



Promoting
Access to
Community
Education

**PACEMAKER
INTERNATIONAL**

Annual Report 2025

Big Dreams Deserve Great Opportunities
Supporting Learning in Understaffed Schools

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Students from Kilifi Primary during a PACE school visit

Leadership Perspective

As we conclude 2025, we reflect with gratitude on a year of meaningful progress under our theme, **Deepening Impact in Africa**. Together with our partners and supporters, we strengthened our mission to expand access to quality education for children in underserved communities by mobilizing trained youth volunteers, supporting teachers, engaging parents, and advancing youth-led solutions across Africa.

key achievements include:

- Reached over 85,753 learners in Kenya, Malawi, and Uganda (>30% growth from 2024 reach)
- In Uganda, partnered with School for Life to pilot our model in a new context, graduated 29 fellows, and reached 19,323 learners directly and indirectly.
- Recruited and trained 407 youth (+12.7% growth from 2024) across 97 schools in Kenya, Uganda and Malawi. Youth fellows completed 149,363 hours of structured youth volunteer service in support of education.
- The PACE TEN teachers taught 3038 learners in schools with the most adverse teacher shortage
- Convened 4 Headteachers Summits, bringing school heads together to reflect on our partnership and sharpen their leadership for more impact.
- Completed parental economic empowerment and graduated 19 parents in the inaugural Street Business School graduation.
- Successfully did the mid-review of our strategic plan 2024-2026.

When I reflect on what we accomplished, I do not see charity. I see young people stepping forward to lead change in their own communities. I see learners gaining confidence, teachers receiving support, and schools becoming stronger from within. This impact belongs to the 85,753 learners reached because **young Africans chose to act**. They understand what their schools need, and when resourced, they deliver real results.

How can you partner with us:

1. Donate through our website www.pacemakerinternational.org, donate now
2. For local (Kenya) donations Paybill- 972900 Account Number 04040040126

*With gratitude and passion,
Peggy Mativo*



When I reflect on what we accomplished, I do not see charity. I see young people stepping forward to lead change in their own communities. I see learners gaining confidence, teachers receiving support, and schools becoming stronger from within.

Stewards of Our Vision

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Stewards of Our Vision



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Phillip Njogu

Programmes Assistant - Coast



Swabra Remus

Administrative Assistant - Nairobi



Brenda Akinyi

Administrative Assistant - Western



Maureen Madzo

Administrative Assistant -Coast



Memory Cherenga

Administrative Assistant -Salima



Josephine Mwenesi

Office Assistant



Dr. Paul Moturi

Former Executive Director



Charting Our 2025 Path

Learners of Gachororo Primary school solving mathematical problems

Defining Our “Why”

Every child deserves the chance to learn, grow, and dream—yet too many are held back by circumstances beyond their control. We exist to change that reality.

PACE works alongside schools and communities to strengthen learning where resources are limited. Our programmes focus on practical classroom support, teacher development, and youth-led service, delivered in partnership with public systems.

Guided by:



Passion



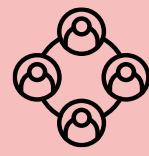
Integrity



Volunteerism




Innovation



Collaboration

and a deep belief in collective action, we turn donor support into lasting impact, helping children not only stay in school, but thrive. We are building stronger communities across East Africa for generations to come.



 Learners of Pand Pieri Primary school in Kisumu during English lesson

Our Programmes at a Glance

Our approach links classroom-level support, school and teacher development, youth engagement and systems partnerships. This allows us to improve learning outcomes while building pathways for scale.

We Work With...

When We...

To Achieve...



Youth Volunteers

- Recruit, train, and place passionate youth volunteers in underserved primary schools as teaching assistants.
- Strengthen learning environments and improve educational outcomes in communities.

- Enablement of underserved children to read and understand simple texts and accurately compute all four basic math functions.
- Enhancement of quality education by empowering youth fellows to provide hands-on support in underserved schools.



Qualified teachers

- Support newly qualified teachers to effectively improve student learning outcomes.
- Implement inclusive, learner-centered programming.

- Fostering a supportive learning environment that improves student performance.
- Empowering of communities with better educated children and progress toward inclusive and equitable quality education.



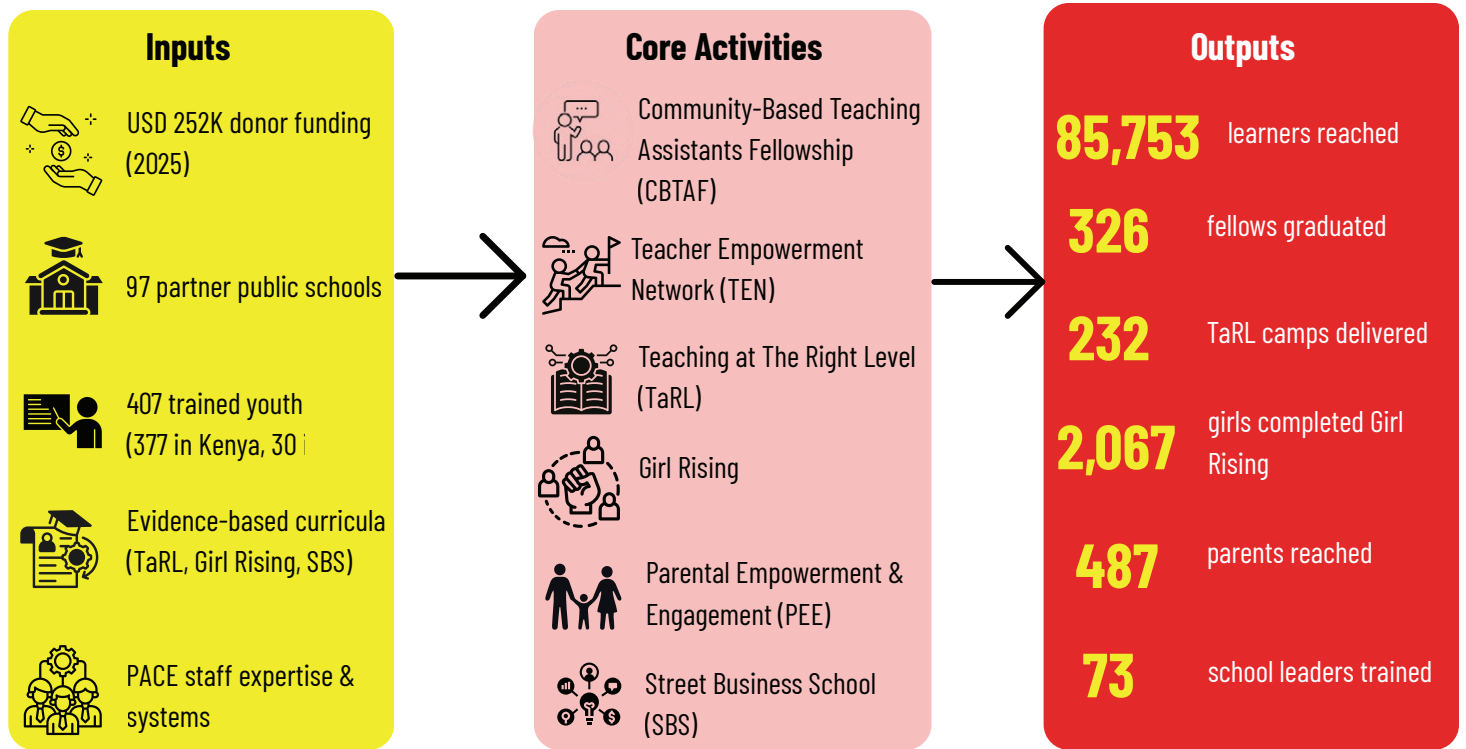
Parents and communities

- Train and support parents to become active participants in their children's education.
- Strengthen partnerships between parents and teachers, leading to improved learning outcomes for learners.

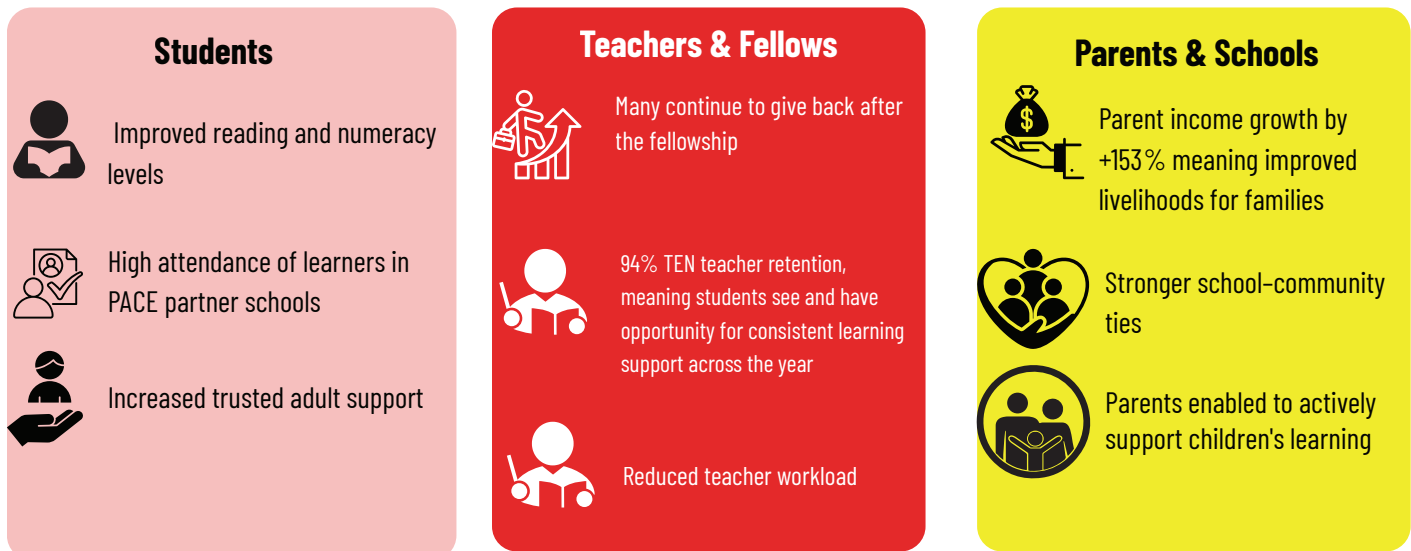
- Strengthened parents' participation in their child's education by providing the skills and know-how to actively support learning.
- The building of stronger partnerships between families and schools which unlock new learning resources.

From Inputs to Lasting Impact

Our approach links classroom-level support, school & teacher development, youth engagement and systems partnerships. This allows us to improve learning outcomes while building pathways for scale.



Outcomes

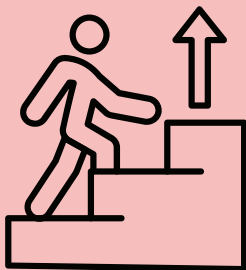


From Inputs to Lasting Impact



Learners of Kamiti Primary School during a school visit in Nairobi

Medium-Term Outcomes



- Higher secondary school transition rates
- Schools institutionalize effective practices

HELP US PROVE WHAT WORKS

We're seeking support for:



\$75,000

External impact evaluation



\$10,000

M&E systems & technology



\$5,000

Staff professional development

Your investment supports not just programmes but the proof that they work.

Want to learn more or visit a programme?
We welcome donor questions and site visits.

Milestone Moments

Impact Reach

85,753

learners have been reached across PACE partner schools cumulatively through our programmes.

Literacy Impact (TaRL)

1,991

learners have been impacted in the TaRL camps across our partner schools. with ~70% improving by at least one reading level

Mentorship Reach

4076

learners have been reached across PACE partner schools cumulatively through the CBTAf programme across Kenya

Teacher Reach

3038

learners have been reached across PACE partner schools cumulatively through the TEN programme in Kenya and Malawi.

Holistic Impact

5418

learners have been reached across PACE partner schools cumulatively through the CBTAf under the co-curricular activities

Girls Empowered

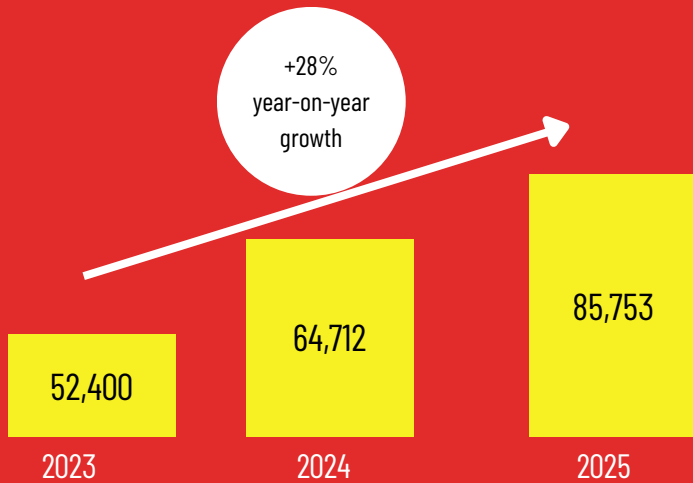
2067

learners have been reached across PACE partner schools cumulatively through the Girl Rising Programme

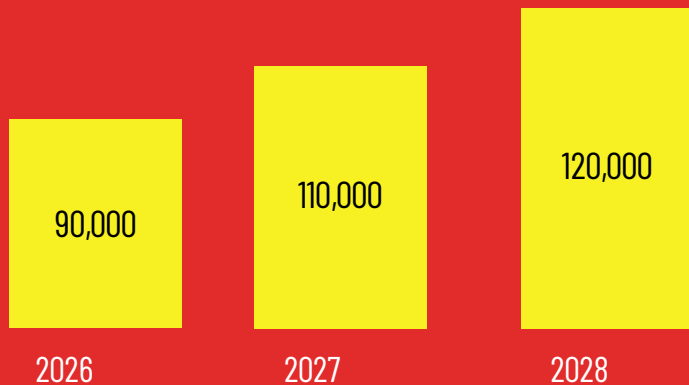
Milestone Moments

OUR REACH

Number of children impacted



Our Ambition



Classroom Transformation: More than numbers

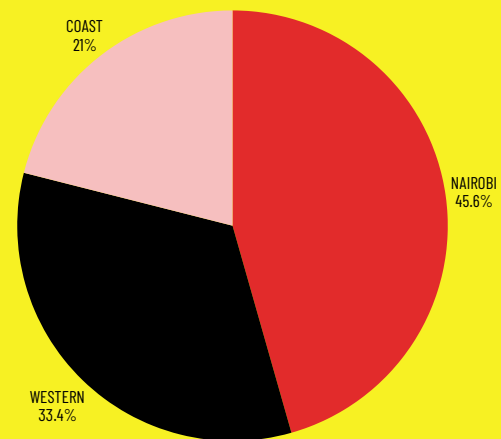
When Yvonne began her PACE Fellowship at Fumbini School, the mathematics classroom was disengaged. Anna, like many learners, rarely participated.

Yvonne introduced structured group work and built a classroom where questions were safe and effort was recognised. Gradually, Anna began speaking up, explaining answers, and working confidently with peers.

By term's end, learners were collaborating and participating actively. Practical, youth-led support can build both academic skills and confidence.

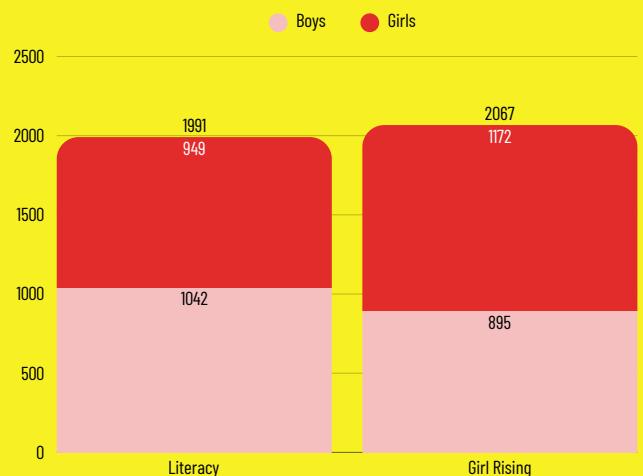
2025 GEOGRAPHIC DISTRIBUTION OF LEARNERS

KENYA



Majority of the learners we impacted (54%) were from schools outside Nairobi

LEARNERS DISTRIBUTION BY GENDER



Majority of literacy beneficiaries are boys whereas gender inclusion targets girls

Milestone Moments



Fellows Graduated

80%

326 out of 407 youth completed and graduated from the CBTAf programme

Youth fellows posing for a picture after bi-weekly training on vision boards

SECTION 2 TURNING VISION INTO ACTION



**Turning Vision
Into Action**

Youth Fellows after bi-weekly training on Resource Mobilization in Nairobi



Dalton, PACE fellow, together with the rugby team of Kitengela GK School

COMMUNITY BASED TEACHING ASSISTANTS FELLOWSHIP PROGRAMME (CBTAF)

In January and April 2025, PACEmaker International conducted four-day compulsory pre-field training for Cohorts 1 and 2 to orient fellows, clarify roles, and prepare them for effective school placement.

407 fellows were successfully trained and deployed across partner schools. Fellows completed 24 bi-weekly pre-field sessions (12 in-person and 12 virtual) delivered across three regions over the year.

Across 2025, CBTAF fellows supported a wide range of co-curricular activities in placement schools:

Activities included athletics, ball games, music, drama, debate, journalism, and guidance and counselling.

Fellows introduced new activities such as badminton by sourcing equipment and training materials.

Several learners progressed to higher levels of competition, particularly in drama and sports.

CBTAF fellows implemented the Teaching at the Right Level (TaRL) approach in assigned schools to support learners with foundational literacy.

In 2025, the TaRL approach reached 1,991 learners (1,042 boys and 949 girls). Delivery occurred through 232 learning camps, contributing to improved literacy outcomes. Approximately 70% of learners in TaRL camps improved by at least one reading level.



PACE Fellow with learners from Basi Primary School after making Reusable sanitary towels

Grassroots Education Impact

Public schools in underserved communities face barriers to learner success, including limited resources, weak access to health and life-skills education, and insufficient learner support systems—challenges that particularly affect the most vulnerable students. The PACE Fellowship Programme addresses these gaps by placing trained youth fellows in partner schools to implement practical, school based solutions.

In Kenya, **377 Community-Based Teaching Assistants** supported learners through classroom assistance, literacy activities, and school-led improvement projects across partner schools. We had an additional **30 fellows in Uganda**, Schools reported improved learner engagement, safer learning environments, and increased support for vulnerable learners. Fellows also mobilized resources for practical school improvements valued at **KES 456,467 (\$3,535.79)**



SECTION 2 TURNING VISION INTO ACTION



Building Brighter Futures

During the year, the programme team carried out two rounds of monitoring visits for Cohorts 1 and 2, meeting with school leaders, teachers, and youth fellows to review progress and address challenges.

In schools, youth fellows went beyond classroom support to lead **practical school improvement projects**. Their work focused on **helping children by supporting health and hygiene, promoting gender inclusion, running arts, sports, and cultural activities, engaging parents, and introducing small climate and sustainability actions** led by schools themselves. Fellows supported lessons, mentored learners, organized clubs and sports, and worked with schools to find resources for gaps that affected learning. These efforts led to higher learner participation, better access to basic necessities for vulnerable students, and new education support initiatives, including scholarships for high-performing learners from low-income families.

Overall, school improvement projects reached 21,630 learners, with 56.5% in Nairobi, 20.4% in Western Kenya, and 23.1% in the Coast region.

The year showed how youth placed in schools can make a visible difference to day-to-day learning conditions and learner wellbeing. In overcrowded urban classrooms in Nairobi, PACE Fellows helped reduce pressure on teachers and ensured more learners received the individual attention they need to stay engaged and on track. Fellows in Western strengthened learning in under-resourced schools by providing consistent academic support and mentorship, helping learners build strong foundations. Learners in Coast benefited from targeted support that bridged learning gaps and opened access to enrichment opportunities beyond the classroom.

SECTION 2 TURNING VISION INTO ACTION



Photo session during CBTAF graduation

From Learning to Leading

In 2025, 326 fellows completed the CBTAF programme, representing a **80% completion rate**. Graduates were 59.8% female, with representation across Nairobi, Western, Coast regions and Uganda.

After graduation, fellows receive certificates of service and recommendation letters which honor their service and help them when looking for jobs in the future.

What happens next

- Graduating fellows join the PACE Alumni Network.
- Engage in peer learning with fellow alumni.
- Access opportunities to contribute to education and community initiatives beyond the fellowship.

“At the beginning of this year, I joined PACEmaker International as a Fellow, **committed to advancing SDG 4** in an under resourced school in Nairobi. The three-month journey was filled with both highs and challenges, but every moment shaped me. Today, as I graduate, I am **proud to have served** as a Community-Based Teaching Assistant at Kamiti Primary School, where I supported classroom learning and helped create a more positive and inclusive environment for learners.

Beyond academics, I had the privilege of serving as a Girl Rising Lead and mentor, working closely with both girls and boys to nurture confidence, leadership, and a belief in their potential while promoting SDG 5. Empowering them reminded me daily why I chose to volunteer. This experience has not only impacted the learners, but it **has transformed me** as well. I am deeply grateful to everyone who walked this journey with me and made this graduation a meaningful milestone.”

By Lilian, 2025 graduate



Empowering Parents, Enhancing Learning

Limited parental involvement remains a barrier to learner progress in many PACEmaker partner schools, reducing the support children receive at home.

Through the Parental Empowerment Engagement programme, PACEmaker worked with parents across three regions through **seven school-based training sessions**. During these sessions PACE Programme Officers engaged with parents on the importance of practical strategies e.g., checking their children's homework, asking about the day at school etc. Parents communicated a **desire for greater involvement** in learning at home, including supporting reading practice, monitoring homework, and communicating with teachers. By enabling parents to play a more active role in learning, we extend impact beyond the classroom, strengthening school-family partnerships and improving education outcomes at household and community level.

4 QUALITY
EDUCATION





PACE Staff together with students in Kankhombe primary during the Girls Can mentorship session. in Malawi

Empowering Educators

In 2025, we **engaged 17 newly qualified teachers** through the Teachers Empowerment Network (TEN) programme. These teachers taught in schools with the most severe teacher shortage within our network. The programme strategically placed 17 dedicated teachers in 17 partner schools across Nairobi, Western, Coast (Kenya), and Salima (Malawi). Six new teachers received comprehensive induction training emphasizing PACEmaker's core values, learner-centered curricula, and innovative initiatives such as Teaching at the Right Level (TaRL) and Girl Rising.

Throughout the year, all TEN teachers engaged in seven professional development sessions covering essential skills including career planning, design thinking, leadership, financial literacy, emotional intelligence, project management, and communication. This continuous capacity-building approach empowered teachers to become effective leaders and innovators within their classrooms and communities. As a result of the TEN programme's holistic support and capacity-building, **3,038 learners (1,541 males and 1,497 females)** benefited from improved teaching quality and learning environments. During school visits, teachers shared stories of how they had grown, including increased confidence, stronger classroom management, and improved learner engagement.

By investing in teachers as frontline leaders, the TEN Programme **strengthens school systems** and expands access to quality education, particularly for learners in severely under-resourced schools.



PACEmaker Staff, Community Chiefs, Headteacher and the 19 SBS beneficiaries after graduation

Strengthening Household Livelihoods in Salima, Malawi

In Salima, Malawi, many parents face economic challenges due to limited access to business knowledge, resources, and capital. These constraints limit household income and slow broader community economic progress, particularly for women-led families.

In **2025**, the **Street Business School (SBS)** programme worked with **20 parents through robust entrepreneurship training**. The goal was to help participants start or strengthen small businesses and improve household financial stability.

The outcomes were strong. Participants' combined monthly income increased by 153%, with nearly 75% now running their own businesses.

This added income represents parents' increased ability to support the education, health and wellbeing of their children. Beyond individual households, **our work contributed to strong local economic activity and financial resilience in the community.**

WHEN PARENTS EARN MORE, CHILDREN STAY IN CLASS



+153%

Increase in monthly household income



74%

Parents running active businesses up from 16%



84%

Families paying school fees without distress (up from 21%)

SECTION 3 OUR FOOTPRINT OF CHANGE



**Our Footprint
Of Change**

PACE fellows together with a learners at Petra school in Nairobi

Turning Pages, Turning Lives



At Kiwandani Comprehensive School, a PACEmaker Fellow identified a critical gap in English literacy due to a lack of resources. To address this, **a community driven initiative was launched to collect storybooks and create a vibrant reading environment.** Through regular reading sessions, learners gradually gained confidence and improved their English comprehension and expression. **By the end of the term, students were not only reading aloud with pride but also writing and sharing their own stories, unlocking their creativity and self-expression.** This grassroots intervention illustrates how targeted support can transform learning experiences, fostering both academic skills and personal growth. It reinforces our commitment to inclusive, quality education that nurtures the potential of every child.

4 QUALITY EDUCATION



Igniting Minds, Empowering Futures



In 2025, PACEmaker International welcomed Florence as a volunteer teacher at Kibos Primary School in Kisumu County. During her three-month placement, she focused on improving student performance in Mathematics and Integrated Science while promoting creativity, teamwork, and life skills through mentorship and extracurricular activities. **Using learner-centered teaching and initiatives like a kitchen garden project,** Florence boosted student engagement and academic progress. **Over 50 learners improved their proficiency, and overall motivation grew** thanks to stronger learner-teacher relationships. A highlight was leading the school's handball team to qualify for sub-county competitions for the first time. Despite limited resources and initial low motivation, adaptive strategies, such as peer learning and integrating sport, helped sustain progress.

5 GENDER EQUALITY



10 REDUCED INEQUALITIES



SECTION 3 OUR FOOTPRINT OF CHANGE



Team member, Ayub (in white) together with PACE fellows during community clean up in Western

Sustainable Communities

In Manyatta A Ward, poor sanitation and waste management at Koyango Market posed significant health risks and contributed to an unsafe, unsanitary environment for the local community. This situation threatened public health and undermined the quality of life in a key urban area. To tackle this challenge, **fellows from four partner schools** led a **collaborative clean-up initiative** at the market. Their intervention involved clearing accumulated waste, improving sanitation conditions, and raising community awareness about proper waste disposal practices. This approach was youth-driven, emphasizing local ownership and community engagement to create sustainable solutions.

As a result of this intervention, the market and surrounding areas experienced improved cleanliness and safer public spaces. These changes have enhanced public health outcomes and fostered a more sustainable and livable environment for residents and market users alike. This initiative exemplifies how **empowering youth and engaging communities** can drive impactful, sustainable change, addressing pressing local challenges while contributing to broader global development goals.

SECTION 4 OUR ECOSYSTEM OF IMPACT



**Our Ecosystem
of Impact**

PACE staff together with learners in Girl Rising Club during School Visit in Kilifi



School heads during the 2025 Head Teachers Summit in Nairobi

When School Leaders Learn From Each Other

School leaders in underserved regions often work in isolation, with limited opportunities to learn from peers facing similar challenges. This can slow the adoption of effective school management practices, particularly as schools adapt to new demands around leadership and the use of technology. In 2025, PACEmaker brought together **202 school leaders** (Head Teachers, deputies & senior teachers) from **73 partner schools across** Nairobi, Western, and Coast regions through Head Teachers Summits.

The summits created space for school leaders to connect, share practical experiences, and learn from one another. Sessions focused on school leadership and management.

A key highlight was a panel discussion on **digital literacy and the integration of technology in teaching**, aimed at equipping school leaders with the knowledge and skills to foster innovation in their schools.

The panel shared how technology can be used in simple, practical ways in under-resourced contexts to support teaching and learning.

Beyond formal training, the greatest value came from peer exchange. Headteachers shared what was working in their schools, discussed common challenges, and built relationships that continued beyond the summits.

By connecting school leaders to each other, the programme **strengthens leadership practice, reinforces collaboration** across schools, and supports more effective learning environments for teachers and learners alike.



PACE staff with Deborah Odenyi, Girl Rising Country Manager, during Girl Rising event in Nairobi

Advancing Gender Equity in Schools

“Working with PACE fellows gave us good insights to strengthen our curriculum for informal settings and rural areas”

Deborah Odenyi, Associate Director, East Africa Region, Girl Rising

Gender inequality continues to limit opportunities for girls and boys, restricting their confidence, decision-making abilities, and access to equal education and empowerment. Many children grow up without the self-belief needed to overcome societal barriers and realize their full potential.

Through dedicated mentors, the programme delivers **focused lessons on self-efficacy and resilience** in schools, nurturing each child’s confidence and strength. These mentors guide students to embrace their worth and envision futures where their voices and choices truly matter.

Before the school year ended, every participating learner had the opportunity to **internalize her strength and courage**, fostering hope and determination. This collective effort is planting seeds of lasting change, helping children break free from inequality and paving the way toward gender equality as a lived reality, not just a goal.

Number of learners who have been supported by Girl Rising facilitators:

1296

learners in Nairobi benefited from Girl Rising support, empowering them to overcome educational barriers and achieve their potential.

423

learners in Western received Girl Rising support, helping shift social norms and promote equal opportunities.

348

learners were reached by Girl Rising, ensuring learners in coastal communities gain access to inclusive and empowering education.

Partner Visits Strengthen Impact and Accountability

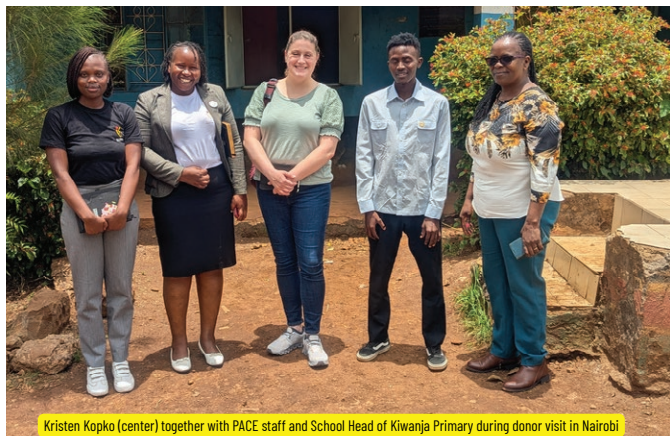


Theirworld team members (2 in the middle) together with PACE staff after a visit in Nairobi

In early 2025, key partners visited PACE schools to see our Community-Based Teaching Assistant Fellowship in action and engage with staff, fellows, and school leaders.

- TheirWorld visited four Nairobi schools, observing classrooms, speaking with fellows, and gathering insights to improve programme delivery and accountability.
- Zilpah, a donor representative, visited the Nairobi office in February, reviewing progress with staff and fellows, reinforcing partnerships, and supporting SDG 4 and SDG 17.
- Kristen Kopko from the Banyan Tree Foundation visited Kiwanja Primary, Githurai, and Saviour King Primary Schools in March, witnessing the direct impact of PACE fellows on teaching and learning outcomes.

These visits strengthened mutual accountability, informed programme improvements, and highlighted the **value of investing in local youth** to enhance education delivery.



Kristen Kopko (center) together with PACE staff and School Head of Kiwanja Primary during donor visit in Nairobi



Zilpah (4th left), a donor representative, together with the PACE staff during a donor visit in Nairobi

SECTION 4 OUR ECOSYSTEM OF IMPACT



PACE fellows in Western after the induction training in January 2025

From School-Level Work to Regional Impact

Based on our learnings from prior years, PACE moved beyond individual schools and invested in more direct regional relationships with local stakeholders, **enabling broader reach and stronger integration** into public systems.

Across underserved regions of Kenya and Malawi, gaps in teacher availability and weak coordination between schools and communities continue to limit access to quality education, particularly for girls and disadvantaged learners. For our programmes, some of the most under-served areas are also the hardest to place youth fellows. Addressing these challenges requires regional coordination, not isolated school-level interventions.

We piloted a targeted regional engagement strategy focused on county partnerships. In Vihiga, an outreach visit increased programme visibility and led to the enrolment of 22 girls into the fellowship programme.

PACE also advanced dialogue with the Director of Education, Youth, and Sports to **drive placement** of Teachers Empowerment Network (TEN) teachers **in highest-need government schools**.

These partnerships expanded access to education support, gave additional insight into public systems, and positioned PACE to **scale impact beyond individual schools**, laying the foundation for sustained learning gains in 2026 and beyond.

SECTION 4 OUR ECOSYSTEM OF IMPACT

With Profound Gratitude



Your partnership made 2025 possible. Behind every statistic is a child who can now read, a young person who can lead, a teacher who stayed, a parent who started a business, a community that moved forward together.

Partners in creating impact



UK ONLINE GIVING FOUNDATION



Anonymous donor



Going Above & Beyond



PACE staff together with learners in Malawi

School for Life

Thank you for pioneering partnership that brought PACE to Uganda and reached 19,323 learners, demonstrating what is possible through shared commitment and collaboration.

Partner Teachers & Headteachers

Thank you for welcoming fellows into your schools, mentoring teachers, and opening classrooms to innovation. Your leadership made this work real.

PACE Fellows & TEN Teachers

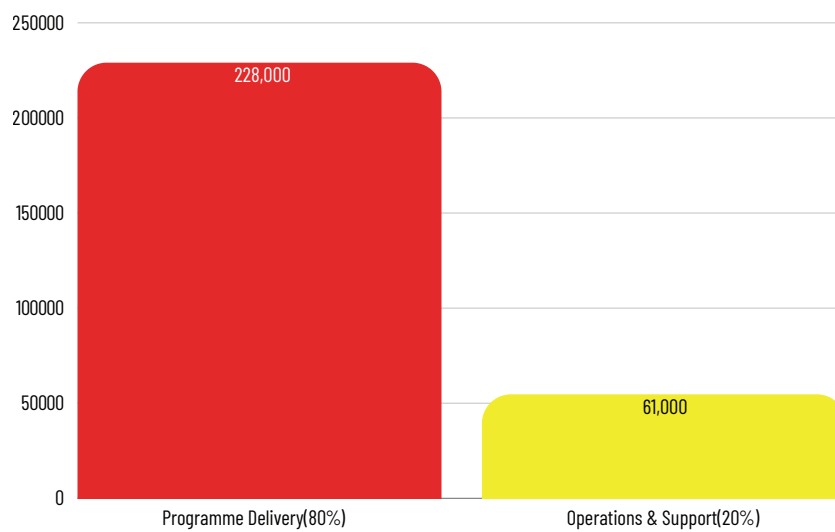
Thank you for choosing service, showing up every day, and believing in learners even when progress was slow. You carried this mission forward.

Parents in Our Programmes

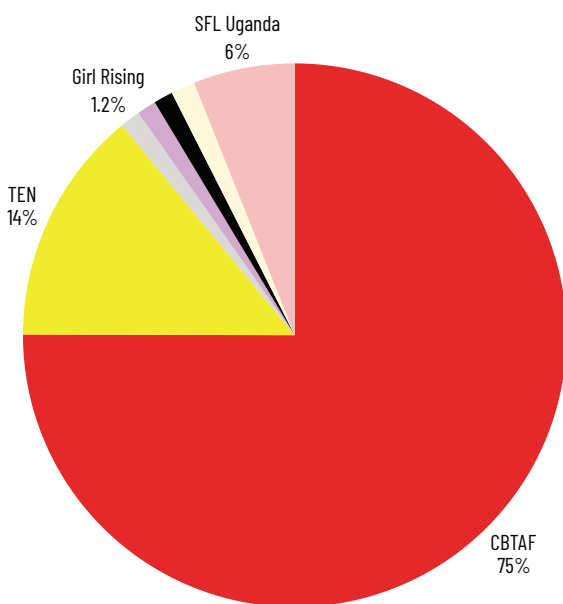
Thank you for trusting us with your children, attending sessions, starting businesses, and supporting learning at home. You are supporting lasting change in the lives of the fellows and youth.

How Funds Were Used to Deliver Impact in 2025

Over 80% of total expenditure in 2025 was directed to programme delivery, supporting learners, teachers, and schools across multiple regions.



Programme Allocation



Funding was concentrated in core programmes that place trained youth and teachers directly in schools, while maintaining a lean operational structure & synergies to support quality delivery and growth. CBTAF remained the largest investment, reflecting its scale and direct reach to learners.

Our 2025 Investment in Children



Learners of Githurai Primary during a school visit

In 2025, PACEmaker delivered integrated education support across 97 partner schools in Kenya, Malawi, and Uganda, reaching 85,753 learners. With an estimated cost of **USD 5-10 per learner annually**, investments translated directly into stronger teaching, improved learning environments, and practical classroom support for children, teachers, and families.

In 2026, we aim to :

- Reach 90,000+ learners across partner schools
- Strengthen monitoring, evaluation, and learning to improve quality and accountability
- Build 3-6 months of operating reserves to ensure stability
- Diversify funding to support long-term sustainability

These priorities reflect our commitment to growing responsibly while protecting programme quality and learner outcomes.

Strengthening Our Systems



In 2025, alongside our work in schools, we strengthened the systems that support our growth.

As our reach expands, we recognize that impact must be matched by strong governance and well-run operations. An internal Process Review helped us reflect on board oversight, team structures, and internal systems, and identify areas for improvement.

We have begun implementing key changes:

- **Stronger board oversight** across governance management, people and culture, financial stewardship, and programme deployment, with clearer committee mandates and defined roles.
- **Improved impact tracking**, with strengthened documentation standards and continued investment in monitoring and evaluation capacity.
- **Stronger performance management**, including clarified roles, structured feedback cycles, and ongoing staff development.
- **Greater programme integration**, ensuring our initiatives work together with clear synergies rather than operating as stand-alone efforts.

These steps reflect our **commitment to growing responsibly and sustainably**, ensuring that our governance, people, and programmes are aligned to deliver **consistent impact for children**.

Giving into Impact. Every Child. Every Chance.

Quality education is not abstract. It is built through daily support, trusted relationships, and systems that work. Your support helps:

- Children build foundational literacy and numeracy skills
- Teachers and youth fellows grow into confident, effective educators
- Parents and communities strengthen learning beyond the classroom

What Your Gift Can Do

Strengthen Learning outcomes for Children

Support literacy, confidence, and inclusion for children who are falling behind.

USD 2,800 supports a TaRL literacy camp (100 learners)

USD 7,000 supports a full year of TaRL in one school

This support helps children learn to read, stay in school, and build confidence early.

Invest in Quality Teaching

Support teachers and youth who make learning possible at scale

USD 3,000 supports one TEN teacher for a full year

USD 13,800 supports a cohort of youth fellows reaching thousands of learners

This support reduces teacher burnout and strengthens classroom practice.

Build for Long-Term Impact

Strengthen the systems that allow programmes to grow and endure.

USD 10,000 digitizes PACE monitoring and evaluation systems

USD 25,000 supports staff development and organizational resilience

Strong systems allow every dollar to go further and protect programme quality.

Every Gift Matters

In 2025, contributions ranged from USD 5 to USD 50,000.

Each gift plays a role in helping children learn, teachers stay, and communities thrive.

How to Give

Donate online:

www.pacemakerinternational.org/donate

Mobile Money (Kenya):

Paybill 972900 Account Number: 04040040126

Other options include bank transfer, donor-advised funds, stock gifts, and corporate matching.

✉ peggy@pacemakerinternational.org

Together, we can ensure that more children learn, more teachers stay, and more communities thrive through education.



Promoting
Access to
Community
Education

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