

so they can

Annual Report 2025

Australian Aid

Australian Council For International Development

Coming up...

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“The project [So They Can’s Education Program] demonstrates value for money… to deliver wide-reaching and tangible outcomes across multiple counties. Despite limited resourcing, the initiative continues to stretch its capacity effectively—elevating existing projects and pivoting responsively to meet evolving local needs. This adaptability ensures that funds are not only used efficiently but are also strategically targeted to maximise developmental impact.”

— Quote from Evaluation of DFAT Monitoring Visit, August 2025

Cassandra Treadwell

A message **from our CEO**

I will always remember reading the news at the beginning of January 2025 that USAID was being dismantled. I remember the time and exactly where I was. I felt an overwhelming fear and pressure to grow our work supporting locally-led sustainable development. This is the only way to end poverty.

I worry that the words ‘sustainability’ and ‘scale’ are becoming buzzwords in the international development sector. They are thrown around and can lack depth and strategy, making them harmful for our partner communities who rely on them.

I have seen too often promises made to those suffering in Africa being broken. At So They Can, we have been clear from the beginning that we would never promise what we could not deliver, and as a result our communities have grown to trust So They Can, further strengthening our partnerships.

It was only after a great deal of due diligence, empirical and statistical analysis, and conviction that we discussed with our partner communities our eight year, 3 phased sustainable development model. For the team at So They Can, sustainability is not a buzzword.

Our sustainability model is one of our key points of difference, embedded through Private Public/Government partnerships and supported by our Champions of Change. Ultimately, this model design collectively cements our ability to exit and ensure the ongoing success of the schools we support, and enable us to scale by moving to more communities in need.

We are very clear from the outset with our partner communities that we will exit at the end of eight years, when they are equipped with the resources to stand on their own and have the autonomy they require.

What brings us satisfaction is seeing the pride from the communities we exit, knowing that by becoming independent they are enabling us to support another community in need.

To date, our sustainable development model has been proven in four of our projects: Aberdare Ranges Primary School in Kenya, our first school that we built from scratch. We exited Aberdare three years ago and it continues to educate 1,200 children every year. Our Mamire Teachers’ Training College in Tanzania, that we also built from scratch and graduates 220 Tanzanian teachers every year, we handed over to the Tanzanian Government 3 years ago. Not only do they continue to provide excellent education to future Tanzanian teachers, the Tanzanian government has increased the capital infrastructure of this college 3-fold. Our partner government medical clinic in Nakuru, and our Sew Women Can social business project to economically empower women, have also been successfully operating independently for 6 years.

Our forecast is that by 2030 we will have sustained and exited all 55 of our partner schools in Kenya and Tanzania. This will be an incredible achievement and enables us to support other schools on a similar journey.

Thank you for the role that many of you have played. I am extremely proud of our international team who work tirelessly to implement and grow our model.



Thank you for being such a fundamental part of our So They Can family.

Cassandra Treadwell
CEO & Founder
So They Can





Safe and Inclusive Infrastructure: The Impact of our School Improvement Project in 2025

So They Can's "School Improvement" project is a core pillar of our holistic Education Program. Since our inception in 2009, we have witnessed the direct correlation between safe, inclusive and well-built school infrastructure and improved educational outcomes for all. In 2025, there were a number of highlights under our School Improvement project in both Kenya and Tanzania.

Securing sustainability: Increased investment from local governments.

At So They Can, our model centers Public-Private Partnerships to maximise impact. 2025 saw increased investment from in-country governments - underscoring the effectiveness of our approach not only for the long-term sustainability of our programs but also for ensuring that our work is in line with local and national educational policy priorities. In 2025, government investment across our partner primary schools included:

- The Government of Kenya constructed 12 classrooms, renovated 2 classrooms, constructed 3 toilets and constructed staff quarters at a total value of AUD $183,871.
- The Government of Tanzania invested in 8 new classrooms, 2 toilet blocks and 3 teacher houses (to accommodate 12 teachers) at a total value of AUD $131,008.

We were delighted that the impact of our model was recognised during a visit by representatives from DFAT, Canberra and the Australian High Commission in Nairobi in August 2025 who noted how: 'So They Can's strong reputation within the counties is a testament to its effectiveness and community engagement … whether through improved services, strengthened local capacity, or enhanced resilience.'

Strengthened global partnerships in Tanzania.

2024/25 also marked an expansion in how we leveraged global partnerships to create long-lasting impact.

A Story of Impact: Improving School Infrastructure

- In December 2025, we concluded an 18-month school infrastructure improvement project worth $2.039 million in Tanzania through a partnership between So They Can, So They Can's ongoing partners, the Australian Government, the Government of Tanzania and school communities. With our ultimate goal to reduce foreign dependence and instead foster long-term sustainability, we were particularly proud of the role that local school communities played as partners in all school infrastructure projects. They co-contributed 14% of this project's total infrastructure costs, and mobilised local building aggregates including sand, gravel and volunteer labour. Together, we are stronger.

- In October 2025, the Embassy of Japan in Tanzania and So They Can further signed a historic grant agreement. Under this new partnership 3 classrooms, 11 boys' toilets, 15 girls' toilets, 3 teachers' toilets and 2 water tank risers for 5,000L water tanks will be constructed at Orng'adida Primary School in Babati in 2025/26. A sign of strong local ownership, the school community also built a new school kitchen as part of the project agreement in 2025. As Roselyne Mariki, So They Can's Tanzania Country Manager, explains: 'Together, we are building not just classrooms, but hope and opportunity for generations to come'.

Building foundational infrastructure for education through birth certificates.

Crucially, our School Improvement project went beyond physical infrastructure in 2025 as our teams critically reflected on what foundational and administrative infrastructure is also needed to ensure education is accessible for all.

At the start of 2025, 41% of children in our Baringo primary schools did not possess a birth certificate — posing significant issues for the communities we work with. In Kenya, parents must present their birth certificate to register for the national primary school examinations. Formal school enrolment, via birth certificate, is also used to calculate and disburse annual government funding for schools.

With So They Can's support, in 2025, 1,251 primary-aged children in Baringo gained access to their birth certificate. Following ongoing advocacy from So They Can's Kenya Team, in April 2025, Tiaty's first ever Civil Registration Services office was also opened at Chemolingot shopping centre. The desk is now operated by two permanent Government staff and with So They Can's support carries out school visits to directly facilitate birth certificate registration.

The new birth certificates result in $21,267 additional direct funding to schools annually.





Amber Matthews

A message **from our Chair**

This year has been very successful for So They Can and for the children and communities we partner with. Through the generosity of our donors and the dedication of our teams in Kenya and Tanzania, we continue to deliver far-reaching impact — changing the lives of thousands of children through access to quality education.

I am extremely proud to step into the role of Board Chair of such an impactful organisation. The Board is deeply grateful to our previous Chair, Munzurul Khan, for his leadership and contribution over the past five years. Under his stewardship, So They Can has gone from strength to strength, and we have benefitted enormously from his vision, generosity and commitment to our mission.

My highlight of the year was visiting our projects in Kenya and Tanzania. Experiencing the work of So They Can firsthand was both inspiring and confronting. The visit brought to life how our programs intersect to support every aspect of a child's education, recognising that meaningful change extends far beyond the classroom.

During the trip I visited many of the schools we support, opened new toilet blocks and kitchens, met our remarkable Parent Champions, and saw the farms helping sustain school communities. I met families participating in our Family Strengthening initiatives, women entrepreneurs supported through the Wezesha Business Skills Project, and the nurses and patients at the Chesirimion Health Clinic.

In addition to witnessing the joy and determination of our students and teachers, what stood out most was the extraordinary dedication of our teams in Kenya and Tanzania. Their passion and deep connection with the communities they serve is evident in every program and interaction. They are the driving force behind the impact you will read about in this report.

Our work sits within an important global context. United Nations projections show that within the next decade Africa will have the world's largest workforce, surpassing China, and by 2050 around one in four people on the planet will be African. Realising this opportunity depends on investment in quality education today. Education equips individuals to contribute meaningfully to their communities, economies and the wider world.

So They Can's approach focuses on scalable and sustainable access to quality education in East Africa. Our goal is not simply to support individual students, but to strengthen entire education ecosystems so that future generations have the skills and opportunities to thrive.

The results speak for themselves. Across the government schools we partner with in East Africa, attendance, academic performance and school transition rates have improved by more than 20%. In remote regions of Kenya we have seen a remarkable 76% increase in girls' enrolment — a powerful step forward in advancing gender equality through education.

Thank you to my fellow Board members, our leadership team and everyone who contributes their time, expertise and passion to advancing So They Can's mission. Thank you also to our donors, partners and supporters whose generosity makes this work possible. Your support creates a ripple effect that strengthens families, communities and future generations.



Thank you for being such a fundamental part of our So They Can family.

Amber Matthews
Chair of the Board
So They Can

Board of Directors

Amber Matthews
Chair, So They Can Board

Cassandra Treadwell
Chief Executive Officer, Director and Founder

Keri Chittenden
Director and Founder

David Southon
Director

Georgie Herb
Director

Aidan Coleman
Director

Get to know our Global **Boards of Directors...**



Governance Bodies: So They Can Global Alliance...

So They Can: New Zealand

Dame Diana Crossan (Chair)
Ellen Cheyne
Michelle Luping
Cassandra Treadwell
Margie Chambers
Olivia West

So They Can: Kenya

Roselyne Mariki
Boniface Mouti
Sean Mura

So They Can: USA

Cassandra Treadwell (Chair)
Christie Esch
Valerie Danielewicz
Harry Margolis
Tom Benner

So They Can: Tanzania

Jesco Moiro
Boniface Mouti
Sean Mura

So They Can: England & Wales

Katja Ullrich-North (Chair)
Aleena Khan
Justin North

2025 In Numbers

A year of impact



48
Schools partnered with to deliver projects



29,237
Students reached through our education projects



62
Classrooms constructed or renovated



356
Teachers participated in workshops and/or professional development



361
Student and teacher desks donated



92
Toilets constructed and/or renovated



560
Students trained in climate smart agriculture



32
Families empowered through Family Strengthening initiatives



17,378
People medically assessed and treated at partner clinics and/or at medical camps



156
Student scholarships provided



14
Water tanks donated — creating access to 208,000L of clean water



7
Water boreholes/ rain water harvesting systems operationalised*



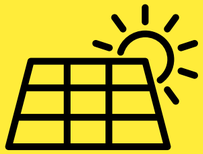
12,110
Washable sanitary pads and/or sanitary solutions distributed



15,348
Adolescents trained on Sexual and Reproductive Health and Rights



3,965,554
Daily school meals served



2
Solar systems operationalised



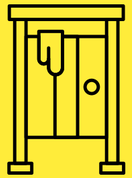
150
Community Champions advocating and protecting children's rights



2,527
ECD students reached through reading, writing and numeracy



203
Community farmers supported with farming inputs and training



8
Girls' changing rooms constructed



40
Mamire Teachers' College Graduates participated in 2-year Internship Program

2025 In Impact

Program Outcomes – Kenya

8,585 students
14 Partner Schools

85%

Academic performance
% of children meeting academic expectations

108%

Enrolment retention rate
Gender parity in enrolment

87%

Attendance rate

97%

Students transitioning
From lower- to upper-primary

100%

Students transitioning
From primary to secondary education (Government Policy)



2025 In Impact

Program Outcomes – Tanzania

16,116 students
29 Partner Schools

82%

Academic performance
% of children meeting academic expectations

96%

Enrolment retention rate
Gender parity in enrolment

96%

Attendance rate

99%

Students transitioning
From lower- to upper-primary

86%

Students transitioning
From primary to secondary education



Our Impact To Date

Since the beginning

55,000
Students reached through our education projects

82
Families empowered through our Family Strengthening initiatives

1,056
New teachers graduated to address Africa's concerning teacher:student ratio

35,600
Community members supported through our Community Development initiatives

1,916
Women empowered through our Women's Empowerment initiatives



Behind The Numbers: How We Collect Data to Reflect, Adapt and Scale Our Work

We are so proud of what we have achieved in 2025. And our outcome and output results on pages 9, 10 and 11 evidence the success of our model in creating long-term and sustainable impact in Kenya and Tanzania. But what is the story behind our numbers?

At So They Can, Monitoring, Evaluation and Learning (MEL) underpins everything we do. MEL is critical to understand how effective and efficient our interventions are. It is also an opportunity to inform learning, foster continuous program improvement, and provide evidence for scaling up our programs.

How do we measure our impact at So They Can?

Our MEL is based on our Theory of Change, and we have a Monitoring, Evaluation and Learning Manager and Officer in both Kenya and Tanzania:

- Baseline data is collected at the beginning of each new project by our in-country MEL and Program team members. Both quantitative and qualitative data is collected depending on the nature of the project and indicators required. For example, in our "Keeping Girls in School" project, we monitor the distribution of our reusable sanitary product packs, participation in menstrual health training, and changes in girls' knowledge about their rights. This allows us to track not only what we deliver, but the difference it makes—evidenced through improved knowledge and practices, as well as contributing to improved girls' education outcomes.

- Data is collated throughout project implementation at quarterly intervals. Our team conducts monitoring visits with partner schools to ensure data quality and report project progress and completion. Conversely, quarterly reports are shared with our team by the Head Teachers of the current 48 schools that So They Can supports.

- Our team produces quarterly output reports and Annual Project Evaluation reports through our MEL digital software, Toladata, to track all projects against targets and achievements, reflect on challenges and provide future recommendations. We use a range of innovative MEL techniques, such as outcome harvesting, to validate important changes including stakeholder behavior, relationships, and practices that go beyond normal indicator tracking.

- We will also collect data on our "sustained" partner schools to ensure that these schools and communities continue to deliver quality education even after our exit. These reports will inform our future project plans.

A Story of Impact: Monitoring and Evaluation at So They Can

Accountability, impact and So They Can's full accreditation with the Australian Government

Our full accreditation with the Australian Government through the Australian NGO Cooperation Program (ANCP) further strengthens our MEL practice and reinforces our commitment to transparency, effectiveness, and delivering measurable impact for the communities that we serve. Our accreditation means that we operate within a rigorous framework of external oversight and accountability. It requires us to meet high standards across governance, financial management, risk, safeguarding, child protection, and program effectiveness, and we are subject to regular independent review and continuous monitoring.

In August 2025, an Accreditation Officer from Australia, together with an Officer from the Australian High Commission in Nairobi, conducted an in-person monitoring of So They Can's projects in Kenya. The report commended our commitment to DFAT's development pillars including disability inclusion, gender equality, collaboration and local partnerships. The monitoring report concluded that:

'So They Can's Education Program demonstrates value for money... [Their] adaptability ensures that funds are not only used efficiently but are also strategically targeted to maximise developmental impact'.

Participant-first MEL

Throughout all stages of our MEL, we believe that it is vital to engage a diverse range of stakeholders, including children, to ensure their voices are heard, promote buy-in and motivate action. We aim to ensure that the processes and systems we employ for assessing our impact are culturally sensitive and accessible.

Meet our MEL staff

Knowing and understanding our impact would not be possible without the ongoing work of our MEL Managers and Officers.

"Reliable data enables us to clearly tell meaningful stories of change and development" *– Roy Kipchumba , MEL Manager, So They Can Kenya*

"Data collected and reported through So They Can's M&E systems provides the evidence of program progress and the foundation of accountability" *– Wilson Kaijage, Monitoring & Evaluation Manager, Tanzania*



Roy Kipchumba
Monitoring & Evaluation Manager, Kenya



Dennis Cheboi
Monitoring & Evaluation Assistant, Kenya



Wilson Kaijage
Monitoring & Evaluation Manager, Tanzania



Cesilia Ndashuka
Monitoring & Evaluation Assistant, Tanzania

“So They Can’s strong reputation within the counties is a testament to its effectiveness and community engagement. Stakeholders can visibly see the work being done and the positive changes it brings to the lives of those involved—whether through improved services, strengthened local capacity, or enhanced resilience.”

— Quote from Evaluation of DFAT Monitoring Visit, August 2025





The Opportunity to Flourish Beyond Primary School: Expanding our Education Program.

At So They Can, our ultimate goal is to reduce poverty through access to quality education in Kenya and Tanzania. We have historically worked to achieve this goal through mobilising our Education Program in government primary schools.

However, as the number of children at So They Can supported schools has increased, and the number of children finishing primary school has surged, the need for well-resourced secondary schools has also emerged as an urgent priority. The UN projects that within 10 years, the world's largest workforce will be African. Access to quality secondary education will not only ensure that the rural children in the areas where we work have the opportunity to flourish beyond primary and continue to secondary school, but are also ready for gainful employment.

There are currently only 14 secondary schools that our partner primary schools feed into in the areas where we operate in Babati and Baringo. Nevertheless, these 14 secondary schools face significant challenges: inadequate infrastructure, non-inclusive school environments for girls and students with disabilities, low school governance capacity, limited parental engagement and a lack of quality teachers. Considering that government funding direct to a school, per enrolled primary and secondary child, respectively per year is only: $3.60 / $21 in Tanzania; AUD $17 / $180 in Kenya, this is not surprising.

In turn, the result is low enrolment and high dropout rates over the course of secondary school education. Government statistics show that only 52% of secondary aged students in Kenya, and 44% in the Manyara Region of Tanzania, are enrolled in secondary school.

Qash Secondary School as an example for effective expansion to secondary education.

As we look to the future, it is clear that So They Can's 3-phase Sustainability Model can provide the investment required to develop these much-needed secondary schools. In 2025 we made a start, and our support quickly increased the girls' completion rate at Qash Secondary School in Tanzania.

A Story of Impact: Expanding From Primary to Secondary Education

In 2024, only 47 girls completed their secondary education at Qash Secondary School. Its remote location means that most students walk a 10-18 kilometre roundtrip every day. Prior to 2025, the student dropout rate over the four years of lower-level Secondary School was over 60%.

However, in 2025, So They Can supported the construction and opening of Qash Secondary School's first boarding facility – an 80-bed girls' dormitory, with 40 double bunk beds, 5 toilets (including 1 accessible toilet) and 5 showers. The wider Qash community also played a vital role in the project, contributing 10% of the total project cost in the form of local materials and labour for the build.

When the doors officially opened in May 2025, it was a joyful occasion for everyone.

What's more?

In 2025, the girls' completion rate more than tripled (86%) when it soared to 178.

'I am very grateful to So They Can for constructing this dormitory for us. Now, we will grow up in a safe place. In the past, we slept on the floor without beds and used the classroom as a hostel. However, we now have a comfortable environment to live and study at night.' *– Aisha, 18 year-old student from Qash Secondary School.*

So They Can's 3-phase sustainability model in secondary schools: Building the next generation.

From 2026 onwards, So They Can is pursuing an ambitious secondary school strategy, to educate the next generation of young people in Baringo and Babati. Over the next 6 years we plan to implement our Education Program in the 14 secondary schools in our partner communities.

When this investment is secured, we estimate that our current secondary school populations – 6,300 students and 79 teachers – will increase by 20%. This increase will be primarily made up of low-income, rural school children who will now be able to access their right to education, transition from primary to secondary schools that deliver quality education, and build their futures.





“Through the training I received last year, I was able to secure a job as a Matron in one of the secondary schools in Marigat in Baringo County. Today, I run the school vegetable business. I also visit women’s groups, encourage the women to have confidence in what they do, and have their space in the traditionally patriarchal families.”

— Grace, New Wezesha Business
Skills Project Mentor in Baringo, Kenya
Talking about the impact of So They Can’s Women’s Empowerment project





Wrap-Around Support for Sustainability: Kenya's Community Development Program

It is through our Education Program at So They Can that we implement all the essentials for quality education – from infrastructure to teacher training to school management. However, achieving our ultimate aim of tackling poverty through access to quality education also requires a deep, nuanced and culturally appropriate understanding of the multiple barriers that exist to education. In line with the United Nations, it means understanding that poverty is multidimensional and requires a holistic approach.

This is why our 100% local team in Kenya also delivers our comprehensive "Community Development Program", alongside our Education Program, to tackle the additional barriers to education. In 2025, we implemented our three core projects under our Community Development Program: the "Family Strengthening" project, "Wezesha Business Skills" project and "Community Health" project.

In 2025, 18,758 community members were reached by our Community Development Program in Baringo and Nakuru counties. Since 2009, a total of 35,600 community members have been reached.

Family Strengthening project

Our Family Strengthening project promotes the importance of child protection and rights, the holistic development of each child and strives to economically empower families to support the education of their children over a 3-year period. In 2025, 32 families and 152 children were supported with school requirements. 48 parents or caregivers also attended business skills training throughout the year.

In 2025, 11 new families in Perkerra demonstrated the impact of the Family Strengthening project by working together as a collaborative. With a loan from So They Can, they leased six acres of farmland to launch an Income Generating Activity (IGA). Together, they harvested 9,000kg of maize and, through an agreement with the Kenya Seed Company, sold it for $10,000. By pooling resources, the families increased their average monthly income from $70 (KSH 6,000) to $109. Each family has also committed to reinvesting $253 into their farming collective for 2026, with profits projected to increase with a new land lease.

A Story of Impact: Community Development in Kenya

Community Health project

Through our Community Health project we work in partnership with communities in 2 government health clinics in Kenya. Our partnership with Chesirimion and Nakoko Health Clinics improves access to education, medical care, maternal & newborn services, nutrition, hygiene and sanitation. In 2025:

- 12,371 patients were treated in our two partner Kenyan clinics.
- 25 government Community Health Promoters (CHPs) undertook 2,159 household visits.
- 197 babies were safely delivered.
- 140 Mama Packs with newborn essentials, were distributed to mothers who delivered at Chesirimion Clinic.
- 2 outreach medical camps were held, delivering basic health services to 3,208 remote community members.

'The clinic being supplied with resuscitation equipment and Mama Packs has played a major role in encouraging mothers to consider safely delivering at the facility.' *– Agnes, the Nurse-in-Charge, Chesirimion Clinic in Baringo, Kenya.*

Women's Empowerment project
(Wezesha Business Skills Project - WBSP)

Through our Women's Empowerment project, our goal is to empower 3,600 women in Kenya by 2030 to live a more financially stable life, contribute to their children's education and actively participate in the economy. One powerful example and advocate for our Women's Empowerment project in 2025 was Joy.

At 32, Joy (pictured, bottom right) is a mother of three and caregiver to two stepchildren. After struggling with secondhand clothes sales and casual jobs, in 2025, Joy participated in a So They Can business skills training and received a KHS 10,000 loan ($108). Through this loan she was able to secure a small fruit stall and expand her stock. Today, her sales average KHS 1,500 per day, where she earns KHS 300–450 in profit. She is repaying her loan on time and dreams of opening a fruit juice parlor. She is confident that her growing income is transforming her family's future.

In 2025, through our Women's Empowerment project:

- 160 women were trained in business skills.
- $9,797 in loans were disbursed to women, with a 74% on-time repayment rate on loans.
- In 2024, 3 "WBSP mentors" were introduced in Nakuru. In 2025, 2 new Baringo WBSP mentors were added.





Highlights from our projects



Celebrating International Day of the African Child!

Our teams gathered with schools throughout our 3 partner communities in Kenya and Tanzania to mark this year's Day of the African Child and celebrate the theme, 'Planning and Budgeting for children's rights'.

The day was celebrated with special community walks, artistic performances and speeches by students who conveyed a powerful message about safeguarding their dreams and ensuring their rights are respected.



A night of impact in the US

In November, our Founder and CEO, Cassandra Treadwell, and US Board Director, Valerie Danielewicz, joined supporters in San Francisco for an evening dedicated to advancing our Education and Community Development Programs in Kenya and Tanzania.

The event brought together a strong network of new and engaged individuals, and resulted in over $100,000 AUD raised to help end child poverty through education. A huge thank you to everyone who contributed to this important outcome — your support is life changing.



Fighting period poverty, together

In May, girls across our partner schools in East Africa joined the global movement for Menstrual Hygiene Day to celebrate the 2025 theme: Together for a #PeriodFriendlyWorld.

The day was filled with learning, advocacy and lifting each other up—reminding us why menstrual health matters, both for dignity and for keeping girls in school.

So They Can has provided 60,000+ reusable sanitary pads to girls in East Africa as part of our mission to end period poverty.



Our first Q&A panel event

In July, our inaugural Q&A panel event, 'Education in Africa, Why Bother?' took place in Sydney, Australia, kindly hosted by the Macquarie Group .

Excitingly, Roselyne, our Tanzania Country Manager flew over to participate in the panel discussion, which was facilitated by our ambassador, Peter Overton. What unfolded was an insightful and thought-provoking discussion on the significance of investing in international development, and its impact on the global economy and the future of humanity.

Highlights from our projects



Muriricua Primary School in Kenya gets a facelift!

We handed over a further 6 renovated classes and a water tank at Muriricua Primary School in Kenya, as part of our School Improvement project. This brings the total of renovated classrooms to 14, as well as 2 student washrooms and a teachers' washroom. These renovations will ensure students benefit from a safe, equipped and inclusive learning environment — a huge improvement in only a couple of years.



Champions Ending Violence and Keeping Children in School

A remarkable movement is quietly transforming the lives of children in Kenya and Tanzania — one voice, one family, one village at a time.

So They Can's Champion Mothers and Fathers — 151 everyday heroes trained and empowered by So They Can to protect children's rights, prevent violence, and keep children in school. Read more about this impactful movement by clicking here.



Big School Upgrades in Tanzania

We successfully handed over a number of impactful construction and renovation projects at 6 schools in Tanzania, including 7 new classrooms, two toilet blocks, a kitchen and storage space and a teachers' office.

These new, fully-equipped facilities will greatly improve the learning environment and quality of education for approximately 3,600 students who attend these schools every day. Thank you!



Medical Camps in Baringo

Our team in Kenya and Tanzania facilitated a number of successful medical camps in 2025, including 2-day camp in Baringo in August, which provided 1,000+ community members with access to a wide range of medical services, including general consultations, an eye clinic, ANC, lab services and malnutrition screenings.

Medical camps like these are essential given the serious lack of access to established medical centres in the region.

Highlights from our projects



Launching So They Can in the UK

In September, we hosted our launch event in the UK, marking an exciting new chapter for our international charity dedicated to ending poverty through education in East Africa.

Generously hosted by Simmons & Simmons at their London offices, the evening brought together more than 100 supporters, partners, and new friends united by a shared belief in the power of education to transform lives. Read more here.



New toilets transform sanitation at Ayamango Primary in Kenya

Imagine your school closing because the toilets collapsed. That's what happened at Ayamango Primary in Tanzania — until the community and our supporters globally stepped in.

Now, new and safe toilet blocks — including wheelchair-accessible toilets, a girls' changing room and a handwashing area — are transforming daily life for every student. Read the full story here.



So They Can Board Members visit our projects in Kenya and Tanzania

We had the pleasure of welcoming a number of our Board Members from Australia, New Zealand and the UK to our projects in Kenya and Tanzania.

Throughout the trip, the group visited a number of our partner schools, health clinics and community projects to experience the difference your support is having. Upon her return, Cass spoke to Today EXTRA about the visit — watch here!



Our global community

AUD $821,738 was raised through community fundraising in 2025! In March, hundreds of individuals took part in 1HumanRace, putting their bodies on the line to support girls rights' to education and safety. We also saw the Chain Reaction riders going above and beyond to support our work, empowering children living in poverty through education. In August, we celebrated in style at our Sydney Dinner, raising a whopping $348,331 on the night. And in November, we hosted our first ever fundraising event in the US.





Empowering girls to become tomorrow's changemakers in Kenya and Tanzania

Meet Charity.

Charity is a brave and resilient 13-year-old girl in Grade 5 at St. Clare's Girls Boarding School in Nakuru, Kenya. Charity is the youngest of five children.

She is a natural leader. She often mobilises her peers and confidently speaks on behalf of those who are shy or struggle to express themselves. Charity communicates fluently in both English and Swahili, excelling particularly in language studies.

But Charity has also had to overcome significant obstacles. Not long ago, Charity was at significant risk of child marriage. Due to ongoing patriarchal and cultural norms in the area where Charity grew up, many young girls are at risk of Female Genital Cutting (FGC) and child marriage. In fact, when So They Can first started operating in Baringo, it was estimated that 60% of girls were at risk of FGC and child marriage.

And this is why So They Can launched our Ambassadors of Hope initiative in Baringo in 2025.

As Boni Mouti, So They Can's Kenya Country Manager, explains:

'The Ambassadors of Hope Initiative supports 21 girls in Baringo County, Kenya who are at risk of FGC and child marriage with a scholarship to stay in primary school and continue onto secondary education. The scholarship covers the costs of school fees, boarding, uniforms and educational materials. The Ambassadors of Hope initiative also provides medical and culturally appropriate psychosocial care'.

Importantly, it also provides a tailored mentorship program that covers topics including:

- The importance of education
- Social awareness and relationships
- Self-advocacy, self-awareness & self-management
- Responsible decision-making
- Accessing support – networks and peer groups
- The Power of Girls
- The importance of storytelling
- Entrepreneurship
- Sexual & Reproductive Health and Rights (SRHR)

A Story of Impact: Ambassadors of Hope

“Keeping Girls In School” in Kenya and Tanzania

So They Can’s Ambassadors of Hope is a flagship initiative that sits under our “Keeping Girls In School” project. Our Keeping Girls in School project in both Kenya and Tanzania aims to meaningfully engage the whole community about the importance of girls’ education, including their human rights, health and wellbeing, and their contribution to society. It is underpinned by our belief that unless we recognise that girls face additional gendered barriers to accessing education – our impact will not be sustainable or long-term.

In 2025, half of the children reached through our Education Program were girls. Our Executive Summary on Girls & Women outlines the way in which our holistic programs are designed to not only reduce poverty, but are simultaneously protecting and advancing girls' and women’s rights.

10,000 girls were supported through Keeping Girls in School in 2025. In Tanzania alone, Menstrual Health Management and Health Awareness Education was delivered to 14,000 students and 600 girls received our NIA Dignity Packs with reusable sanitary products to tackle period poverty in 2025.

To date, 28,000 girls have accessed quality education, across 55 partner government schools, through So They Can’s Education Program since 2009.

‘I never imagined my daughter would reach secondary school. None of the women in our family ever studied past Standard 7. We couldn't afford the fees and didn't see the point since she would just get married. But So They Can changed our mindset. They helped us understand the importance of girls' education for her future and our whole family's wellbeing. Now my daughter is determined to become a teacher herself so she can empower even more girls’ *- A parent interviewed for So They Can Tanzania's independent Program Evaluation.*

Through our Keeping Girls in School project, we hope that the girls we have the privilege of working with in Kenya and Tanzania will have the opportunity to become girls’ rights champions themselves. They will have the confidence to advocate, protect and advance girls’ rights in their villages.

They will be tomorrow’s change makers.

*The names of the girls in this story have been changed for privacy and protection reasons.





“In our community, we can see that cases of violence against children have reduced by 75%. Our Champions’ work has been recognised not just at Ward-level, but nationally. It is thanks to what So They Can started.”

— Mzee Issa Nkunga,
Chair of the Mamire Ward Champions, Tanzania
Talking about the impact of So They Can’s Champions Network

Stakeholder spotlights



Mwajuma Galas

Headmaster for Orng'adida Primary School — Babati, Tanzania

'First, I want to thank So They Can for their contribution in the education and development sectors in our school community. Our school, together with the government and So They Can, have managed to reduce the scarcity of classrooms which we had before. We've also benefited from the construction of 29 toilets for children and teachers, which will help our school so much. We have many pupils here, so these new classrooms will help to reduce the number of children seated in one room, which will help to improve children's performances.'



Aloyce Nghumbi

Ward Executive Officer for Gallapo Ward — Babati, Tanzania

'In our ward, we have benefitted from many projects, which help our children a lot. The classrooms that have been built reduce crowded learning environments; our ratio as a government is 45 children in one classroom, so teachers [can support all of the students]. These projects are improving student's morale – when they see the new classrooms, toilets, or anything in the school, they are proud. Right now, So They Can is supporting us with the construction of a dormitory at Ayatsea Secondary School — when the dormitory is complete, it will support children who are currently walking 17-18 kilometres a day to get to school.'

Stakeholder spotlights



Simon Njuguna
Board Chair, Akuisi Primary School — Baringo, Kenya

'Before So They Can came to our school, our infrastructure was in a bad condition. We did not have enough toilets for students and teachers. The situation has now changed thanks to So They Can, and this has greatly improved sanitation and hygiene. We would also like to thank So They Can, because for the first time in our school's history, learners can now have lunch in school courtesy of Shamba Letu. This has been one of the best projects in our school.'



Winfrida Mouko
Public Health Officer & WASH coordinator —Nakuru West Subcounty

'There has been a notable improvement in WASH around schools that So They Can supports in Nakuru. I have noticed simple behaviour change like washing hands regularly. Additionally, changing rooms built by So They Can have really improved menstrual hygiene for girls. Girls are now more comfortable and confident. Lastly, Shamba Letu and the water tanks provided to So They Can partner schools have been significant in providing safe drinking water for learners and helped in nutrition.'

Our Commitment & Values

Our approach to education

So They Can is committed to implementing ethical, accountable and effective programs that support marginalised communities in East Africa, with a continual focus on child protection and fundamental rights.

We place communities at the centre of everything we do, and as an accredited international non-government organisation our work is underpinned by best practices in international development.

Locally-led

Meaningful local partnerships are at the core of our work. Our impact is a result of collective action sustained through a participatory approach. Students, parents, teachers, school leadership, local government and the broader community lead our development processes, and as a result projects are responsive to the unique needs of each community.

Cross-cutting

We know that poverty is multifaceted and requires cross-cutting solutions to tackle its root causes. Our Community Development Program is delivered in parallel to our Education Program, to focus on improving the health, wellbeing and livelihoods of all. We improve the living standards of the whole community to break the cycle of poverty.

Inclusive and Rights-based

Undeterred by hard-to-reach locations, we prioritise the most vulnerable communities through our commitment to leave no one behind. Our work is guided by the 2030 Sustainable Development Agenda and international protection frameworks. Every community member, regardless of their identity, is valued, and their rights are acknowledged, protected and promoted across our programs.

Scalable, Sustainable and Innovative

We work in a 6-8 year development cycle. School communities move through three phases of support - foundation, core, sustained - which advance their capacity until a level of development is reached that can be independently sustained, so that we can transition our support out and commence working in a new surrounding community in need. The lessons learnt and knowledge acquired from our experience of more than 18 years working within national education systems, enables us to be innovative and agile in our programming and respond to evolving needs.



Accountable

First and foremost we are accountable to the communities with whom we work. This responsibility also extends to the staff, supporters and partners of our organisation. Transparency ensures that we maintain our accountability to all of our stakeholders. Our operations are regulated through comprehensive policies and procedures; our impact is measured and assessed through a robust monitoring and evaluation system; and our fiscal health is overseen by an independent Board of Directors.

Learn more about our history, commitment and values by scanning or clicking here:

“I used to wake up at 4am wash my clothes and prepare for an hour and then leave home at 5am so that I can be in school by 7am. Now I don’t have to wake up early and walk a long distance. I didn’t have time to do homework because I had to walk long hours back home and there was also a lot of house chores to be done. Now I can read at night after class and do homework. I love this school because the teachers are friendly and also, we get to eat a healthy diet.”

— Quote from Grade 4 Student who previously was at risk of FGC and child marriage, and is now safely boarding and learning at St Clare’s Primary School in Kenya



2025 Financials

So They Can's **Financial Report**

2025	Group	Australia	2024	Group	Australia
Revenue	5,588,489	5,023,891	**Revenue**	4,588,256	3,971,897
Expenses	5,205,370	4,970,781	**Expenses**	4,170,522	3,913,298
Surplus (Deficit)	383,119	53,110	**Surplus (Deficit)**	417,734	58,599
Cash Balance	3,278,528	2,340,198	**Cash Balance**	2,846,035	2,340,271

- Full financials can be found on our website
- Group inclusive of Australia, New Zealand, the United States, England and Wales, Kenya and Tanzania
- All amounts are in Australian Dollars (AUD)

With thanks to...

So They Can is accredited by the Australian Department of Foreign Affairs and Trade (DFAT), responsible for managing the Australian Government's aid program and receives support through the Australian NGO Cooperation Program (ANCP).

We are thankful for all our supporters including the many individual donors, sponsors, trusts and foundations who give so generously.

So They Can is a signatory to the ACFID Code of Conduct, which is a voluntary, self-regulatory sector code of good practice. As a signatory we are committed and fully adhere to the ACFID Code of Conduct, conducting our work with transparency, accountability and integrity.

We would like to thank the following supporters, and those who have chosen to stay anonymous, for their support in helping us empower more children living in poverty through education.

Government Partners

The United Republic of Tanzania

Republic of Kenya

Baringo County Government

NGOs & Social Enterprises

Trusts & Foundations

With thanks to...

Education

Wellesley College
Chilton Saint James School
Samuel Marsden Collegiate School
Iona College – Empowering Girls for Life
Kristin Early Learning – Senior School
St Andrew's College
Fides et Patria
Wellington International Leadership Programme
Columba College

Coalitions, Networks & Implementing Partners

Kyaro Assistive Tech
abc Impact
Power Providers
elimu ni haki yetu – Elimu Yetu Coalition
Kafika House – Transforming childhood
AFNET
Africa Inland Church – Kenya – Founded in 1895
Tanzania Education Network – TenMeT – Mtandao wa Elimu Tanzania – Education: access - equity - quality
velafrica – Mobility with perspectives
World Vision Kenya
DOT Glasses – Better sight. Better life.
sun partners
camara education tanzania
KAHESO – Karimu Heart and Spirit Organization
Project inspire

Business

Clayton Utz
adora fertility
Kofkin Bond & Co.
Ethical Jobs – work for a better world
elephants can dance
GLG
Leading Teams
Lesaffre
LVP Foundation
7MCC – Seven Miles Coffee Company
Get RARE – Your gateway to a richer life
KHI Partners – Contributing to your life
Momentum Media
Growth Coaching International
simmons + simmons
Coaching Advocates – Unlocking Mastery in Law, Life and Legacy
FB Rice – The IP Navigators
Verlata Consulting
williams lea
Thomson Reuters
HolmanWebb Lawyers
barbri



Looking to the future...

Education is one of the most powerful pathways out of poverty. Together with our global community of staff, partners and supporters, we are turning that pathway into measurable impact.

Since 2009, our work has supported more than 55,000 children to access quality education across 55 partner government schools in Kenya and Tanzania. Beyond the classroom, a further 35,600 community members have benefited from health and community development initiatives that strengthen the environments where children learn and grow.

These results show what is possible when determination, partnership and long-term commitment come together. With your continued support in 2026 and beyond, we will keep expanding opportunity and creating lasting change for children and their communities in Kenya and Tanzania.

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Sponsor a student: sotheycan.org/sponsor



Australian Aid

Australian Council For International Development