

Ripple Effect Project

2025 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,

In this new year, I would like to share an update on the challenges and successes of 2025.

Notable Program Achievements in 2025

REP ensured access to education for 329 primary school students spanning preschool through Grade 9. We have continued to provide essential support for the housing and dietary needs of 110 vulnerable children living at the Korando Center, with another 219 commuting daily. All students receive breakfast at school, and boarding students receive three meals a day from the cafeteria. As the Kenyan school year is 200 days in length, this means a total of 600 meals provided for almost 110,000 individual servings! Such consistency has allowed the students to thrive academically. This year's Kenyan national examinations were passed with impressive scores, also resulting in several Korando graduates' acceptance into prestigious high schools.

Financial Challenges Faced in the Past Year

The past year has also presented significant financial difficulties for many individuals and organizations connected to our community. The Ripple Effect Project, the Korando Education Center, and their partner organizations have all been impacted by these hardships. While operating expenses and the cost of essential goods and services have continued to rise, donations and other sources of financial support have unfortunately declined. This combination of factors has resulted in the students now attending high school Grades 10-12 without guaranteed funds to continue. This reality has put an additional strain on the resources available to support our collective mission.

The Importance of Community Support

The circumstances facing the Korando Education Center (KEC) are frequently dire, a reality that I have witnessed time and again. In these challenging moments, I have consistently relied on the Ripple Effect Project (REP) community to help provide for KEC and its needs. This dependable support has been instrumental in sustaining the center and ensuring that essential services continue for the children who depend on us.

Looking ahead, I remain optimistic about our ability to honor our existing commitments and hopefully address the unforeseen gaps left by other organizations. With the collective efforts of our community, I am confident that we will continue to be the source of change and support that these children so urgently require. Together, our ripples will make waves.

Sincerely,



Joshua Sammon

President, Ripple Effect Project

THE KORANDO STORY



The Korando Education Center (KEC), now a haven of safety and support for vulnerable children in Kisumu, Kenya, was forged by the grief of "Mama" Dolfine Gumba Dawa Oliech after both of her sons died within a short period of time in the mid 1990s. While mourning the loss of her children, Dolfine witnessed the desperation and hardship of children in her local community. Many of the children's 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. In 1997 Dolfine, along with her husband Patrick, founded Korando Faith Women's and Orphans Group, opening their home to a handful of orphans and helping 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 was born. The Madoma School provided a safe place to learn for the poorest children in grades Pre-Primary 1–Grade 8. These students were too poor to afford the typical costs for books, uniforms, and materials. Some students were orphans living at KEC, while others commuted.

In the beginning, the funding for the orphanage and school came solely from Dolfine's entrepreneurial enterprises, her tenacious pursuit of financial support, and her own financial generosity. Her care, love and ambition for the children of Kisumu led to her recognition locally, and eventually earning her an invitation to travel to the US in 2006.

THE HISTORY OF RIPPLE EFFECT PROJECT

During that visit to the US, Dolfine spoke at Colby College. Moved by Dolfine's story and the plight of the 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 KEC in becoming self-sustainable.

When REP first partnered with KEC, the infrastructure was rudimentary, lacking electricity or plumbing. Students learned outside or in dark classrooms with mud floors and walls. Water was manually drawn from a borehole or students walked miles to collect water from the river.

Over the past 19 years, with the donations received from our supporters, we have been able to help make significant changes. There have been times of slow steady growth, and years where the infrastructure changes have been substantial and mandatory in order for the center to remain open.



KEC now looks very different than it did when we first partnered. We have been able to help supply a reliable source of water with a water tower. There is now indoor plumbing with toilets and showers. The dormitories, kitchen and eating area are all built of stable concrete. There are now two concrete school buildings large enough to educate over 329 students from Pre-Primary to Grade 9. We have helped provide reliable funding to pay the teachers a fair wage. REP has committed funding for the cafeteria's daily meals to students who live on site, and also filled emergency needs as they arose. We also established a Porridge Program to provide a nourishing, daily breakfast to all KEC students. A large stone and concrete wall now surrounds the compound to provide safety to the students and teachers - as required by the Ministry of Education.

It is only because of donations from our supporters that we are able to continue this work to provide food, shelter and schooling to those in dire need, improving the lives of so many children, now numbering in the thousands. After graduation, Korando alumni are taking positions in Kisumu and around Kenya, and we often hear stories of how they are changing their communities. Several Korando staff are also former students, determined to pay it forward.



2025 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 the Korando Education Center. We are dedicated to stretching the donor dollar as much as possible. By minimizing overhead, 96¢ of every dollar contributed supports the Center directly.

Operational Expenses

To maximize our impact at Korando, we work hard to keep the cost of maintaining REP as low as possible. Accordingly, only 4% of the Ripple Effect Project budget is allocated to operational expenses. These include expenses related to printing, postage, accounting services, and expenses for Ripple Effect Project to continue to operate and maintain 501(c)3 status. This category also includes expenses directly related to website hosting.



Program Expenses

The remaining 96% of the Ripple Effect Project budget was dedicated to funding our regular monthly commitments and intermittent emergency needs at the KEC, with a breakdown of that category below.

Education

The largest segment of our 2025 program expenses, 73%, was spent to support educational programs. This figure chiefly comprises the salaries of the 15 teachers at the Korando Education Center. Expenses also include the purchase of textbooks, workbooks, and other education materials. Further, government-mandated proficiency tests for each student are administered at the expense of the student. The Center is assuming the cost of these exams, but absorbing this expense has consequently increased educational expenditures.



Food Assistance

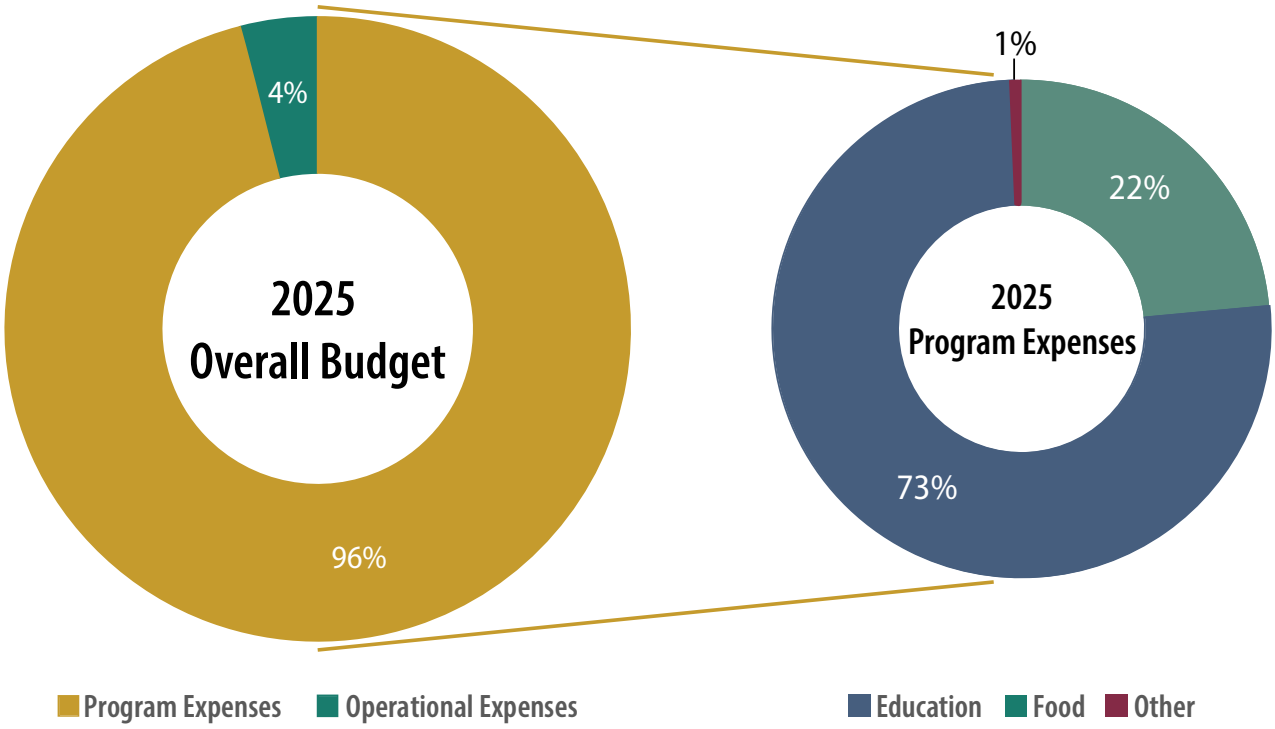


Approximately 22% of the 2025 program expenses were spent on food assistance for the Korando Education Center community. This included both planned/regular food subsidies and emergency requests as they arose. While every effort is made to predict nutritional needs in advance, climatic and geopolitical conditions are volatile and introduce uncertainty into the food supply chain.

Changing weather conditions over the past several years have led to volatility in the growing season and an unpredictable food supply. Dolfine and the staff of KEC have smoothed 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.

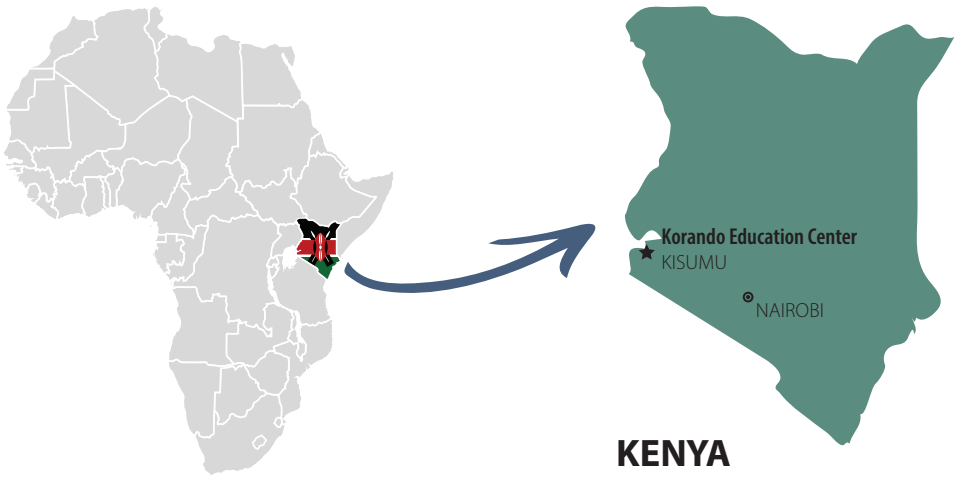
Infrastructure

Infrastructure expenses accounted for 1% of program expenses, funding regular facility maintenance, electricity, utility costs, and local transportation. Additionally, this year bathroom facilities were renovated.



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

2025 at a Glance



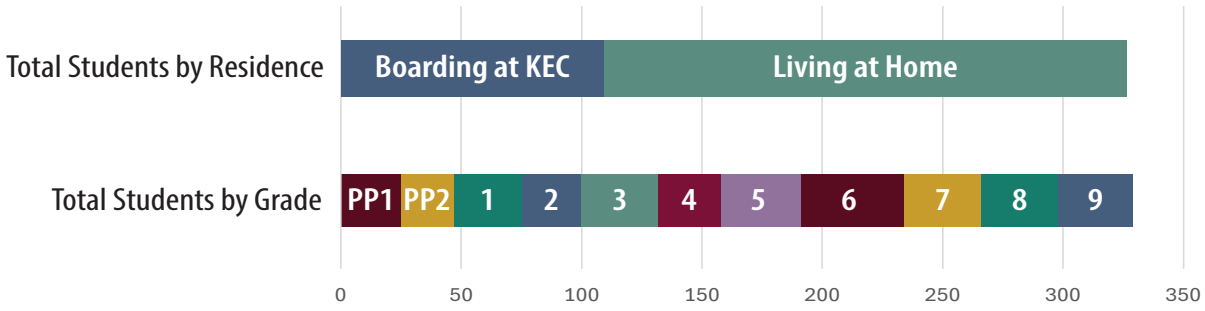
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329
Students

15
Teachers

5
Instructional Days/Week





A DAY IN THE LIFE OF TWO GRADE 7 STUDENTS

Fredrick Omondi: First, I wake up at 5:00 AM in the boy's dormitory and I rush to the bathroom and bathe. After bathing, I wear my clean uniform and shoes and then take my breakfast. In Korando we have many different grades. We have dormitory buildings, and separate buildings for Primary School (PK-5) and Junior High School (6-9). We also have a science laboratory and computer room.

After breakfast, I go to my Grade 7 classroom at 7:00 AM. My last class ends at 4:30 PM. In our curriculum we have 9 class periods for English, Social Studies, Pre-Technical Studies, Religious Studies, Mathematics, Physical Education, Agriculture, Integrated Science, and Creative Arts and Sports. My favorite subject is Pre-Technical Studies because it relates to the career path I want to take. When I grow up I would like to be a Mechanical Engineer who deals with machines and vehicles.

I am a boarding student and in the afternoon, I always take lunch in our school canteen because that is where all boarders take their lunch. We also have routines and chores we should do in the evening after school, so I wash my clothes, and then play. I usually have dinner, then do short prayers with everyone who lives here. Then I have a study session called "preps" from 7:00 PM until 9:30 PM. After my homework is done, I have free time and I like to tell stories with my friends.

For clubs and activities, I participate in playing Football and Volleyball because it makes my body physically fit and it improves my mental health. I do participate in clubs like Tawi, which means Arise Kenya. I am excited [for the next school year] because I will be joining next grade and having a new class teacher. I am happy to be at Korando.



On the right is Fredrick Omondi, a Grade 7 boarding student who lives at the Center. To the left is Oniedi Beatrice Akinyo, a commuting Grade 7 student who attends Korando Education Center while living at home.

Oniedi Beatrice Akinyo: I wake up at 5:30 AM, say a short prayer, rush to the kitchen to prepare my breakfast. After that I go to the bathroom and bathe. I wear my clean uniform and shoes then eat my breakfast. I usually go to school by foot because our school is not too far from home. I do have responsibilities to do in the morning like washing dishes and mopping the house.

In Grade 7, we take 9 subjects: Mathematics, English, Social Studies, Pre-Technical Studies, Religious Studies, Physical Education, Agriculture, Integrated Science, and Creative Arts and Sports. I like English the most because in the future I would like to be an English teacher. When I grow up I would like to be a teacher to help those children who need education, but I do not want to forget the school where I learned. I would like to come back and support them.

At 10:30, the whole school has porridge together. In the afternoon I usually go back home to take my lunch and then come back to school. My school day is over at 4:30, but I can stay until 5:30 for a preps (study hall) session to do homework. In the evening I always wash my uniform, take a tea, and then help my mother in cleaning the compound. After helping my mother, we always have dinner with our family members, have a short family prayer and then I finish my homework. When I'm done, I make stories with my siblings about how they spend their day in school and other fun games.

For activities, I usually participate in Netball (Volleyball). I also participate in clubs like the Environmental Club because I like caring for the environment. I am excited [for the next school year] because I will be joining the next Grade. Korando is the best school and has accomplished teachers and civilized learners. I am very comfortable at Korando.

CHANGES TO THE CHILD SPONSORSHIP PROGRAM

In 2017, Ripple Effect Project created the Child Sponsorship Program (CSP), which allowed our donors to sponsor individual children while communicating with them directly. The CSP served Korando by directly funding their program costs on both a monthly and an annual basis.

In the past eight years, the number of students attending Korando (now accommodating Grades PK–9) has nearly doubled to 330. In addition, there are roughly 150 more high school students in need of some level of financial support. For these reasons, the Child Sponsorship Program will be shifting to the Monthly Sustainer Program (MSP). Donors will still be able to provide regular monthly contributions which directly benefit all students by funding educational costs, housing, program and meal costs for both commuting and boarding students alike.

Donors who have previously participated in CSP will be contacted about the new phase of this program. New donors who wish to participate in the MSP are encouraged to visit our website to make a fully customizable donation. To enroll, click the "Give Now" button, and you will be able to select the option to "Make this a monthly donation." Monthly support is one way to turn the ripples of your donations into waves of change. Thank you for your continued support of these deserving students.

CALL FOR VOLUNTEERS

If you're interested in supporting REP through your skills—whether in fundraising, digital or print media, program administration, or other areas that advance our mission—we'd love to hear from you. Please contact Alice Sammon at Alice@rippleeffectproject.org.

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



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***.

Make a gift today by mail or online!

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