



2025 IMPACT REPORT

• CELEBRATING TEN YEARS •



A NOTE FROM THE CEO

The best investment in education is a teacher.

This year, TeachUNITED marks ten years since our founding in 2016. It is also my first as Chief Executive Officer, and I want to start by saying thank you to Heather Hiebsch, who built this organization from an idea into a global movement, and who I'm fortunate to now call a mentor and advisor as she steps into a new role supporting our work.

I joined TeachUNITED's Board in 2024. Fifteen years across Latin America, East Africa, and Europe had convinced me of something simple: no investment in education matters more than one made directly in teachers. I have seen what happens when a classroom is led by a teacher who has the training, the coaching,

and the confidence to do their best work. Students learn, stay in school, and graduate ready to earn more and build different futures than the ones handed to them.

That belief is not a hope. It is a result. Students taught by TeachUNITED-trained educators gain 2.3 additional years of reading growth and 3.6 additional years of math growth compared to their peers. In our tenth year, more than 50,000 educators across 21 countries are now equipping students with the skills to graduate, earn more, and change the course of their families' futures.

Ten years in, our work is far from finished. Too many students still

sit in classrooms without a teacher who has the tools to reach them. We remain committed to closing that gap, one coached, supported, thriving teacher at a time.

Thank you for standing with TeachUNITED for these ten years, and for the ones ahead.

With gratitude,

Diego Adame
Chief Executive Officer

OUR VISION

TeachUNITED envisions a world where every child receives the quality education needed to thrive beyond the classroom.



Diego Adame
Chief Executive Officer

Catalyzing Local Change, Globally

50,000+

EDUCATORS TRAINED

2.6M

STUDENTS REACHED

21

COUNTRIES

30

LOCAL NGO & GOV'T PARTNERSHIPS



AFRICA

Ghana • Kenya • Malawi • Nigeria • Rwanda • Somaliland • Tanzania • Uganda • Zimbabwe

LATIN AMERICA

Argentina • Colombia • Costa Rica • Ecuador • El Salvador • Guatemala • Honduras • Mexico • Nicaragua • Peru • Venezuela

UNITED STATES

485 schools supported across 9 states, including a statewide partnership with the New Mexico Public Education Department

In many parts of the world, students go to school but don't learn. We are working to change that.

70%

of 10-year-olds in low- and middle-income countries can't read a simple story. The gap is widest in rural schools, where classes are large, budgets are small, and teachers get very little coaching.



Designed by Teachers, for Teachers

Our model was built and is run by educators who understand the challenges teachers face. Programs are tailored to help schools reach their own goals, giving teachers classroom-ready strategies that close learning gaps of two to three years in a single school year.



Delivered by Local Coaches

Teachers don't need more one-off workshops; they need consistent, human-centered support. Delivered across a full school year by local expert teacher-coaches, our high-touch model builds permanent, self-sustaining coaching infrastructure inside the system.



Driven by Measurable Impact

Every partnership is built on evidence and steered by real-time data, generating what governments and institutions need to make evidence-based policy decisions. Educators who complete our programs raise math and literacy rates, and are more likely to still be teaching next year.

Students taught by TeachUNITED-trained educators gain years of extra learning.

This approach is backed by 60 rigorous evaluations and a synthesis of more than 80,000 research studies on what helps students learn. This particular study used three years of data from TeachUNITED classrooms, comparing outcomes to a matched group of similar schools, so the results reflect our program's impact and not other differences between schools.

2.3

ADDITIONAL YEARS OF
READING GROWTH

All students, compared to peers

3.6

ADDITIONAL YEARS OF
MATH GROWTH

All students, compared to peers

2.7

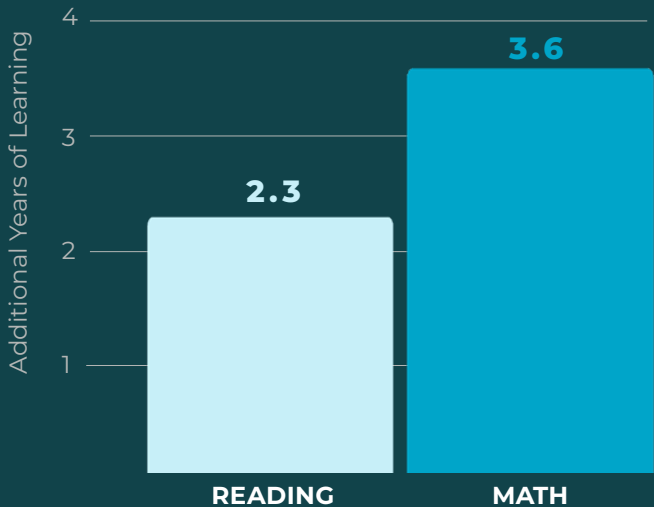
YEARS OF READING
GROWTH, GIRLS

Girls outpace the overall gain

4.3

YEARS OF MATH
GROWTH, GIRLS

The largest effect in the study



TeachUNITED's latest evaluation captures the significant impact of our teacher-training model on student learning outcomes across partner schools in Latin America and Africa. The rigorous statistical analysis shows that by coaching educators to use data-driven instructional strategies, TeachUNITED has significantly accelerated student progress in both foundational literacy and mathematics compared to control schools. These gains were especially strong among girls.

The Innovation Hub: Our Testing Ground in Nairobi

TeachUNITED's core program operates in Kenya and Tanzania, where we train teachers directly or through partnerships with NGOs and governments.

To closely monitor impact as we scale, TeachUNITED launched a direct-service Innovation Hub in Nairobi, Kenya, in 2024. The Hub is our testing ground, where new strategies are refined with real classrooms before they're replicated more broadly.

In October 2025, 46 teachers graduated from the program, joining a growing community of coaches driving learning gains across the original five schools. Building on that momentum, TeachUNITED onboarded 12 new Hub schools in January 2026, putting the program on track to reach more than 30,000 students in Kenya.

46

teachers graduated from the Hub in October 2025

12

new Hub schools onboarded in January 2026

30,000+

students on track to be reached in Kenya

BEYOND KENYA AND TANZANIA

To date, TeachUNITED has also equipped NGOs to deliver teacher training in Ghana, Malawi, Nigeria, Rwanda, Somaliland, Uganda, and Zimbabwe, extending our approach to more classrooms as we work to reach 2.75 million students in the region by 2030.



"There is a great difference between how I was teaching the learners before and now... The strategies that we apply, we really use them in class. You're learning something that when you go to class you employ the same thing and it helps you a lot, unlike other trainings."

LORNAH BWAMI, PRIMARY TEACHER,
INNOVATION HUB,
DAHARI PREPARATORY SCHOOL,
NAIROBI, KENYA



2025 REACH
AFRICA

2,275

EDUCATORS

20,218

STUDENTS

5

LOCAL PARTNERS

5

COUNTRIES

2025 REACH LATIN AMERICA

15,672

EDUCATORS

123,351

STUDENTS

3

LOCAL PARTNERS

4

COUNTRIES

LATIN AMERICA • YUCATÁN, MEXICO

Centering Mayan Culture and Language

Our partnership with the Secretariat of Education of Yucatán continues to deepen. By centering Mayan culture in the classroom, our team is strengthening both community trust and teacher resilience, and it shows in the results: in 2025 the program graduated 56 educators, 40% above target, and launched a new 60-teacher cohort in January 2026.

Building on that momentum, TeachUNITED and the Secretariat of Education are launching an Early Childhood Education program in 2026, adapting our coaching model for children ages 3 to 5 for the first time.

56

educators graduated in 2025, 40% above target

60

teachers in the cohort launched January 2026

Ages 3-5

first early-childhood program, launching 2026

“We are thrilled to see how the Mayan language is taking center stage in our classrooms. Now our children are listening and learning in the language of their grandparents.”

TRAINING PARTICIPANT,
YUCATÁN, MEXICO



UNITED STATES

Building a Model that Sustains Itself

TeachUNITED's U.S. program pairs teachers and school and district leaders with expert coaches for long-term support, the same high-touch, evidence-based model driving results across our global network.

To drive lasting change in 2025, we prioritized multi-year partnerships with state education departments and deepened our investment in our U.S. Sales and Marketing function.

This sustainability-focused strategy has strengthened our financial foundation alongside our classroom impact. Earned revenue from our U.S. fee-for-service programs works hand-in-hand with philanthropic giving, keeping our work steady and resilient regardless of shifting funding landscapes.

Our New Mexico program is a great example of this model in action. Facing significant educational challenges, state leaders are prioritizing robust teacher professional development to drive progress. In 2025, the New Mexico Public Education Department extended our statewide mentorship program into its second year, laying the groundwork for a longer-term partnership that will support teachers for years to come.

100%

of mentors who completed the program plan to stay in education

88%

rated it better than any other professional development they had taken part in

2nd year

requested by New Mexico Public Education Department, extending the partnership

"My heart is full. Full of gratitude for you, full of admiration of your work, and full of awe over the growth of our teacher mentors over these past few months. I am most excitedly looking forward to the work we can collaborate on in the future."

BIRGIT MAURER, MANAGER, EDUCATOR GROWTH & DEVELOPMENT,
NM PUBLIC EDUCATION DEPARTMENT

2025 REACH
UNITED STATES

839

EDUCATORS

10,187

STUDENTS

50

SCHOOLS

5

STATES



Two Engines: Philanthropy for the Schools That Cannot Pay, Earned Revenue From Those That Can

INCOME			
Foundations + Corporations	\$	2,033,359	88%
Individual Contributions	\$	256,855	11%
Program Revenue	\$	20,687	1%
TOTAL INCOME	\$	2,310,901	
EXPENSES			
Programs & Operations	\$	1,476,111	83%
Advancement*	\$	308,465	17%
TOTAL EXPENSES	\$	1,784,576	
NET INCOME	\$	526,325	

*Includes Fundraising, Communications, and Administration activities

We remain deeply committed to financial transparency and discipline, ensuring every dollar delivers maximum impact for teachers and students worldwide.

In 2025, the education funding landscape faced severe challenges, marked by a historic drop in international development aid and a temporary freeze on U.S. federal funds. Despite these hurdles, we invested in building a dedicated U.S. sales function and securing multi-year state partnerships. While program revenue dipped, we expect it to climb back toward its 16% historical average as these partnerships mature.

This mixed-income model, combining revenue with philanthropy, provides the financial resilience needed to serve high-need schools. It ensures we can continuously invest in research, reach more students, and sustain lasting impact. As this dual model evolves, your investment goes even further, empowering dedicated teachers and unlocking opportunities for millions of students.



Based in East Africa, Latin America, and the United States, Led by Local Education Experts

GLOBAL PROGRAMS & OPERATIONS

Diego Adame Chief Executive Officer
Alea Thompson Sr. Director, Global Impact & Programs
Amanda L'Esperance Sr. Director, Strategy and Growth
Brian Cathcart Chief Financial Officer
Heather Hiebsch Co-Founder & Strategic Advisor
Joanna Watkins Associate Director, Development & Communications
Megan Shapiro Development & Communications Associate
Morgan Platt Associate Director, Global M&E

AFRICA TEAM

Angela Kithao Regional Director
Amina Issa Dollo Monitoring and Evaluation Manager, Tanzania
Charles Wang'ombe Ndegwa Coach, Direct Services, Kenya
Chesco Sowu Coach; M&E Associate
Fridah Anjeche Coach, Direct Services & Partnerships
Hussein Salum Operations Manager
Issaya Ipyana Kasyupa Direct Services Coach
Jackline Oduor Implementation Manager & Coach
Susan Bjerregaard Jepsen Grant Communications and Reporting Manager
Shabani Samata Program Lead, Tanzania
Thomas Mbisali Makau Grants Manager
Yonah J. Mwasege Coach, Direct Services, Tanzania

LATIN AMERICA TEAM

Yohns Williams Solís Delgado Director
Armando José Bello Guzmán Operations and M&E Manager
Cotty Lisette Trujillo Sosa Coach and M&E Support
Maria Gelly Yolanda Caballero Alonzo Coach and M&E Support
Mikel Webb Coach Coordinator
Pedro Céspedes Vargas Project Manager

UNITED STATES TEAM

Andrea Beson Director
Natalie Lundberg Director of U.S. Partnerships
Dr. Brian Keefer Instructional Coach
Emma Puckett Programs and Operations Associate
Jason Taylor Administrative Consultant
Kassidy Hetzel Instructional Coach
Lydia Polanco Instructional Coach
Dr. Michelle Bigler Instructional Coach
Dr. Shawna Ortogero Instructional Coach
Stewart Bellina Instructional Coach
Vivian Rodriguez Instructional Coach
Dr. William Bryant Shaw Instructional Coach

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Supporting Teachers and Students in Rural and Underserved Schools Around the World

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GOVERNMENT PARTNERS

Revolutionary Government of Zanzibar's Ministry of Education and
Vocational Training • Secretaría de Educación de Yucatán

NONPROFIT PARTNERS

Abaarso Network • Action in Africa • Lesedi Schools and Clinic • Pursue Kenya •
Ser Maestro • ULALO • VIVA Vive Valores • 2 Anonymous Organizations in Central America

"The class environment is very key in supporting the learning and attendance of learners, and it is the teachers who shape the behavior and success of the learners. I applaud TeachUNITED for taking up the professional development of teachers as the formal training alone is not enough. The government is committed to ensuring provision of support to teachers."

Khamis Abdulla Said, Permanent Secretary,
Ministry of Education and Vocational Training, Zanzibar, Tanzania



DESIGNED BY TEACHERS, FOR TEACHERS • DELIVERED BY EXPERT LOCAL COACHES • DRIVEN BY MEASURABLE IMPACT

