in the house and a few classrooms. To help secure the need for water on demand, a water tower was built and plumbing was installed in Mama Doline's house, allowing for a toilet and shower. Following a large storm which damaged the school building, a new foundation and tin structure was rebuilt in its place. By this time, there were roughly 150 students attending school each day and 58 children living at the orphanage.



When REP first became involved with KEC the infrastructure was rudimentary, lacking electricity or plumbing. The school was built from mud, sticks and corrugated tin. There were 27 students that learned outside or in dark classrooms with mud floors and walls. The students used pit latrines and manually drew water from a bore hole that was dependent on rainwater. When the rains did not come, the students walked miles to collect water from the river.



By 2016 some major infrastructure projects were taking place: a new school bathroom with toilets and septic system were constructed and a cafeteria with sinks and tables was built. In addition smaller improvements to the ground were made: the installation of a drinking water filter, gutters, a locking computer room, and shelving for the growing collection of supplies and materials.

A visit to Korando by REP representatives in 2017 revealed that a large number of non-boarding students were coming to class hungry every morning. REP immediately established the Porridge Program, to provide a nourishing, daily breakfast to every KEC student, many of whom would otherwise eat just one meal a day when they returned home. Also in 2017, REP established its Child Sponsorship Program (CSP), allowing donors to get a first-hand account of how their contributions make a difference in the lives of individual students. Critically, this program also provided a more predictable stream of income to REP, which ensured better budgeting on both a monthly and an annual basis.



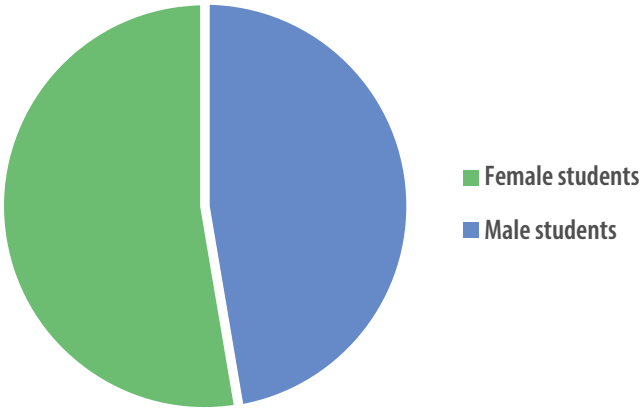
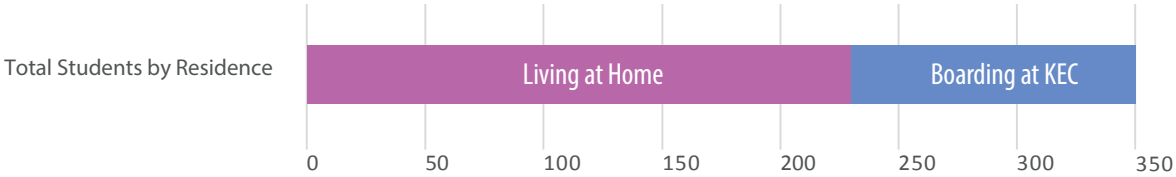
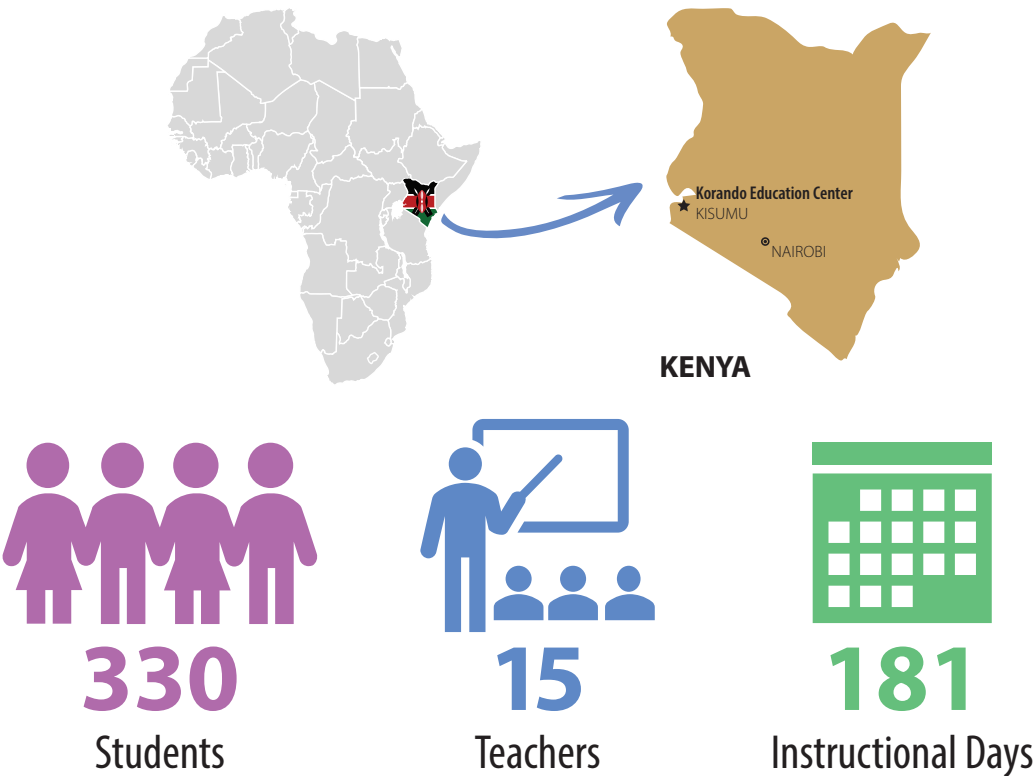


In the beginning of 2020, Phase 1 of the school building project was completed. A brand new two-story, concrete building provided 6 large classrooms outfitted with proper lighting, windows, flooring, and furnishings such as desks, locking cabinets and chalkboards. Without this building, the Korando Center would have been forced to close for all students, because the previous structure would have failed to meet national building standards.

During the school closures and uncertainties of the COVID pandemic, REP helped supply the students and their families with emergency food aid. When the school reopened, improvements were made to comply with safety protocols. This included the construction of new dormitories to guarantee each student had their own bed.



2024 BY THE NUMBERS



Despite legislation promoting equal education for all, girls in rural Kenya continue to face significant barriers—especially in secondary education—due to poverty, early marriage, teenage pregnancy, and entrenched cultural norms. These challenges create deep disparities that limit their opportunities and long-term potential. Ripple Effect Project is committed to these female students by partnering with our friends at the Korando Education Center and working to remove barriers to their education.

Map illustration contains elements by Wikimedia users Pumbaa80, Hew2126 and Freepressuser allia_mh. All elements licensed under Creative Commons Attribution-Noncommercial status.



2024 FINANCIAL STATEMENT

Ripple Effect Project is committed to ensuring that your donation is going to where it is needed the most in the form of food, education, infrastructure and the basic needs of the children of Korando. We are dedicated to stretching the donor dollar as much as possible. By minimizing overhead, 95¢ of every dollar contributed supports the Center directly.

Operational Expenses

Ripple Effect Project is 100% volunteer based which allows us to maximize our impact at the Korando Education Center. We work hard to minimize the overhead expenses that are necessary for running a not-for-profit. Consequently, we allocate only 5% of our budget to operational expenses. These expenses include printing, postage, accounting services, banking and Paypal fees, expenses for Ripple Effect Project to continue to operate and maintain 501(c)3 status, and expenses directly related to website hosting.



Program Expenses

The remaining 95% of our budget is allocated to funding our regular and emergency commitments to the Korando Education Center.

Education

The second largest section of program expenses is allotted toward education. In 2024, 30% of the budget was spent to support educational programs. This percentage includes payment of salaries for the teachers and the purchase of textbooks, workbooks and other education materials. In addition, each year the government mandates proficiency tests for the student at the expense of the student. The Center assumes the costs of these exams, thus increasing educational expenditures.



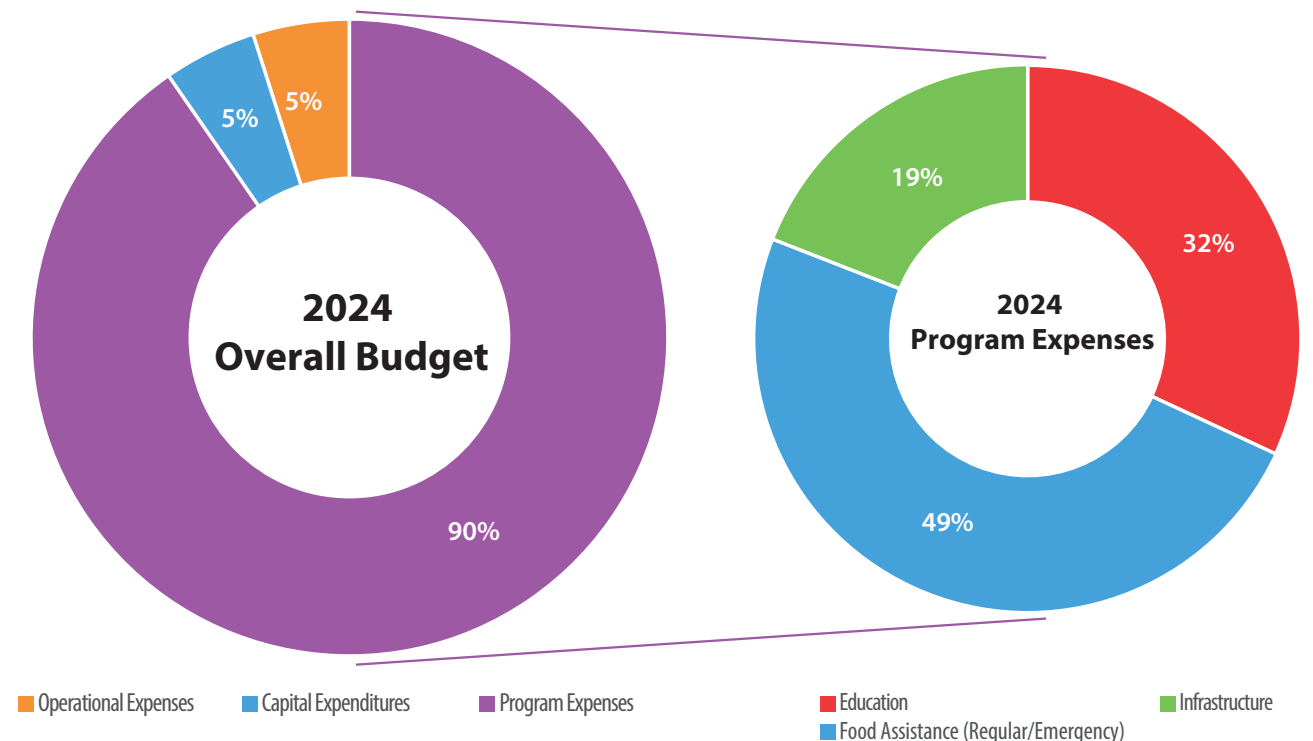
Food Assistance

This year, the largest section of program expenses is allocated toward food assistance, both planned/regular food subsidies and emergency requests as they arose. Approximately 47% of the 2024 program expense budget was spent on food assistance for the Korando Education Center community. While every effort is made to predict nutritional needs in advance, climatic and geopolitical conditions are volatile and introduce uncertainty into the food supply chain.

Over the past several years changing weather conditions have led to volatility in the growing season and an unpredictable food supply. Dolfine and the staff of KEC have avoided interruptions in the food supply by purchasing foodstuffs from neighboring Uganda. As in previous years, emergency food assistance provided to KEC allowed Dolfine to make bulk purchases when supplies were available.

Infrastructure

Infrastructure accounted for just over 18% of the REP budget this year. As noted earlier, many important infrastructure projects were carried out at Korando Education Center in 2024. These projects included the completion of the new fence surrounding the complex and the renovation of the church building; completing Phase 2 of the school building project. In addition, this figure includes funding regular facility maintenance, electricity and utility costs.



For more information, please contact Roland Garbe, Treasurer: Roland.Garbe@rippleeffectproject.org.

SCHOOL BUILDING PHASE 2 COMPLETED

This year's most notable milestone was almost 8 years in the making. It was 2017 when Ripple Effect was informed that Kenya's Ministry of Education was requiring all schools to standardize classroom size and follow strict building codes. The changes meant that the existing Korando classrooms servicing grades Pre-K through 8 would be illegal to use in a few short years. Without a plan to upgrade the buildings the entire Korando Center would have been forced to close for all students.



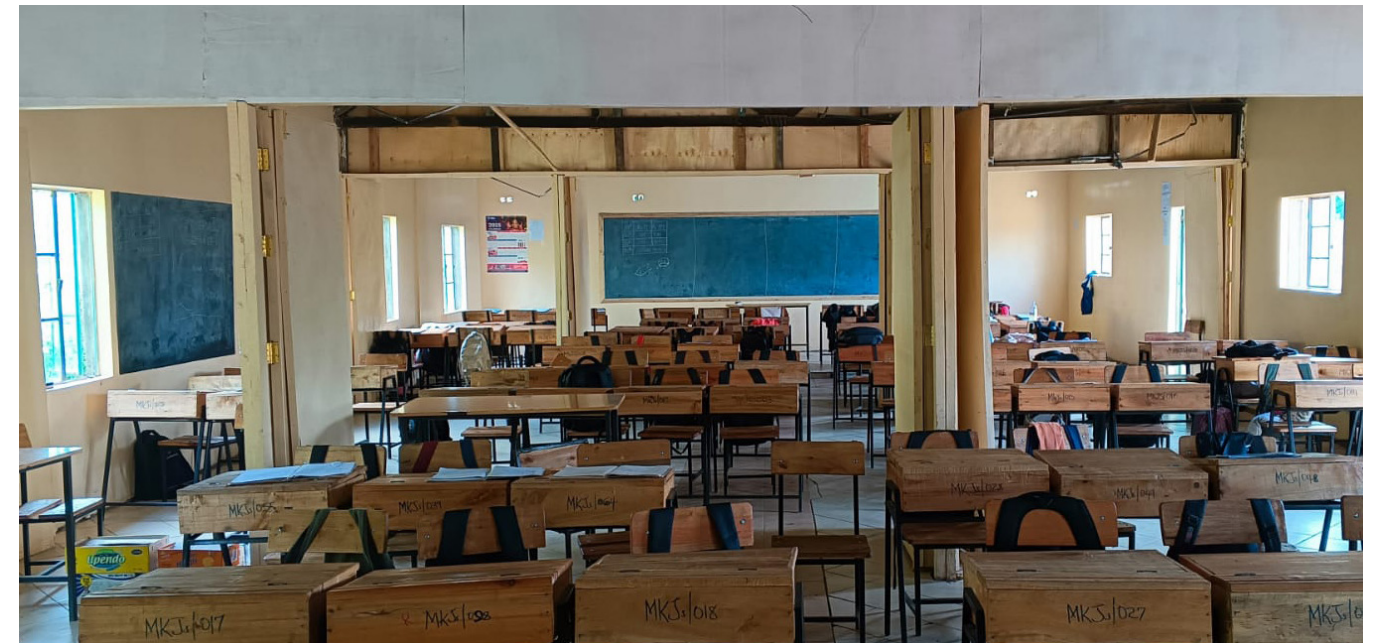
At that time, Ripple Effect decided to divide the project of building the new classrooms into two phases. Phase 1 would be the completion of a brand new two-story structure in the short term, while Phase 2 would follow with the remainder of the classrooms. Phase 1's large structure with six classrooms was completed in early 2020. The improvements came just in time for the COVID pandemic, and allowed other spaces at the Center to be converted to sorely needed dormitory space. The completion of Phase 1 also allowed the Center to show progress, so that it could continue operating while work on the grounds was underway.

In 2022, Ripple Effect purchased a church building situated next to the Center's property. Renovations to the interior and exterior of the building were needed, but the space was sufficient to create three additional classrooms when completed. In the meantime, Korando was also required to build a stone fence at the edge of the compound, ensuring the safety and cohesion of the whole facility.

In 2024, structural repair work began on the building's interior and exterior. In addition to dividing the large open space into three separate learning areas, energy efficient materials were used to upgrade the building to serve the students for years to come. Between March and December of 2024, the building passed the inspection of the Ministry of Education, and the building is now in use for daily classes.



This milestone was possible only because you, our amazing donors, heeded the call for the funds to make it possible! As of today, the classrooms for all grades are fully operational. Your generosity has secured a future for the children of the Korando community. The smiles and gratitude of the children learning in this space say it all. From the bottom of our hearts, *thank you* for investing in these children, and this incredible school!



CHANGES AT KORANDO IN 2024

There has been an influx of exciting changes that have occurred at Korando over this past year. Some have been orchestrated by Ripple Effect Project while others have been coordinated by our friends at Better Me. REP was excited to see the completion of two major projects that began in previous years; Phase 2 of the building project and the building of a permanent stone and concrete fence.

In the fall of 2023 the Ministry of Health issued a demand that Korando Education Center construct a permanent stone and concrete fence to surround the school buildings and grounds. At the start of 2024 we completed the building of the fence concluding a massive unforeseen project costing around \$20,000 USD.

In early 2024 the Ministry of Education in Kenya stated that they would no longer permit students to attend non-traditional schools, of which Korando Education Center is one. This, again, was unforeseen and put REP, KEC and Better Me into a scramble to complete the necessary changes to turn KEC into a registered boarding school, thus allowing the students to continue to learn there.

Much was accomplished in a short period of time. Better Me raised the funds and orchestrated the construction of the renovation and expansion of the boy's and girl's dorm space. Now, all former classrooms (not in the Phase 1 or Phase 2 school buildings) have been turned into dormitories. In addition, each dorm received a fresh coat of paint, energy efficient lighting and proper spacing of the beds to meet the requirements of the Ministry of Education. In addition, fire safety and first aid equipment are now located in appropriate locations.

Five new showers each were built outside of the boy's and girl's dormitory allowing for ample space for bathing for those living at the school.

To create additional classroom space for the pre-kindergarten, kindergarten and grade 1 classes, a new building was constructed adjacent to the Phase 1 school building.

A kitchen and eat-in dining room was created by converting the inner storage space. The once concrete floor was replaced with tile and the walls were refinished and painted to create a bright and welcoming room.

The change in KEC's classification and the improvements to its grounds were only possible because the Kisumu community, Better Me, and REP each rallied separately to fund these projects. These major changes would not have been achievable without the positive reputation Korando has built locally and abroad.



Recently renovated dormitory to comply with new government regulations.



Newly constructed shower facilities.



A new early childhood education building, housing grades Pre-K through 1, was recently constructed adjacent to the primary (Phase 1) school building



(Top) Newly constructed dining facilities. (Bottom) New classrooms.





MEET KORANDO STAFF MEMBERS



John Nyasio Agiso

John serves as the Headteacher of Madoma Korando Children's Learning Centre, demonstrating exceptional leadership and a deep commitment to academic excellence. As an experienced education professional, he possesses a profound understanding of the complexities within the educational environment. His child-centered approach fosters a nurturing learning atmosphere, while his strong problem-solving skills enable him to address challenges effectively, providing clear and practical solutions. John's leadership is marked by empathy, strategic thinking, and a dedication to the holistic development of both students and staff.

Brian Yugi Leo

Brian Yugi Leo serves as the Deputy Headteacher, holding a Bachelor's Degree in Education Arts from the University of Nairobi. He specializes in teaching Kiswahili, History, and Geography. Additionally, he oversees the Guidance and Counselling Club, demonstrating strong leadership and a commitment to student welfare and academic excellence.



Evans Ochieng Onyango

Evans serves as the Assistant Deputy Headteacher, having pursued a Diploma in Primary Education. He teaches Creative Arts and Sports, Mathematics, and Integrated Science. In addition to his teaching duties, he is the school's Games Coordinator, demonstrating dedication to both academic excellence and the holistic development of students through sports and extracurricular activities.

Sara Acholla Juma

Sarah holds a Diploma in Early Childhood Education from Skatal Teachers Training College. She serves as the Grade Two class teacher, demonstrating competence in managing and delivering all learning areas within the curriculum. Her dedication to fostering a positive learning environment ensures the holistic development and academic success of her students.



Denis Ochieng Nyaridi

Denis pursued a Diploma in Information Technology and Communication at the African Institute of Research and Development Studies. He is passionate about football and demonstrates strong analytical and technical skills, reflecting his dedication to both academic excellence and personal interests.

Abraham Muli Ogal

Abraham holds a Diploma in Information Technology and Communication from the African Institute of Research and Development Studies. As the school's ICT teacher, he demonstrates exceptional technical expertise, dedication, and a strong commitment to fostering digital literacy and innovation within the academic environment.



Nicholas Ouma

Ouma holds a Bachelor's Degree in Early Childhood Education from Moi University. He serves as the Grade Eight class teacher and teaches Mathematics, English, Integrated Science, and Religious Education. In addition to his teaching responsibilities, Ouma efficiently manages the school library, ensuring a well-organized and resourceful learning environment for both students and staff.



Stephen Omondi

Stephen earned a Bachelor's degree in Education Technology, specializing in Building and Civil Engineering, from Masinde Muliro University of Science and Technology. He serves as the Grade 9 class teacher and instructs Mathematics, Physics, Chemistry, and Pre-Technical Studies. Additionally, he is a dedicated career guidance teacher, recognized for his professionalism and diligence.

Charles Onyango Ouma

Charles earned a Bachelor's Degree in Primary Teacher Education, demonstrating a strong foundation in pedagogy and instructional excellence. He serves as the Grade 5 class teacher, where he imparts knowledge in Mathematics, Integrated Science, and Pre-Technical Studies. Passionate about football, Charles balances his professional responsibilities with enthusiasm for sports and holistic student development.



Rhodah Awino Olenyo

Rhodah obtained a Certificate in Early Childhood Education from Nabongo Teachers Training College. She serves as the school's Guidance and Counselling teacher, offering invaluable support to students' well-being and development. Additionally, she efficiently manages the boarding section, ensuring a safe, organized, and nurturing environment for all boarding students throughout the academic year.

Lydia Akinyi Okoth

Lydia earned a Certificate in Early Childhood Education from Nyabondo Teachers Training College. She serves as the Grade 1 class teacher, demonstrating dedication to nurturing young learners during their formative years. With a passion for music and netball, Lydia actively promotes creativity and teamwork, enriching both the academic and extracurricular experiences of her pupils.



Susan Auma Otieno

Susan obtained a Certificate in Early Childhood Education from Nyabondo Teachers Training College. She serves as the PP2 class teacher, demonstrating a strong commitment to fostering early learning and development. With her nurturing approach and dedication, Susan plays a vital role in laying a solid educational foundation for young learners during their critical formative years.

Protus Ogolla Pamba

Protus earned a Diploma in Early Childhood Education from the African Institute College. He serves as the Grade 4 class teacher, where he imparts knowledge in Kiswahili, Religious Education, and Social Studies. Passionate about sports, Protus actively engages in football and athletics, fostering both academic excellence and holistic development among his students.



Ruth Okoth

Ruth holds a Bachelor's Degree in Education (Arts) with a specialization in English Literature from Moi University. She is the Grade Seven class teacher and actively trains pupils in netball and legball. Known for her approachable demeanor and warm smile, Ruth also serves as a dedicated member of the supporting students' well-being and development.

Maureen Atieno Nyaridi

Maureen holds a Certificate in Primary Education from Kipsigis Teachers Training College. She is the Grade Three class teacher and teaches Mathematics, English, Kiswahili, and Environmental Activities. Additionally, Maureen serves as the school's Games and Sports teacher, demonstrating strong leadership and commitment to promoting physical education and co-curricular activities among students.





BOARD OF DIRECTORS

Ripple Effect Project is an entirely volunteer-operated enterprise. We have no paid staff, relying instead on the generosity of our volunteers.

We are grateful for the continued support of our dedicated Board of Directors, and for the countless hours volunteered by our community members.



Joshua Sammon
President



Levana Olsen
Secretary



Vin Costello



Alice Sammon



Roland Garbe
Treasurer

SUCCESSFUL JANUARY FUNDRAISER



On January 25 we welcomed over 50 guests to Merry Meeting Hall in Bowdoinham, Maine. A beautiful four-course meal was served and enjoyed by new and old friends alike.

This couldn't have been done without the support of Gallit and Calliope Cavendish, Abigail Finelli, Michal Wagner, and Abigail and Hannah Lopez. Thank you for your continued support. We look forward to making this an annual event!



Thank you.

The vital support that Ripple Effect Project has been able to provide over the years would not have been possible without the generous contributions of **donors like you**. On behalf of the children and staff of the Korando Education Center, **thank you**.

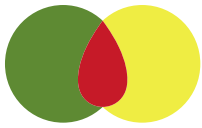
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by mail or online!**

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**Or become a sustaining
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For more information, visit
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