



THE
DESTINY TRUST
EMPOWERING DESTINIES

www.destinytrust.org

Mid-Year Report

2026



Our Progress This Half Year

Vision

Our vision is a world where every child, regardless of where they were born or circumstance, can dream freely, grow as a whole person, and live to the fullest extent of their potential. A world where no child is held back by poverty, and where education is a pathway to empowerment, dignity, and lasting change.



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FROM OUR FOUNDERS

Dear Partners,

The half-year mark is an important moment of reflection for us. Because we provide 24/7 care and support across every area of a child's life, each day is full, with many moving parts working together to give our children the stability they need to learn, grow and thrive. This moment allows us to look beyond the daily activities and reflect on the impact we are making together. As we do, we are filled with deep gratitude to you, our partners, for the transformation your support continues to make possible.

At the beginning of the year, we shared our plans with hope, but also with a clear awareness of the challenges ahead. The needs before us were urgent - children still out of school, children already in school but at risk of dropping out, children in our care who require daily food, shelter, healthcare and emotional support, and communities where the basic conditions for learning are still missing.





Six months into the year, we have seen real progress in the lives of the children we serve. More children are learning, staying in school, finding safety, and moving closer to the futures they once could only hope for.

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We see how much this work matters beyond the numbers we can share in any report. In practical terms, it is about making education possible for children who would otherwise be left behind. It is about feeding children so hunger does not pull them away from school, providing transport across the lagoon so distance does not cut them off from school, and creating digital learning platforms for children in places where there are not enough teachers, electricity or reliable internet. Above all, it is about giving children safety, stability and restored dignity, so that their past does not have to define their future.

Sadly, it is a more difficult time for the Nigerian child. Insecurity and lack of stability are making childhood more fragile.

This is the time to be even more deliberate about expanding the safety nets around children. It is the time when our compassion is needed most. We must continue to secure the school both as a place of learning and as a humanitarian hub for children, especially when other systems are failing. This is why every attack on a school is not only an attack on children; it is an attack on our collective future.

We are deeply thankful to you, our partners, for standing with us this half year. Your kindness has helped create classrooms where there were none, provide daily school meals so children do not have to learn hungry, support boat rides across the lagoon for children cut off from schooling, pay school fees, fund rescue, shelter and wellbeing for children under residential care, and provide books, access to digital learning; and above all, hope.

There is still much more to do, especially because the second half of the year is often the peak season of our education work. But your support in the first half of 2026 has strengthened our resolve and prepared us for greater impact ahead. Together, we are giving children a second chance and the opportunity to rise and thrive. Thank you for walking this journey with us.

A handwritten signature in black ink, reading "Abimbola Ojenike". The script is fluid and cursive, with the first name "Abimbola" written in a larger, more prominent style than the last name "Ojenike".

It is a more difficult time for the Nigerian child. Insecurity and lack of stability are making childhood more fragile. This is the time to be even more deliberate about expanding the safety nets around children. It is the time when our compassion is needed most. We must continue to secure the school both as a place of learning and as a humanitarian hub for children, especially when other systems are failing.



Our 2026 So Far



74,934

meals served in our
homes & school feeding



138

children sheltered



173

children under
scholarship from primary
to the university.



15

passed JAMB &
ready for university



5

New university
graduates



350

children provided a
school building and a
digital learning space.



73

taught in our
free AEP school



3

children newly
rescued



52

equipped with tech
skills under Kids
Innovation initiative



198

taught by our teachers
in public schools



4,044

learning sessions
delivered through our
edtech -ourschool.africa



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Impact at a Glance



01

Education Access

Children enrolled, retained and supported to keep learning.

02

Care and Protection

Children in our homes continued to receive daily food, shelter, healthcare, counselling, school support and protection.

03

New School Building & Mobility Support

A newly constructed school building now serves children in 3 riverine communities of Ibeju-Lekki, Lagos. 120 children & teachers supported to access school daily.

04

New Graduates & University Transition

5 New graduates. 15 children now ready for university after scoring above the UTME average.

05

Last-Mile Education

OurSchool Africa expanded to education resources for children in hard-to-reach communities through offline learning devices and multimedia learning spaces.

A SEASON OF STEADY PROGRESS

The first half of 2026 has been a season of steady progress across our education, care, and skills programmes. Behind every visible milestone, however, is the daily work that never stops.

Every day, children in our residential care programmes are fed, sheltered, protected, counselled, supported in school, and surrounded with the stability they need to recover from trauma and grow. Much of this impact is quiet. It does not always show fully in numbers, but it is where some of the deepest transformation happens.

This half year, that daily care continued with consistent progress across our programmes. More children stayed in school. Five young people graduated from university, becoming the first graduates in their families. Fifteen children moved closer to university. A new school building block and multimedia learning centre opened in a riverine community. Over 120 children and teachers crossed the lagoon safely to school each day. A further 175 children received school feeding support. The Bridge Learning Centre entered a stronger phase, and our innovation programmes continued to prepare children for the future.



THE CHANGING ENVIRONMENT FOR EDUCATION

The education crisis around us is changing, and in the first half of 2026, it appears to have taken on a more dangerous momentum. For many years, the major question was how to get out-of-school children into school. That question remains urgent. But across many parts of Nigeria, another question is becoming just as serious: how do children keep learning when schools are no longer safe, when families are afraid, and when classrooms are forced to shut down?

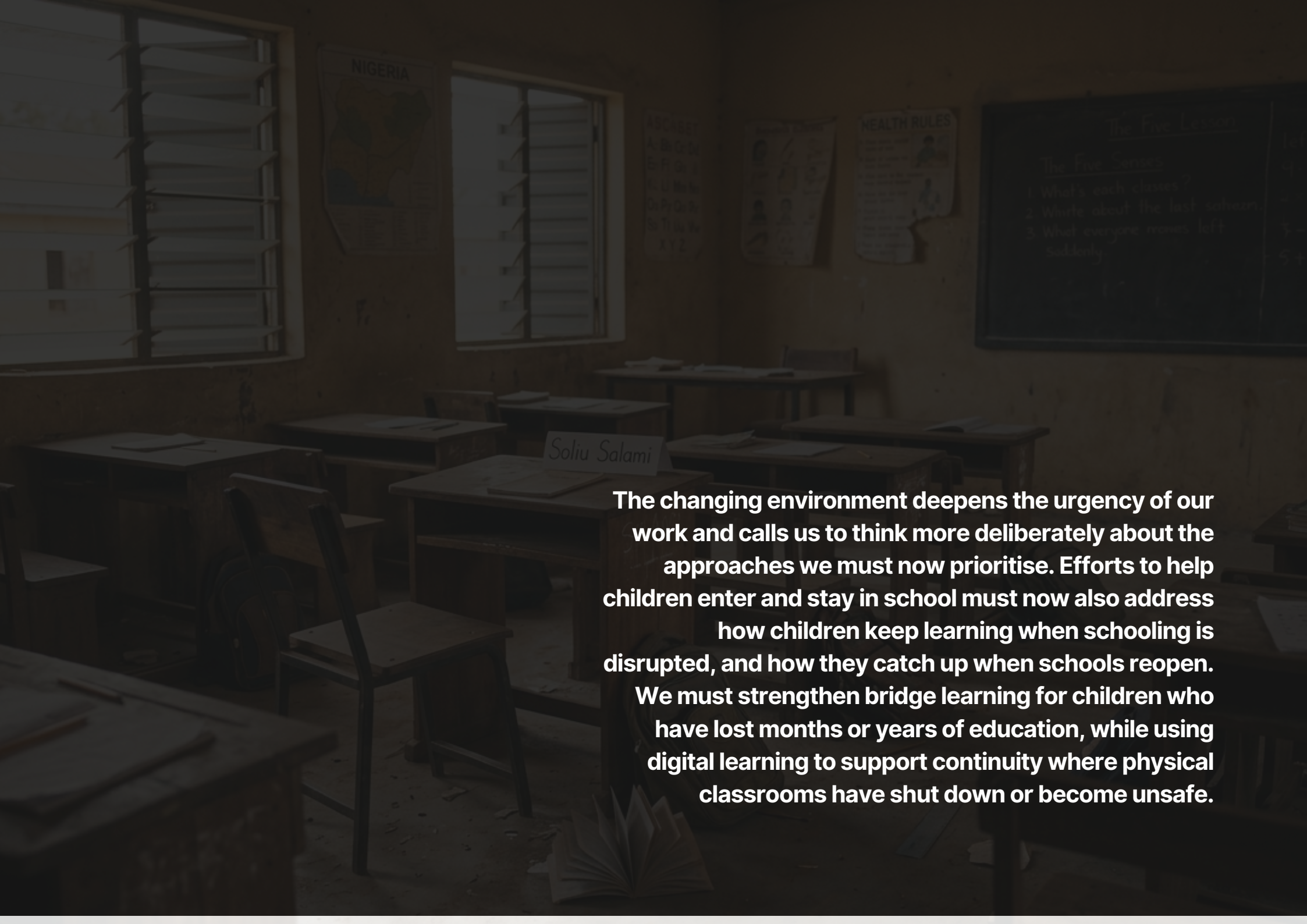
Insecurity is now one of the biggest threats to education. Kidnappings, attacks on schools, displacement and school closures are pushing children out of learning and making it harder to reach those who are already excluded. In January 2026, some schools in parts of northern Nigeria reopened after months of closure following threats and mass abductions, while several schools in high-risk areas remained closed because safety could not yet be assured. The school attacks and abductions in Oyo State show how the fear around school safety is no longer limited to one part of the country. On June 30, 2026, another attack on a secondary school in Borno State left dozens of students and a staff member still in captivity.

This is a bigger problem than enrolment. Every attack on a school breaks confidence in education. Every shutdown creates learning loss and increases the risk of dropout.

Every child who returns to class after violence carries back to school fear, grief, trauma and uncertainty. Insecurity backpedals the progress already made and curtails further efforts to take education to the last mile.

For The Destiny Trust, this changing environment deepens the urgency of our work and calls us to think more deliberately about the approaches we must now prioritise. Efforts to help children enter and stay in school must now also address how children keep learning when schooling is disrupted, and how they catch up when schools reopen. We must strengthen bridge learning for children who have lost months or years of education, while using digital learning to support continuity where physical classrooms have shut down or become unsafe.

We must also provide trauma-informed support for children returning to school from conflict-affected communities, recognising that many may be coming back with fear, grief, and significant learning loss. Above all, we must continue to demand safe schools for children, teachers, and communities, because education cannot be sustained where the school itself is unsafe. Safe schools are the basic foundation for any meaningful national plan to address long-existing gaps and reposition education for the Nigerian child.



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PROGRESS IN EDTECH AND LAST-MILE EDUCATION

Taking learning to children where access is hardest

One of our biggest milestones in the first half of 2026 was the opening of a new classroom block and multimedia learning centre for children in Abegede, Idi-Ori, Dongo and surrounding riverine communities in Ibeju-Lekki.

This project matters because access to education in these communities is not simple. For many children, school is separated from home by water, distance and difficult terrain. In some communities, there is no secondary school nearby. Internet access is limited. Electricity is unavailable. Teachers also face the daily difficulty of reaching these communities.

In these communities, the situation had become urgent. Only one school served the children, yet had only three safe classrooms for hundreds of pupils from all the communities. There were no toilets, no water and no electricity. At the same time, our school enrolment and back-to-school drive had increased interest in education across the communities. More children wanted to enrol. That was encouraging, but it also created a difficult question: how do we keep enrolling children when the school has no more capacity to receive them?

We chose to build but it was not easy building. The project was one of the most demanding projects we undertook this half year. Building across the lagoon came with significant logistical challenges. Materials had to be moved either across water or through distant and difficult roads. Costs were higher than they would have been in more accessible locations. But the cost of doing nothing was higher.

The new school block provides additional classrooms, toilets, water and solar-powered electricity. It also houses a multimedia learning centre powered by OurSchool Africa, our digital learning platform designed to make quality curriculum content available to children who may not have reliable access to the internet, electricity or enough teachers.

For the children who cross the lagoon daily to access school, school has to be worth the daily risk of getting to school in addition to any promise of a better future through education. We built a school that inspires them to dream of what is possible far beyond the picture of poverty that is more familiar in some communities on the other side of the lagoon.



A Model for Last-Mile Digital Learning

For us, this project is more than construction. It is a model for last-mile education. We believe that children should not be excluded from quality learning because of where they live. Technology can help solve some of the hardest access problems in education when it is designed for the realities of underserved communities.

This matters deeply in a country where teacher shortages are already a major challenge. If millions of out-of-school children are to be brought back into learning, we cannot rely only on the traditional classroom model. We need teachers, but we also need tools that support teachers, standardise access to quality content and reach children in places where teachers are too few. This is the motivation behind our broader edtech project.

The multimedia learning centre gives them access to digital lessons through OurSchool Africa. These lessons cover the Nigerian basic education curriculum and can support classroom teaching, revision and independent learning. Every digital learning space is powered by solar inverters. The multimedia devices are designed to work in low-connectivity environments, with pre-recorded lessons that can be used with or without the internet. This is one example of what we are building and we are greatly delighted to see this as a reality as we work to do more in our mission to take education to the last mile for out-of-school children through technology.





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A Classroom, a Digital Learning Space and a Bridge to the Future — With the Kindness of City Church Lagos



The Abegede school building and multimedia learning centre became possible because City Church Lagos stood with us in a significant way. The Destiny Trust is largely funded by individuals whose faithful support comes in steadily, often in smaller amounts. This giving sustains the daily work of care, meals, school fees, shelter, counselling, and the many quiet interventions that keep children safe and learning. But major capital-intensive projects require larger commitments, and these are often difficult to execute through everyday giving alone.

Through its Justice Week programme, City Church Lagos has continued to help us take on key projects that expand access for children who are too often left behind. Its support for OurSchool Africa has been especially important, helping us move from vision to implementation.

Because of this kindness, children in Abegede now have more than a classroom. They have a digital learning space, access to quality content, and a bridge to a future that should never be limited by where they live. With the support of our partners, we are determined to keep making learning possible for children where no one wants to go because of the cost, the inconvenience, or the risk.



For the children who cross the lagoon daily to access school, school has to be worth the daily risk of getting to school in addition to any promise of a better future through education.



OURSCHOOL AFRICA: BUILDING AN OFFLINE-FIRST DIGITAL SCHOOL FOR CHILDREN LEFT BEHIND

OurSchool Africa is one of the ways The Destiny Trust is responding to the scale and changing nature of Nigeria's education crisis. Many children are out of school because the normal school system does not reach them. In many remote communities, there is no internet access and electricity. Insecurity has added another layer of urgency, as schools may close, families may be displaced, and children may lose months of learning when physical classrooms are no longer accessible.

We are building OurSchool Africa for these realities. It is an offline-first learning platform that provides multimedia lessons based on the Nigerian basic education curriculum and makes them available through digital devices, multimedia learning centres, and offline access channels. The goal is to help children keep learning where internet connectivity is weak, electricity is unreliable, teachers are few, or schooling is disrupted.

An important part of this work is expanding the OurSchool Africa digital library so we can provide content that covers the curriculum and supports children across different levels of basic education.

We are developing lessons and learning resources for various offline channels, including multimedia learning centres, mobile devices, tablets, and other low-connectivity learning tools. Our progress has been slow because content development, technology deployment, and last-mile distribution require funding. But we are convinced this is the way to go. If millions of children are to keep learning in difficult circumstances, education delivery must become more flexible to reach them wherever they are.

OurSchool Africa does not replace teachers or the school system. It strengthens them by giving children repeated access to quality lessons, supporting teachers and learning facilitators, and helping children catch up, revise, or learn at their own pace.

In the second half of 2026, we will continue to improve the offline mobile application, expand the digital library, roll out more offline learning devices, and prioritise more scalable distribution channels. We invite partners, donors, content creators, educators, technology companies, and development organisations to work with us to take quality learning to children who have waited too long to be reached.

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Next Actions for OurSchool Africa

Our next phase is focused on growing the content, tools, partnerships, and delivery channels needed to take quality learning to more children, wherever they are.



SCHOOL FEEDING AND MOBILITY SUPPORT

Helping children stay in school learning

For many children, the challenge is not only getting into school. It is staying there. Hunger and distance remain two of the biggest reasons children struggle to remain in school. A child who comes to school hungry cannot concentrate fully. A child who must cross difficult terrain or water every day may eventually drop out if transport is unsafe or unaffordable. For children already living with housing insecurity, family instability or poverty, these pressures are even stronger.

This is why our education work includes feeding and mobility support. In the first half of the year, we reopened school feeding at Lagos Model School, Marwa to support 175 more children. This school was chosen deliberately because it has one of the highest numbers of homeless and migrant children we have enrolled and continue to support. Many of these children face a higher risk of dropping out because of poverty and housing insecurity.

Providing a daily meal helps improve attendance, concentration and retention. It also reduces the pressure on children to leave school in search of food. We also continued to provide daily mobility support for over 120 children and teachers across riverine communities, including Abegede, Idi-Ori, Dongo, Arapagi Oloko, Olotu and surrounding villages.



How School Meals Are Helping Children Stay and Learn

A hungry child may be present in class, but hunger makes learning difficult. Concentration, participation, memory, and confidence all suffer when a child is thinking more about food than the lesson. This is why school feeding serves more than one purpose. It supports child wellbeing while also advancing education objectives such as enrolment, retention, attendance, and improved learning outcomes.

School feeding continues to make a clear difference in children's ability to stay in school and learn. For children facing poverty, homelessness, and displacement, a daily meal is not only about nutrition. It is also a strong reason to come to school, remain in class, and participate in learning.

This period, 70% of school feeding beneficiaries attended school consistently, showing improved pupil retention. However, 30% still experienced intermittent attendance, largely due to homelessness and recent slum evictions that disrupted family stability and access to school.

The learning gains are also encouraging. Sixty-three per cent of beneficiaries showed improvement in their learning performance, especially in English and Mathematics. These results show us that school feeding is more than a welfare intervention. It is a practical education support that helps children stay connected to school, learn better, and remain within reach of the care and stability they need.



70%

of beneficiaries
attend school
regularly.



30%

continued to experience
intermittent attendance due
to repeated slum evictions
within the period.



63%

showed improvement
in core subjects.

Helping children stay in school learning

While school feeding helps remove hunger as a barrier to learning, access to education in many underserved communities also depends on solving other practical barriers that keep children away from school. For many children in these communities, going to school means crossing the Lagos Lagoon. Geography itself can stand between them and school. Some children have to cross the lagoon to reach the nearest school, and even that journey comes with daily uncertainties, including days when water hyacinths block the narrow swamp pathways that boats must pass through.

Without transport support, school would be out of reach. The school boat is therefore critical to education access in these areas. Every day, this is the practical means hundreds of children depend on to get to school safely. It also helps teachers get to work and reach children who might otherwise be cut off from learning. We see daily that access to education often depends on solving the very practical problems that stand between children and school.

We are grateful to the anonymous donor whose desire to feed the poor aligned with our plan to expand school-based humanitarian support. Hunger relief tied to education creates both immediate and lasting impact. It feeds children today and helps keep them on the path to a better future.



BRIDGE LEARNING CENTRE

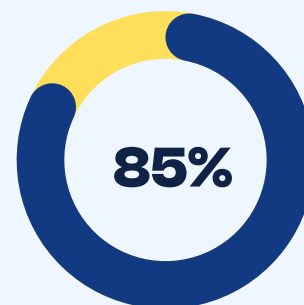
What the Evidence Tells Us About Accelerated Education

The Bridge Learning Centre is now providing important evidence for what Accelerated Education can achieve for over-age, out-of-school children in Nigeria. When the Centre opened on 1 October 2021, it was designed to answer a practical problem in education inclusion: how do we support children who are too old for their class level, too far behind to cope in conventional classrooms, and too vulnerable to wait for the formal school system to adjust to them?

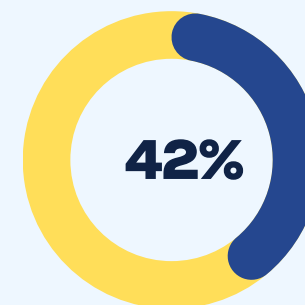
Nearly five years later, the evidence is becoming clearer. Older out-of-school children can recover lost learning, transition into mainstream school, and perform successfully when they are taught at the right level, supported consistently, and given a structured pathway that respects both their age and learning needs.

This year, the first cohort of learners mainstreamed from our Accelerated Education Programme completed junior secondary school. The results are significant: 85% passed with at least six credits, including core subjects, while 42% performed at distinction level. These outcomes matter beyond the individual cohort. They show that AEP is not merely a temporary catch-up intervention.

Mainstreamed Learners Are Thriving



passed with at least
6 credits, including
core subjects.



performed at
distinction level



Our First cohort of mainstreamed learners from the Accelerated Education Programme (AEP) has successfully transitioned into Senior Secondary School.



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Navigating a New Phase of Maturity

With the right structure, accelerated education has become a credible school re-entry pathway for children who have missed years of education and this has become indispensable in our work.

This evidence is especially important for Nigeria, where millions of children remain out of school and many older children are unlikely to return through conventional placement alone. Without age-appropriate accelerated learning, psychosocial support, transition planning, and continued follow-up after reintegration, many children are at risk of dropping out again or sitting in classrooms where they cannot meaningfully learn.

The Bridge Learning Centre is therefore entering an important phase of maturity. In our last report, we stated that the next task is to strengthen the model in line with the Federal Government's framework for alternative basic education, including the transition towards a broader accelerated pathway covering the nine years of basic education. In this next phase, we will be focusing on improved assessment systems, expanded teaching capacity, digital learning support, and deeper reintegration support for learners who move into mainstream schools.

The early evidence is encouraging: the bridge is working. What comes next is to make the system more effective, better documented, and scalable enough to inform wider education recovery and re-entry efforts in Nigeria.



RESIDENTIAL CARE

Strengthening Our Integrated Alternative Care Model

Every evaluation of our work reaffirms one thing: children need more than access to school. They need the integrated support system that makes education stable, meaningful, and sustainable.

Many of the children we serve have experienced homelessness, abuse, neglect, displacement, family breakdown, hunger, exploitation, or unsafe living conditions. For children carrying these experiences, school placement alone is not enough. Learning can hardly take root where a child is hungry, afraid, unprotected, unwell, traumatised, or constantly moving from place to place.

This is why our approach must remain holistic. Education is central to our mission, but it works best when it is supported by care, protection, shelter, nutrition, healthcare, counselling, mentoring, family tracing, reintegration support, and trauma-informed guidance. The overall development of the child must remain the focus.

In the first half of 2026, we continued to strengthen this integrated model through our residential care homes and wider support systems.

We provided daily care, responded to child rescue cases, supported children in school, and continued the careful work of stabilising children who had experienced difficult circumstances.

This is not always the part of our work that shows the largest scale. It is slower, more personal, and often built around the needs of one child at a time. Yet it delivers some of the deepest qualitative impact. A child becomes safer. A child begins to trust again. A child returns to learning. A child regains confidence. A child begins to imagine a future.

Rescue is usually only the beginning. After rescue comes healing, routine, identity, learning, stability, and the slow rebuilding of hope. In all of these, we also see that every child is different and this tells us that we must continue to design our care programmes in a way that recognises and addresses the uniqueness of every child.

Our commitment is to keep improving this model, even where the impact is seen most clearly in the life of one child.

STORIES OF HOPE

Stories of Change: From Chibok's Terror to the University of Ibadan

March 11, 2026 was a memorable day of this half year. Naomi stood to be counted as a student of the University of Ibadan, and we stood with her with deep gratitude.

Naomi's story began in Chibok, Borno State, where her childhood was shaped by fear and uncertainty. One day, while she was away at the stream, her home was invaded by Boko Haram terrorists. She never returned to it. In the chaos that followed, she fled for her life and was separated from her family. Her journey eventually brought her to Lagos, where we met her.

What stood out was not only what she had endured, but the quiet strength with which she carried her hope. She wanted to learn. She wanted a different future. She embraced the opportunity for a fresh start under our care, and with consistent support, she took the daily steps that led to this moment.

On March 11, 2026, Naomi matriculated as an undergraduate student of the University of Ibadan. For Naomi, this is more than a ceremony. It is a sign of how far she has come and what is now possible. Her dream is to become a lawyer, driven by a passion for justice and a desire to give a voice to those who are unheard. Naomi's journey continues to inspire us. It reminds us that children need more than sympathy. They need safety, stability, education and people who will walk with them long enough for hope to become real.



WHAT WE ARE DOING IN THE SECOND HALF OF 2026

The first half of the year created strong momentum. The second half is the peak period for much of our work, as we deepen, expand, and sustain the progress already made. We invite our partners to continue working with us to sustain current interventions and reach more children in the second half of 2026.

01



Set Up More Digital Learning Centres

Set up multimedia learning spaces in underserved communities.

02



School Enrolment and Back-to-School

Bring more children into school and help them stay, learn, and progress.

03



Bridge Learning Centre Expansion

Grow the 9-year accelerated education pathway with more teachers, space, and learner support.

04



Tech Bootcamp and Kids Innovation Challenge

Support young innovators through hackathons, mentoring, tech skills training, and idea development.

05



Wider OurSchool Africa Distribution

Expand access through offline devices, tablets, mobile channels, and low-connectivity tools.

KIDS INNOVATION AFRICA

Building a pipeline of Young Innovators for Africa

The future will demand more than basic literacy from disadvantaged children. Children need opportunities to imagine, create, solve problems, use technology, collaborate, and build their own ideas. For children from underserved backgrounds, access to these skills is often limited by cost, location, and exposure.

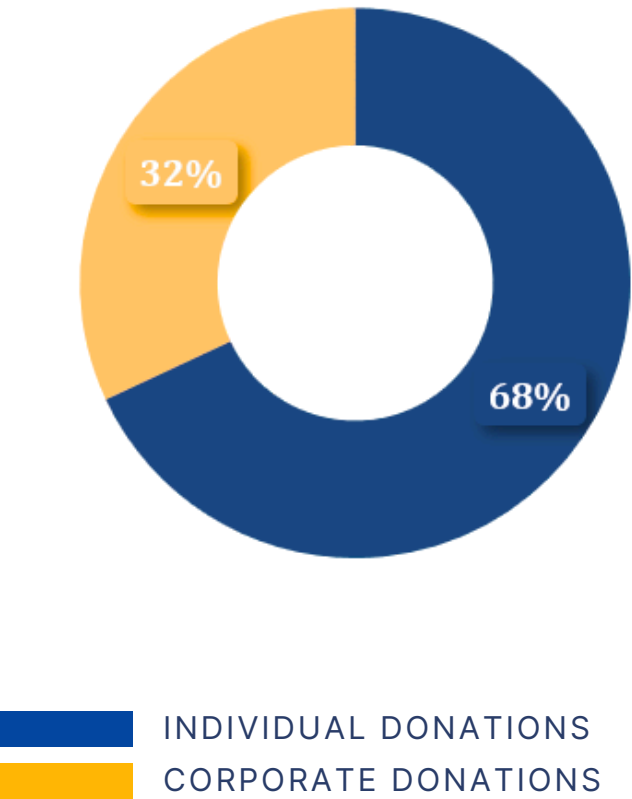
Through Kids Innovation Africa, we are working to change that. This August, we are rolling out technology bootcamps for 500 excluded children, giving them practical exposure to coding, robotics, design thinking, creative technology, and problem-solving.

In the second half of 2026, the Kids Innovation Challenge will also create a platform for young innovators from across Nigeria to develop ideas, build solutions, and receive mentoring. The Challenge is designed especially for underrepresented children aged 10 to 17, including children in public schools, low-fee private schools, and young secondary school leavers from low-income backgrounds.

The goal is not only to run a competition. We want children who may never have seen themselves as inventors, designers leavers from low-income backgrounds. Innovation is not reserved for children with privilege. It is also for the child in a public school, the child in a low-income community, and the child with an idea who only needs support to shape it. Africa's future will be shaped by children and those from low-income communities must also be given the chance to learn, build, and lead today.



HALF-YEAR FINANCIALS



Activity Summary for the Period Ended June 2026

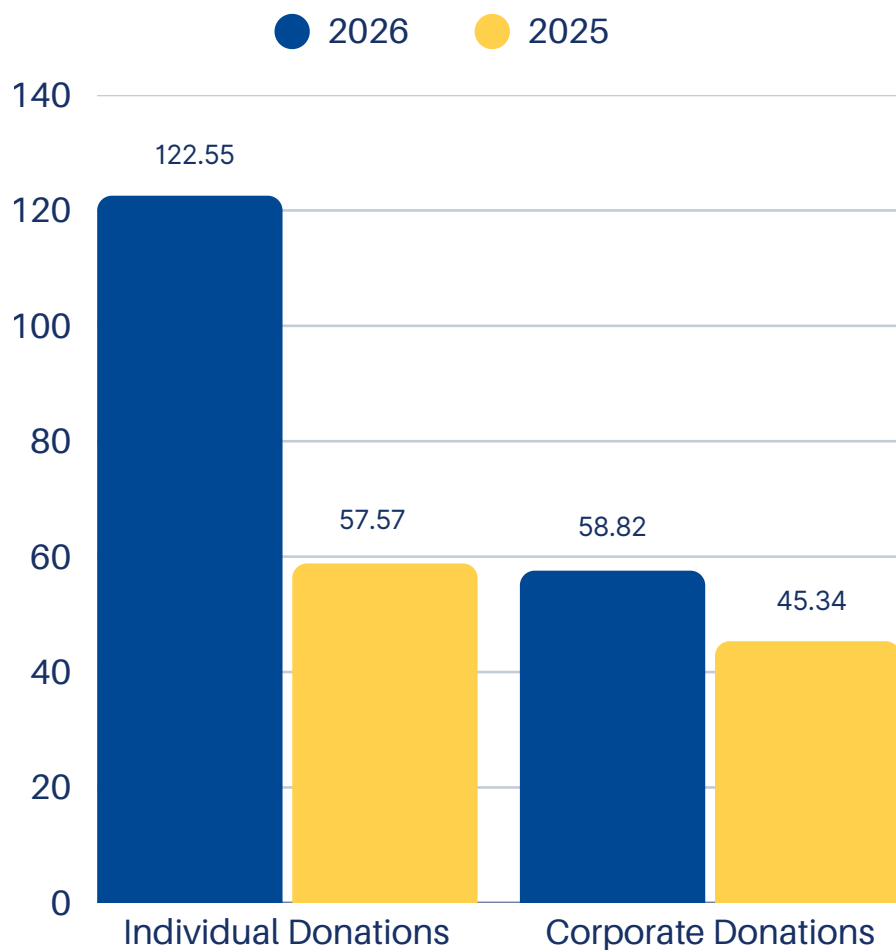
Summary of Income

Description	AMOUNT (NGN)
Individual Donations	122,547,672
Corporate Donations	57,568,746
TOTAL	180,116,418

Note:

Corporate Donation
This represents funds received from corporates to support education, care and empowerment projects and activities of the Foundation.

Individual Donations
This represents funds received from individuals including volunteers and members of The Destiny Trust. This also includes in-kind food items, cash gifts and supplies donated to the home occasionally by walk-in visitors.



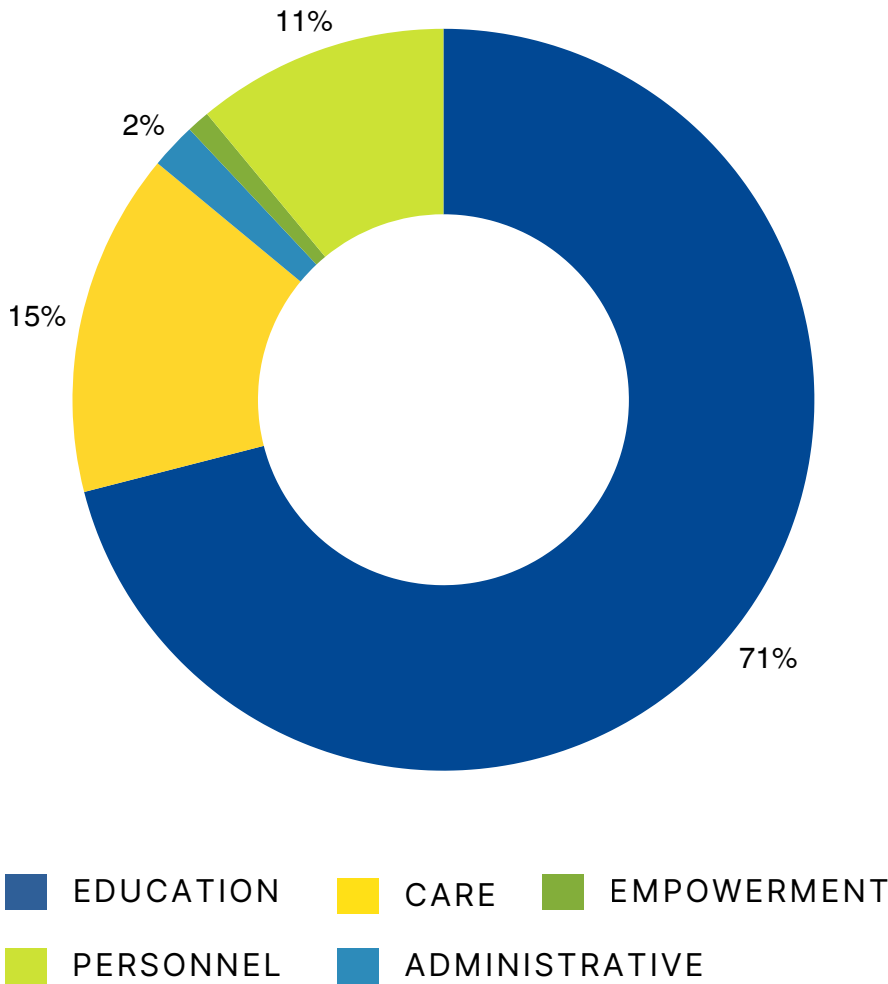
Income Comparison - June 2026 vs. June 2025 (N'm)

income	JUNE 2026	JUNE 2025	YOY GROWTH
Individual Donations	121,547,672	58,821,250	108%
Corporate Donations	57,568,746	45,341,300	27%
Total	180,116,418	104,162,550	73%

FINANCIALS

Activity Summary for the Period Ended June 2026

Summary of Expenses



SUMMARY	OUTFLOW (NGN)
Education	131,702,426
Care	28,564,107
Empowerment	1,253,550
Administrative Cost	3,827,645
Personnel	28,564,107
Total	185,716,024

Summary of Income and Expenses

SUMMARY	(NGN)
Donations for Capital Projects and other savings during the period	43,000,000
Interest Accrued during the Period	568,623.72
Withdrawals during the period	23,000,000
Investment Balance	24,301,162.46

Notes:

Education

This comprises the amount spent on newly constructed school building and digital learning centre, school fees for both children under residential care and other beneficiaries of The Destiny Trust education sponsorship or scholarship at various levels from primary to the university. It also includes other school related expenses such as allowances for university undergraduates, examination fees, purchase of books, stationery, and other school needs. In addition, it includes expenses incurred for the operations and maintenance of the Bridge Learning Centre as well as costs for platform development, maintenance, operation and content development for ourschool.africa.

Care

This represents the amount spent on the general welfare of resident and non-resident children across the Five (5) centres managed by The Destiny Trust (Family House, Adullam, Esther's Harbour, Igbo-Ora, Idera Homes (Heather's and Tara's Wings), Ibadan). These expenses include feeding (the purchase of bi-weekly food items and supplies for resident children), clothing, purchase of medical supplies/hospital bills, payment of rent/lease of buildings used as shelter, and meal support for families of non-resident children and amount incurred on repairs and maintenance of the home, and medical outreach costs. It also includes the cost of community healthcare outreach, Hands of Care.

Personnel Costs

This comprises the salaries paid to full-time care staff (House keepers, matron, security guards) covering the different homes of The Destiny Trust, teachers and instructors across the various learning and empowerment platforms. The Destiny Trust Founders, Trustees and Executive Board members are not paid salaries, compensation or out-of-pocket expenses.

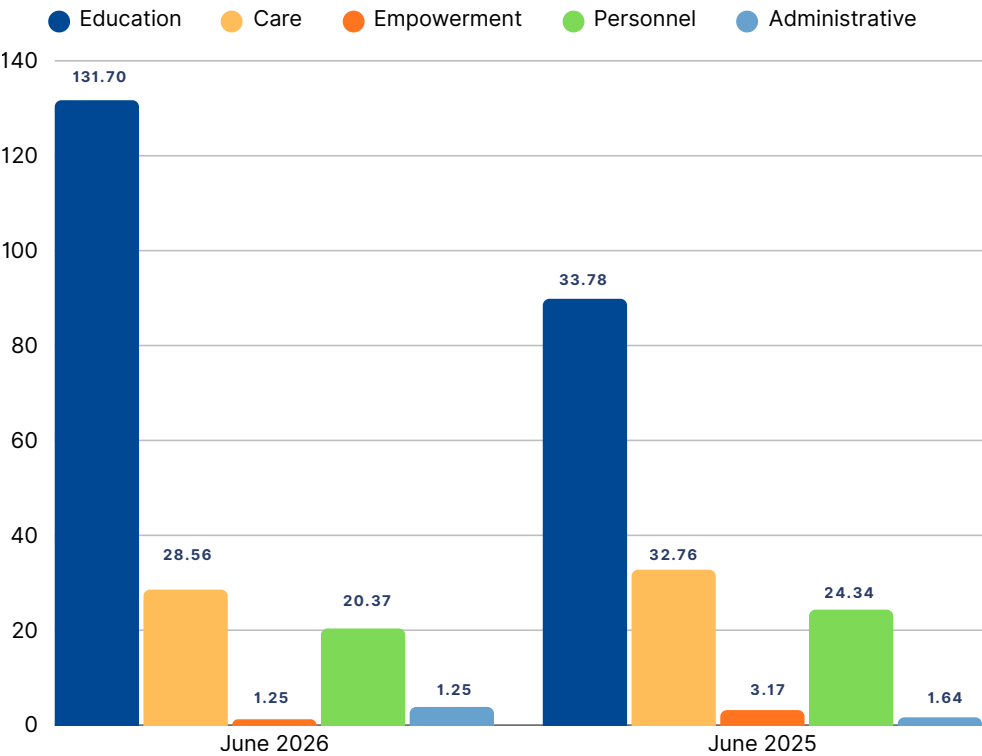
Empowerment

This represents the amount spent on tech and design skills training under the Kids Innovation Africa initiative.

Administrative Costs

This includes the amount spent on transportation (for example: children's periodic attendance at Family Courts, intra and interstate transportation to boarding schools, government dues/levies for operating a children's home, subscriptions, membership and annual dues, video documentaries for media usage, and the regulatory expenses for newly-admitted children.

Expenses Comparison - June 2026 vs. June 2025 (N'm)



Expenses	JUNE 2026	JUNE 2025	YOY GROWTH
Education	131,702,426	33,783,190	290%
Care	28,564,107	32,757,580	-13%
Empowerment	1,253,550	3,170,215	-60%
Personnel	20,368,296	24,340,250	-16%
Administrative	3,827,645	1,635,363	134%
Total	180,116,418	104,162,550	73%



For every child who returned to school, found shelter, received a meal, was cared for, or gained new skills this half year, we owe a deep debt of gratitude to you, our partners.

CORPORATE PARTNERS





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Thank You

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Time and again, we continue to see the power of community. This work is sustained by that community: hundreds of individuals who give generously and consistently, making up 68% of our funding.

You are our champions and a lifeline for the futures of the children we serve. Our world is better because of your kindness, and we are deeply grateful for your continued belief in every child.



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