ILT Education

Impact report 2024

INCREASED AND INCLUSIVE LEARNING

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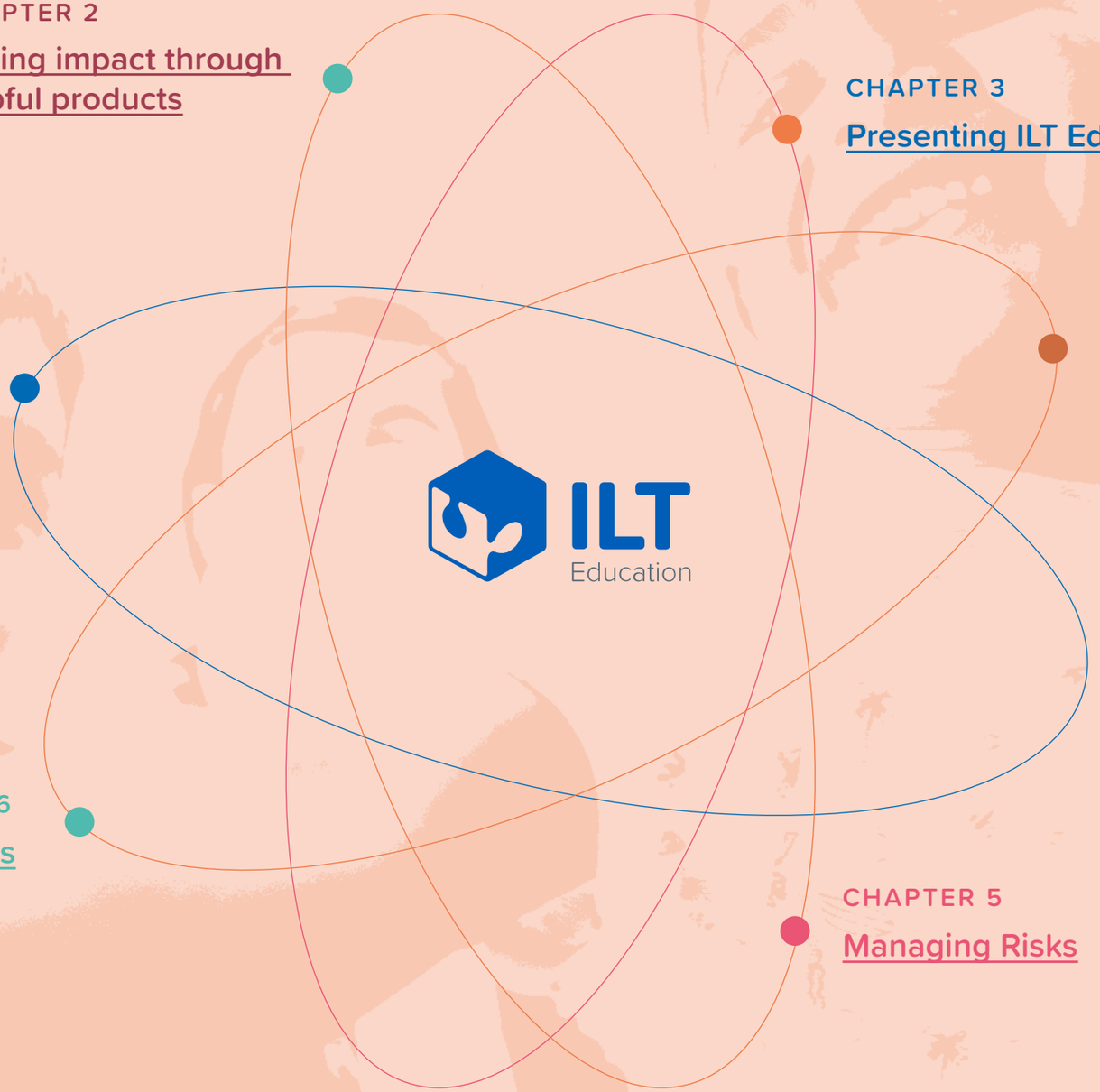

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"Today, we are one of Northern Europe's leading Edtech companies, with a special focus on children who need extra support."

CHAPTER 1

INTRODUCTION

Purpose and ambition

ILT was founded in 1992 by two dedicated parents with a vision to provide audiobooks for children with visual impairments. Since then, we have worked to support individuals with reading and writing difficulties. Today, we are one of Northern Europe's leading Edtech companies, with a special focus on children who need extra support.

WE DERIVE OUR purpose from a belief that all children should have the same opportunity to access high-quality education. This belief is the founding stone of our company, and all our products ultimately aim to support that ambition. We are also aware of the need for a dialogue with all our stakeholders – and have the ambition to constantly increase it. For this reason, we have chosen to publish this sustainability report.

A word from our CEO

2024 is a year I will remember in many ways. Throughout the year, the digitalisation of schools has been a prominent topic, particularly within the political sphere. We have actively participated in this debate, emphasising the importance of a balanced, blended approach to education – where both analogue and digital tools have a place, provided they are implemented with a clear pedagogical foundation.

WE FIRMLY BELIEVE that our target audience benefits most from digital tools that are preventive or compensatory, and we will continue working to ensure technology is used in a way that truly makes a difference for students and teachers.

Innovating to meet evolving educational needs

Our product portfolio is continuously evolving to meet the needs of children and students requiring additional support. A key trend this year has been the growing emphasis on phonics and the need to strengthen teachers' competencies in this field.

We introduced the Norwegian-developed Aski Raski to Sweden – a solution entirely focused on phonics-based learning. During the spring of 2024, we conducted a roadshow where Aski Raski was presented in seven Swedish cities. In addition to these, our pedagogues delivered free training sessions. With this major push in customer training on the product, we aim to achieve maximum impact on children's reading ability in the shortest possible time.

STEM education (science and mathematics) resources are in high demand in schools, yet many do not effectively engage young children at their level. With the Swedish government's new STEM strategy for the education system, we are confident that play-based STEM learning will be well received in the Swedish market. Therefore, in late 2024, we entered discussions regarding a partnership with

"A key trend this year has been the growing emphasis on phonics and the need to strengthen teachers' competencies in this field."

Kide Science – a Finnish-developed programme – to expand access to innovative STEM learning in European kindergartens and preschools.

International expansion and strategic acquisitions

While we take great pride in our strong position in Sweden, where we reach almost all teachers and students, we remain committed to taking a broader, more holistic approach. Equal access to education is at the core of our mission, and we have a vital role in supporting those students who need it the most. This is why I am particularly pleased with our successful expansion into new markets.

Throughout the year, we have continued to integrate mergers and acquisitions (M&A) into our growth strategy. Our primary contribution lies in asking the right questions and building high-performing sales and marketing organisations. One of our most significant milestones has been the acquisition of UK-based Nessy, which has provided us with a strong presence — especially in the UK — as well as in the United States, Canada, and Australia (see separate article).

As we continue to refine and enhance our products, we also see great potential in leveraging new AI technology to accelerate our growth. Additionally, we are actively exploring further acquisitions in both existing and new geographies, strengthening our market position and reaching even more students and teachers worldwide.

I would like to take this opportunity to commend all our employees for their dedication. The collaboration across departments and borders, between new and established companies, has been outstanding. A clear testament to our impact is Polylino winning the Teach Awards in the UK in 2024. This recognition highlights the tangible difference our products make in classrooms and their value to teachers.

Together, we continue to transform the education landscape and make a meaningful impact — now and for the future.

JAKOB SKOGHOLM, CEO

> “The collaboration across departments and borders, between new and established companies, has been outstanding.”

CHAPTER 2

DRIVING IMPACT THROUGH HELPFUL PRODUCTS

Trailblazer and enabler

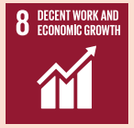
By empowering individuals with education and support, ILT Education contributes directly to several of the United Nations' Sustainable Development Goals (SDGs), including Goal 4: Quality Education, Goal 3: Good Health and Well-being, and Goal 8: Decent Work and Economic Growth.

In the short term, we contribute by:

- Helping children and youth acquire education.
- Increasing opportunities for further education, especially for dyslexics, individuals with foreign backgrounds, and youths with neurodevelopmental disorders (NPF diagnoses).
- Creating digital tools that make it easier for student health services to offer support for mental health issues.

In the long term, this contributes to:

- Combating social exclusion.
- Influencing future real incomes through investment in people.

WHAT WE DO	CONTRIBUTION TO GLOBAL GOAL	SPECIFIC TARGET
Lack of influence and education is one form of poverty. Through our services, young people in several at-risk groups are helped to enter the workforce (via better education). In this way, we contribute to reducing economic vulnerability.		**1.4. EQUAL RIGHTS TO OWNERSHIP, BASIC SERVICES, TECHNOLOGY AND ECONOMIC RESOURCES** By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.
We strive to contribute to mental health, not least through some of our products directly targeting student health. But also, in general, by increasing inclusion in society through our services.		**3.4. REDUCE MORTALITY FROM NON-COMMUNICABLE DISEASES AND PROMOTE MENTAL HEALTH** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
Our products are intended to contribute to leveling differences between students, creating secure educational environments, and helping more individuals access education (such as learning to read).		**4.1. ELIMINATE ALL DISCRIMINATION IN EDUCATION** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
Our edtech services contribute to enabling young people in at-risk groups to enter the workforce earlier through improved and more equitable education.		**8.6. PROMOTE YOUTH EMPLOYMENT, EDUCATION AND TRAINING** By 2020, substantially reduce the proportion of youth not in employment, education or training.
With our products, we aim to contribute to including people – regardless of disabilities and ethnicity – in social, economic, and political life.		**10.2. PROMOTE UNIVERSAL SOCIAL, ECONOMIC AND POLITICAL INCLUSION** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

CHAPTER 3

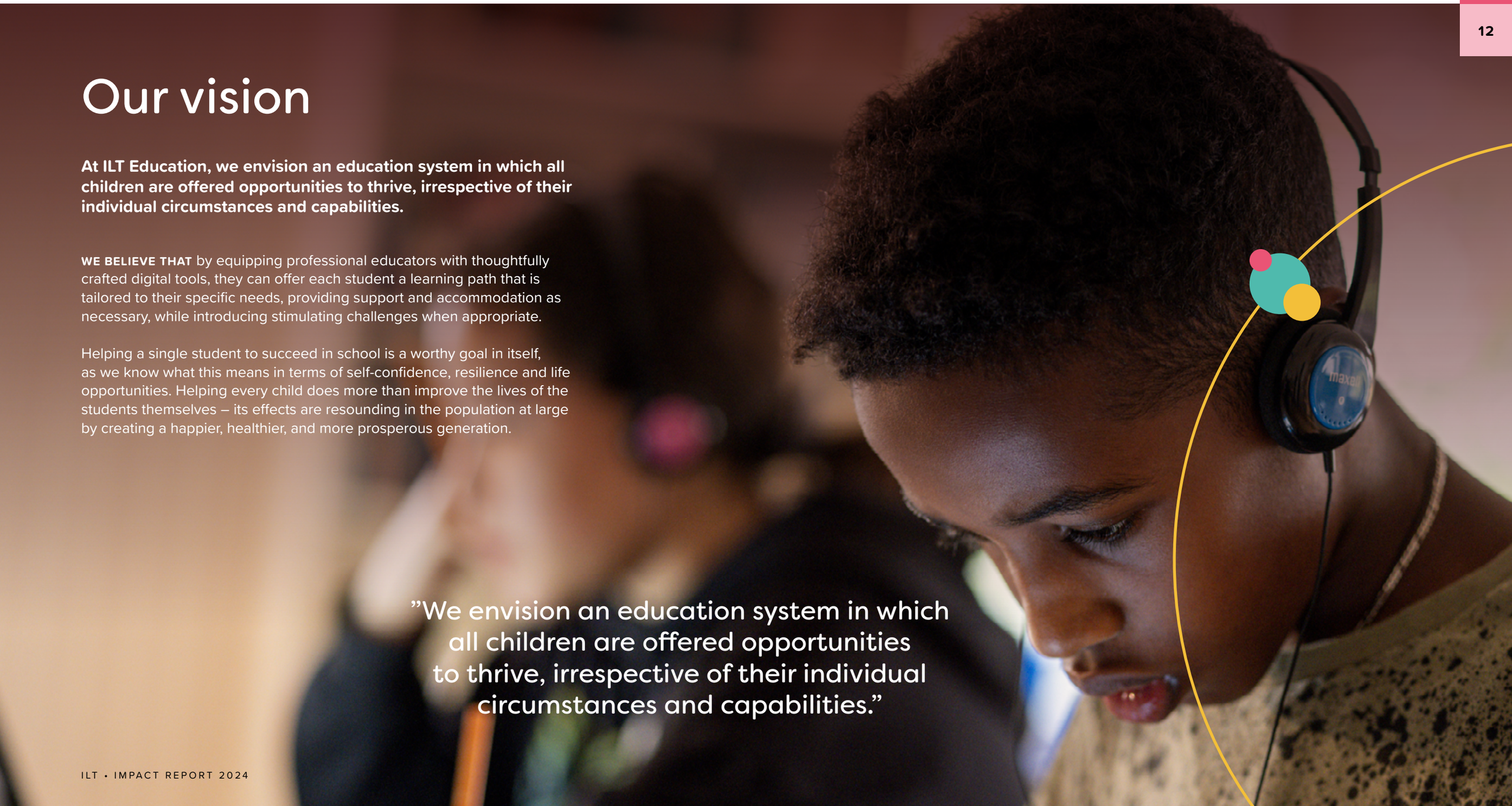
PRESENTING ILT EDUCATION

Our vision

At ILT Education, we envision an education system in which all children are offered opportunities to thrive, irrespective of their individual circumstances and capabilities.

WE BELIEVE THAT by equipping professional educators with thoughtfully crafted digital tools, they can offer each student a learning path that is tailored to their specific needs, providing support and accommodation as necessary, while introducing stimulating challenges when appropriate.

Helping a single student to succeed in school is a worthy goal in itself, as we know what this means in terms of self-confidence, resilience and life opportunities. Helping every child does more than improve the lives of the students themselves – its effects are resounding in the population at large by creating a happier, healthier, and more prosperous generation.



”We envision an education system in which all children are offered opportunities to thrive, irrespective of their individual circumstances and capabilities.”

Our target group

Among the students who benefit the most from ILT Education's services, we typically find those with ADD/ADHD, dyslexia, and other learning disabilities (whether formally diagnosed or not) as well as those who speak a different language at home than what is used in school. For these children, school can feel like an endless uphill battle in every subject they study. Approximately 20 percent of all children belong to this group, while in some districts, they constitute the majority.

However, there are also other reasons why students struggle in school. For some children, it may be specific subjects that pose difficulties, or temporary challenges. Although the problem may seem less significant for these children, the impact on self-confidence can be equally debilitating. Providing immediate and adequate support can have a significant positive impact.

1/5th ≈ 13 million students

in the EU are underachieving in reading.

Source: European Commission

€350 billion

Economic cost in Europe due to literacy difficulties.

The challenge

Textbooks (and school systems in general) are usually tailored to suit the needs of the majority. This approach is logical as it addresses the needs of the largest group of students. However, for those who struggle, these materials often demand too high level of preexisting knowledge, skills, or language proficiency to be usable. Rather than serving as helpful aids in their learning journey, such materials can become formidable barriers.

The solution

ILT Education provides students with smaller, intermediate steps along their learning journey, enabling them to progress to higher levels, advance at a quicker pace, and enhance their self-confidence as they do so.

Key trends in our target groups

There is a concerning trend of declining academic performance among children in Western school societies. This trend is supported by multiple reports.

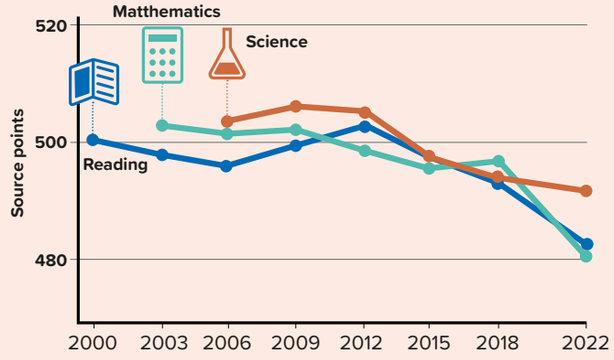
Pisa 2022

The Pisa 2022 study, released in the fall of 2023, revealed a notable downturn in the average reading and math proficiency among 9th-grade children in OECD countries. Contrary to common assumptions, the study indicates that this decline cannot be attributed to factors such as digitalization in schools or a high migrant population. Interestingly, migrants actually outperform non-migrants with similar socioeconomic backgrounds. These findings strongly suggest that other factors are responsible for the significant decline in reading and math skills.

The diagrams show megatrends that are affecting all of our societies. ILT Education has a clear role to play when it comes to support those who are lagging behind, and to create engaging content and solutions that improve the learning efficacy among students.

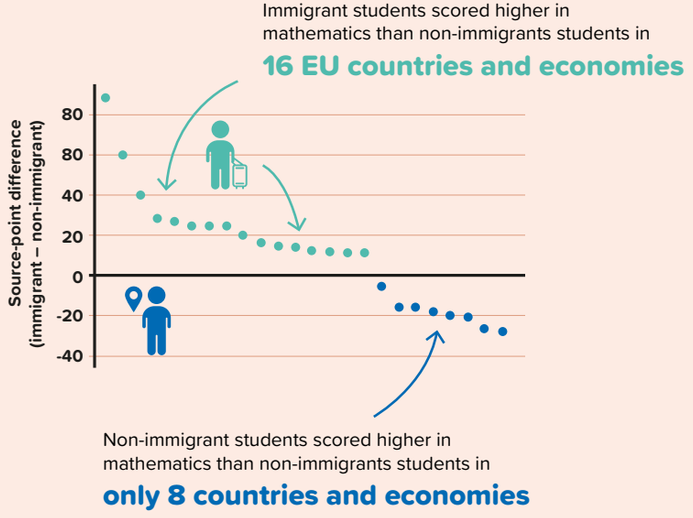
The performance in mathematics, reading, and science has significantly declined since the inception of PISA in the year 2000 ...

... and worth noting is that this decline occurred after a period from 2003 to 2018 when at least mathematics results remained statistically constant.



There is no significant performance difference between immigrant and non-immigrant students ...

... after accounting for socio-economic status and home language.



Our offerings

ILT EDUCATION OFFERS a variety of solutions designed to elevate students to new levels of achievement. We believe that our suite of digital support services is best utilized as a buffet, allowing each teacher to select the services they consider most suitable for each student, at any given moment, without requiring a formal diagnosis verification or lengthy approval process.

> "Moderate use of digital devices in school (up to one hour a day for learning activities) is related to higher academic performance, particularly in math."
>
> PISA 2022

Some products are more narrow, only addressing a narrow target group, and some services are designed for the whole classroom, but with special features for our key target age-groups.

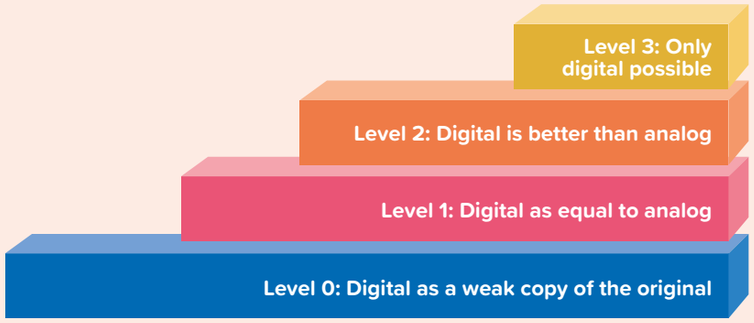
ILT Education is building a comprehensive palette of services with the intention to cover all age groups throughout the whole schooling system.

Polylino	Digital picture book service for pre-schools with a strong focus on supporting children's languages.
Polylino	An e-book service for school-age students, to encourage reading and that supports various reading difficulties. A wide selection of multilingual titles.
Inlästa Läromedel	All Swedish text-books narrated as audio-books, supporting pupils with reading difficulties.
Manabua	Educational film service containing multilingual films and exercises covering a broad spectrum of the curriculums content
giglets	An e-book service for school-age students, to encourage reading and that supports various reading difficulties. A wide selection of multilingual titles.
Educateit	An assessment tool for non-native Swedish speakers qualifying for studies or work.
aski raski	Aski Raski is an online program designed for phonics-based reading practice, aiding children in learning to read.
Nessy	Programs widely used for phonics, maths, typing and early reading instruction.
Fonologia	A deep-dive assessment tool to understand the underlying challenges a child with reading difficulties possesses.
Trovy	Trovy is a digital tool that fosters reading habits among students by offering engaging articles sourced from a variety of resources.
allbry	Bringing school counseling into the cloud to reach students where they are, with the aim of enhancing students' mental health.

Is digital always good?

ILT Education focuses on developing digital tools to aid students, particularly those requiring special support. In many countries, debates arise regarding the extent of digitalization in schools, with some arguing it has been overly pervasive. Some digital tools in schools offer limited value compared to their physical counterparts. However, at ILT, it's evident that the features and products we develop significantly enhance students' learning experiences. Special needs students are among the primary beneficiaries of digital tools, as they introduce novel learning methods. Features like multilingual books and audio support are either challenging to replicate physically, particularly for languages with limited resources, or inherently digital (such as audio). At ILT we benchmark our products towards the model below, to ensure that our products reach at least level 2 or 3 standards in various aspects.

We ensure that our products reach at least level 2 or 3 standards.



Quality assurance

Quality assurance is a crucial aspect of product development at ILT, with user research and accessibility serving as two fundamental pillars. Given our commitment to supporting struggling students, accessibility is a primary focus in our UX and UI design processes. We adhere to the guidelines outlined in the Web Content Accessibility Guidelines (WCAG) 2.1, in accordance with the EU accessibility regulation, for all new feature developments.

To gain insights into how our user groups perceive and utilize our products, we employ a variety of methods. Focus groups and user interviews are conducted regularly during the discovery phase of product design, allowing us to understand usage patterns and preferences for specific features and content. Additionally, we regularly distribute user surveys, including scheduled Net Promoter Score (NPS) surveys supplemented with additional questions, as well as targeted surveys to gather data on specific aspects of content and features. Product management and designers utilize product analytics to track product usage and make data-driven decisions aimed at improving usability.

Given that much of our product functionality relies on various types of content, we implement rigorous quality assurance processes to ensure the relevance and accuracy of all content releases. This includes multiple stages of proofreading, proof-listening, and script iterations between editors to maintain high standards of quality throughout our products.

"To gain insights of methods, to understand our users, to drive product development, and ultimately to maximize our impact.

Quotes from teachers

"I think it's a fantastic tool, both for students to form an understanding of various subject areas and to have different types of concepts explained to them."

MANABUA

"I find Polyglutt to be a wonderful tool for working in a systematic and meaningful way with read-alouds!"

POLYLINO PRE-SCHOOL

"Inlästa läromedel are very beneficial when one struggles to read for various reasons. It could be due to vision, understanding of pronunciation and context, lack of reading fluency, etc. Excellent for general knowledge acquisition. One can listen again and again!"

INLÄSTA LÄROMEDEL

"A large and great selection of books. Great that there are now also books with tasks."

POLYLINO SCHOOL

"Nessy is a wonderful, fun resource for dyslexia or anyone who finds reading and spelling tricky. It has strategies to support short term memory and shows you how to read and spell words using a phonetic programme."

NESSY

"An incredible variety of books that suit many different themes and groups of children."

POLYLINO PRE-SCHOOL

Nessy Learning – a veteran in education, a newcomer to ILT

In April 2024, ILT Education acquired the UK based company Nessy Learning. For over 25 years, Nessy has been at the forefront of educational innovation, advocating for children with dyslexia and ensuring they receive the support they need to thrive.

Mike Jones and Tiffany James

NESSY'S IMPACT GOES beyond dyslexia support; the company's programs are widely used for phonics, maths, typing, and early reading instruction. By collaborating with leading academics and adhering to the Science of Reading, Nessy has developed evidence-based tools to help children become confident learners.

The educational ethos behind Nessy

The foundation of Nessy's approach is deeply personal. The company was born from the struggles of its founder, Mike Jones, who was dyslexic himself. As a child in the 1970s, Mike was asked to leave four different schools because they lacked the knowledge and resources to support him.

"They didn't know better in the seventies," Mike recalls.

His turning point came when his mother, Pat Jones, stepped in as a dedicated homeschool teacher and sought out research-based strategies to help him overcome his difficulties. By applying these methods, Mike rose

to the top of his class and got a Law Degree at University. This experience ignited a mission: to ensure that no child would have to endure the same challenges.

”All the research shows that 95% of children with dyslexia, can learn to read, write, and spell just as well as their peers – if given the right tools early on,” says Mike´s partner and co-dyslexic Tiffany James.

That is why Nessy emphasizes early intervention, particularly for children aged 5-6, and makes its programs accessible online, allowing millions of children, including those in underprivileged communities, to benefit at a minimal cost.

”We wanted to use technology to provide help to many, including disadvantaged communities, at a low cost. Nessy’s core products primarily target children aged 4-12, although supplementary programs extend the reach to teenagers,” Tiffany explains.

The Science of Reading: a proven approach

Nessy’s methodology is grounded in the Science of Reading, a comprehensive body of research on how children learn to read. This approach has been known for years and is rooted in the Orton-Gillingham method, which was initially developed to support dyslexic learners. Despite its proven effectiveness, widespread implementation in schools has been slow. However,change is underway – countries such as Australia and the US are adopting these structured literacy methods into general education.

”Understanding the structure of language is key,” Mike says. ”Children need to break down words and learn in a structured, step-by-step way. A slower approach allows each student to have an individual learning experience. All succeed at their own pace.”

Milestones and achievements in 2024

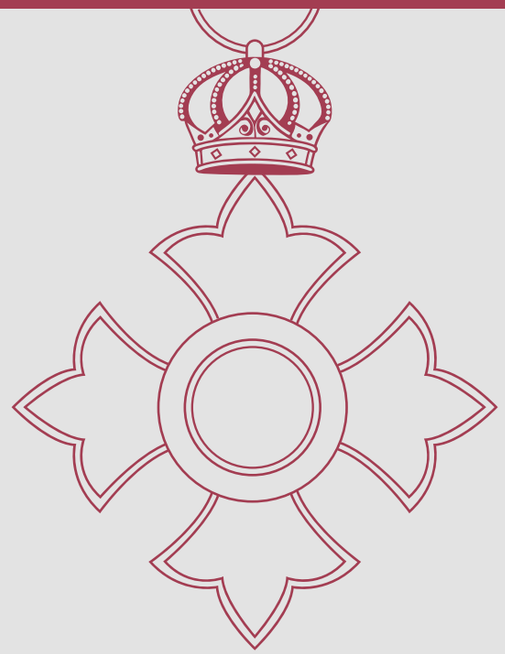
This past year has been particularly significant for Nessy. The company celebrated its 25th anniversary with a milestone event, reflecting on the journey so far and looking ahead to the future as a part of ILT.

Nessy has always been a forward-thinking brand, leveraging technology to enhance education. The company remains committed to innovation. Now the team is working together with the ILT experts to integrate artificial intelligence, while also reducing its environmental impact by eliminating waste associated with traditional paper-based learning.

Another major highlight was when Nessy was honoured with an award from the Institute for Black Literacy Empowerment. Unlike previous product-focused awards, this recognition acknowledged Nessy’s broader social impact – helping children who lack access to quality education. For the Nessy team, this award was particularly meaningful, as it recognized their work in supporting marginalized communities globally.

”It really spoke to us,” Mike says. ”Many children don’t have the means, and this award was recognition of the work we’ve done. An important part of the company has always been to give to those who otherwise wouldn’t have the support,” he emphasizes.

With a strong foundation in the Science of Reading and a commitment to social equity, Nessy is set to continue its impact for the next 25 years and beyond.



Pat Jones went on to set up her own Dyslexia Schools and founded the Dyslexia Trust. She was awarded the OBE (Officer of the Most Excellent Order of the British Empire) from the Queen for her services to education.

> “It really spoke to us, many children don’t have the means, and this award was recognition of the work we’ve done. An important part of the company has always been to give to those who otherwise wouldn’t have the support,”
>
> MIKE JONES, NESSY LARNING

Facts

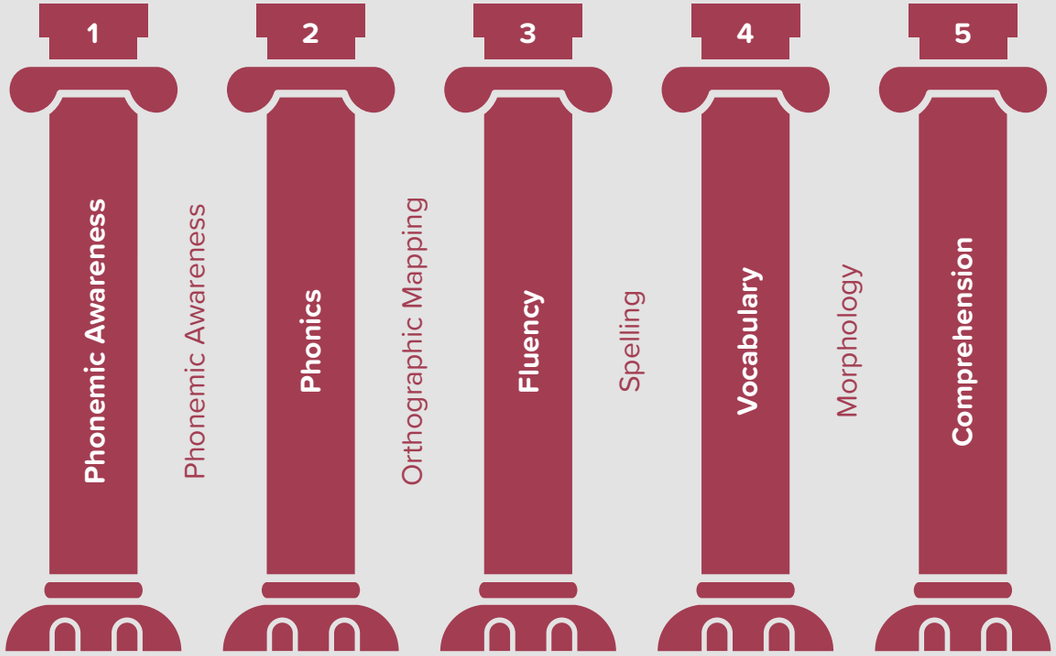
The Science of Reading

The Science of Reading breaks down language into structured components, allowing children to process words in a more manageable way. Unlike traditional methods, it provides an individualized learning pace, ensuring that each child can succeed on their own terms.

Five key components:

1. **Phonemic Awareness** – Recognising and manipulating sounds in spoken words.
2. **Phonics** – Understanding the relationship between letters and sounds.
3. **Fluency** – Reading smoothly with accuracy and expression.
4. **Vocabulary** – Developing a strong word bank to improve comprehension.
5. **Comprehension** – Understanding and interpreting what is read.

5 pillars of Literacy



The Empowerment in Action Award

During the year, Nessy Learning, received the Empowerment in Action Award, part of the **YOU Matter! Excellence in Education Awards**. This prestigious honor recognizes an organization that has made significant strides in uplifting historically marginalized communities through literacy and education.

*"For over two decades, **Nessy Learning** has been a global leader in literacy education, breaking down barriers to ensure that all children – regardless of background – have access to evidence-based reading instruction. Under the visionary leadership of **Mike Jones and Tiffany James**, Nessy has not only developed innovative educational tools but has also actively fostered partnerships with advocacy groups, parents, and literacy organizations worldwide. Your unwavering commitment to equity in education has made Nessy a trusted ally in the fight for literacy access for all."*

THE INSTITUTE FOR BLACK LITERACY, USA

Where we operate

ILT OPERATES IN nine countries, offering a diverse range of products to schools and districts. Currently, our presence spans Sweden, Finland, Norway, Germany, France, the United Kingdom, the United States, Canada, and Australia.

Our selection of these markets is based on our assessment of where we can have the greatest impact. Several characteristics increase the likelihood of making a meaningful impact in a country.

- **Digitalization level:** School systems with a high level of digitalization are more inclined to adopt our products. If digitalization levels are lower, there should be a clear path towards increasing them.
- **View on special needs:** School systems with a positive stance on supporting children with special needs are more receptive to our products.
- **Multiculturalism:** Countries with diverse populations and significant immigration flows have a heightened need for our products. Additionally, it's advantageous if the society and educational system support the use of children's first languages alongside the majority language in schools.
- **Centralized purchase decisions and budget flexibility:** We prioritize markets where purchase decisions can be made at the municipality or school district level to achieve scalability in our business. Flexibility in budget allocation is crucial; systems with rigidly regulated budgets pose greater challenges for penetration.

WE REACH APPROXIMATELY

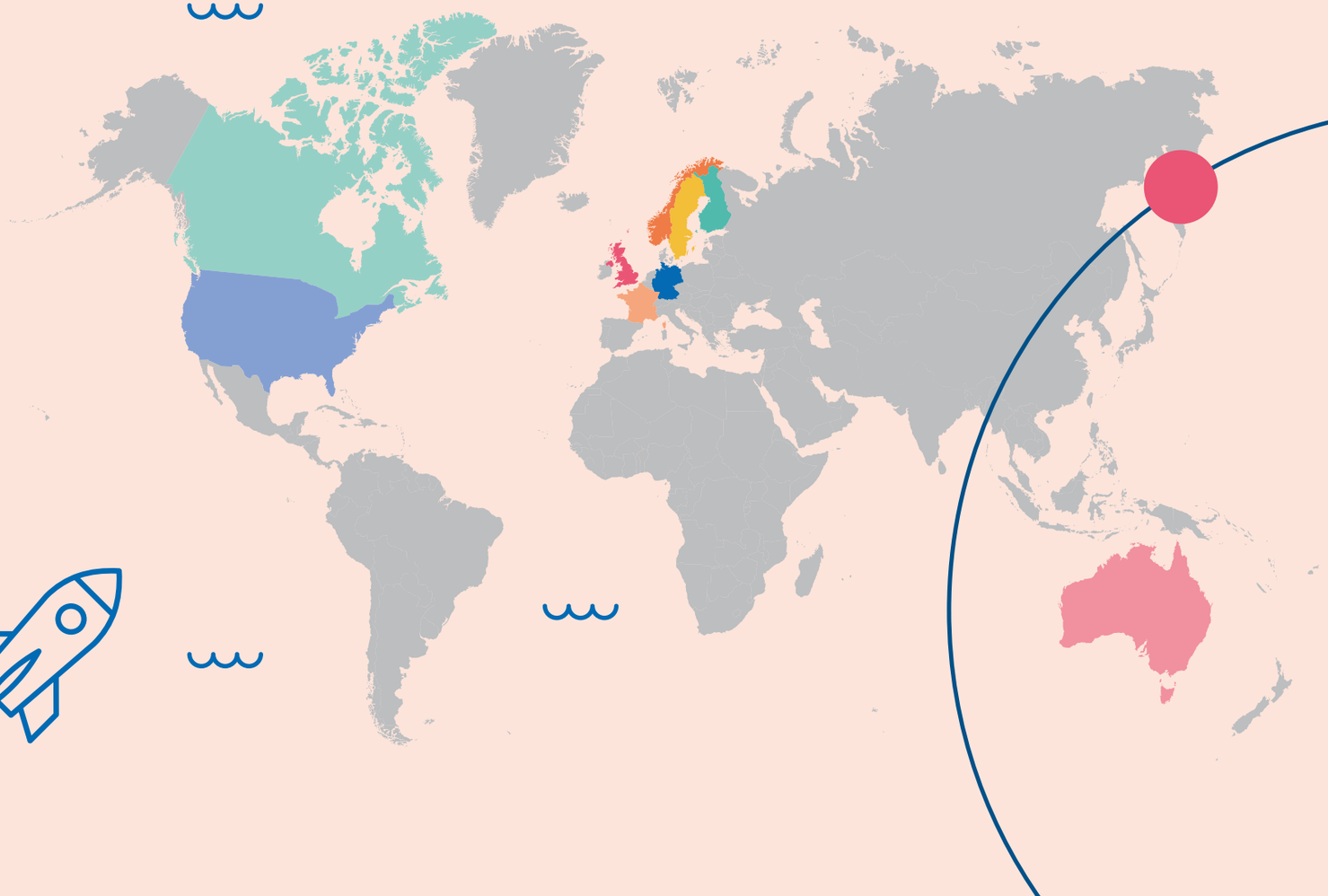
5 000 000 students*

* Our definition of reach is how many pupils are reached by each of our products. Therefore, if a student interacts with multiple products, they are counted multiple times to accurately represent our total reach across all our offerings. The figure applies excluding products from Nessy, Aski Raski, and Educateit, as well as the new markets in the USA, Canada, and Australia.

Beyond Swedish borders

Our impact footprint is expanding far beyond Sweden's borders. These are the countries we are currently operating in – and we are constantly expanding.

- Sweden
- Great Britain
- Canada
- Norway
- Germany
- USA
- Finland
- France
- Australia



Our team

WE EMPLOY APPROXIMATELY 180 people in our nine countries. We highly value our employees and prioritize ensuring a healthy workplace, fair working conditions, and motivating goals. To achieve this, we conduct quarterly employee surveys, which serve as the basis for organizational development and the implementation of initiatives.

Performance review

We continually monitor our employees' performance through regular one-on-one sessions, where the immediate manager is responsible for conducting these ongoing performance reviews. It is essential to clearly define the goals we are working towards, what metrics are being used to measure progress, how tasks should be prioritized, and the employee's development aspirations. The previous year's performance is summarized in an annual discussion held in spring, coinciding with the salary review.

During our employee evaluations, we assess adherence to our values, alignment with company objectives, and overall contribution to the organization. We celebrate and reward success collectively, recognizing that every employee plays a crucial role in the company's achievements.

Sustainable work life

We operate as a learning organization, fostering knowledge-sharing and continuous development of individual and group competencies, with a focus on thought leadership. We ensure that our employees have opportunities to utilize their skills and grow by learning new things and contributing their knowledge to the organization.

We prioritize work-life balance and encourage employees to take ownership of their schedules, allowing for flexible work arrangements that benefit both the company and the individual. Equality between men and women in balancing family and work commitments is paramount to us.

We provide wellness allowances to our employees, the specifics of which may vary depending on the country and organizational regulations. Additionally, we offer an annual digital health survey to all employees, granting them free access to counseling support from licensed nurses, aiming to proactively address employee health. Alongside these initiatives, we provide competitive salaries, pension plans, and sickness benefits to our employees.

SHE Index

We prioritize gender equality in our processes and daily operations. At ILT, we have clear policies and guidelines for gender equality, harassment procedures, fair pay processes, and competency-based recruitment. We also undertake annual follow-ups in this area, utilizing the SHE Index.*

60 points

She Index for 2024

This value is ranked as "High".

*The SHE Index is a tool that assists companies in scrutinizing, comparing, and enhancing their efforts in inclusion with a focus on gender.

Looking Ahead

One of our key focus areas for 2025 is Diversity & Inclusion training. We will also review and further develop our recruitment process to ensure diversity and inclusion.

Employee Key Metrics ILT, all countries*

YEAR	2024	2023	2022
Average number of employees**	**74**	69,5	65,5
Percentage of men/women	**46 % / 54 %**	37 % / 63 %	38 % / 62 %
Gender distribution management (M/W)	**75 % / 25 %**	63 % / 37 %	63 % /37 %
Total sick leave % (Sweden)	**2,79 %**	2,82 %	4,45 %
Number of accidents	**0**	0	0
Number of reported incidents	**0**	1	1

(Excluding Giglets, Aski Raski, Educateit)

**number of employees at the beginning of the measurement period
+ number of employees at the end of the measurement period / 2

Our values

We're a value-driven company and we believe in a higher purpose. We're truly passionate about our products, and every day we strive to make a difference for many children and students around the world. We're optimistic, open to challenges and believe that everyone has the right to an equal education.

Our values are;

Drive
We are driven.

Impact
We make an impact.

Trust
We build trust.

ESG Policies

Our policies on corporate responsibility provide a frame of reference that guides us in all business decision making at all levels, informing us on how we must always approach opportunities and risks. Our Policy Framework ensures a solid and appropriate foundation and obligations that drive our future work. The commitments set forth in our policies apply to all ILT Education operations, staff, business relations and activities.

We expand the Policy Framework with additional relevant policy commitments when appropriate for our business conduct. Part of the work of corporate responsibility also entails a responsibility in our customer and value chain.

OUR POLICIES

- Global work environment policy
- Global policy against abusive discrimination
- Diversity & Inclusion policy (under construction 2024–2025)
- Code of conduct
- Anti-bribery and anti-corruption policy
- Data privacy and IT security policy

Key Messages in our policy commitments

Anti-bribery and -corruption
We are committed to always remain on the right side of business practices, conforming to all relevant international legislation, seeking always avoid any form of corruption or bribery.

Human rights
ILT Education is committed to upholding and furthering its duty to respect human rights for all people as outlined by the United Nations Universal Declaration of Human Rights, the ILO Declaration on Fundamental Principles and Rights at Work, the UN Global Compact, the UN Guiding Principles on Business and Human Rights and other relevant governing laws and regulations.

Advisory Board

TO VERIFY OUR efficacy and also ensure that future product improvements are in line with the latest research we have engaged an Advisory Board consisting of researchers in the field of literacy and multilingualism. The board meets on a regular basis and is available to management when product topics arise

Our Advisory Board consist of the following

Barbro Westlund holds a PhD in Didactics and is a former lecturer in reading and writing development at Stockholm University. She has a long-standing background as a primary school teacher and later as a teacher educator at Stockholm University. Furthermore, she has authored educational literature aimed at both preschool and primary school levels. Barbro Westlund was also entrusted by the Swedish National Agency for Education to write a knowledge overview concerning the complexity of reading comprehension and to write the teacher's guide for Polylino.

"As a member of the Advisory Board, I see it as an important and very exciting task to be a channel towards current research and proven experience.

In practice, this means trying to ensure the quality of the products that are under development or are already launched by ILT Education, while at the same time ensure that the products are educational, easily accessible and applicable."

BARBRO WESTLUND

Anna Eva Hallin is a licensed speech-language pathologist with a doctorate from New York University. Her focus in research and teaching lies in language, reading, and writing development and difficulties in children and adolescents, particularly language disorder/DLD and dyslexia. She is an associate professor at the Division of Speech and Language Pathology at Karolinska Institutet, where she teaches and conducts research. Anna Eva Hallin also disseminates research-based knowledge on these areas through blogging, lecturing, writing books/chapters, and advocacy.

Monica Axelsson is a professor emerita in bilingualism and Swedish as a second language. Her research has centered on the development and teaching of Swedish as a second language for children of all ages and adults. Studies in Sweden's Sámi schools have focused on how both Sámi and Swedish are integrated into the curriculum. Through the establishment of the concept of subject literacy, the dual task for, for example, newly arrived individuals to both learn the Swedish language and simultaneously develop their skills in various school subjects has been highlighted.

CHAPTER 4

MEASURING TARGETS

How we measure impact – our key areas

IN COLLABORATION WITH Trill Impact, our owners since 2021, we have established methodologies to assess our impact. As impact is ingrained in our core, measuring it also serves as a gauge for our business performance. The more impactful our services are, the more entrenched they become in the market. We've categorized our impact measurement into three areas:

Reach: ***How many pupils/students do we engage?***

Scale: ***How many actually utilize our services?***

Depth: ***What effect does it have on the pupils/students?***

We set targets for each area and closely monitor them. Achieving these targets influences all facets of the organization: sales, marketing, customer care, product development, etcetera.

Impact target 1: Reach

THE EFFECTIVENESS OF our services, no matter the country or type, depends on how widely they are used. The more users we reach and user needs we address, the greater our impact – getting our services to more customers is therefore essential to increase our societal impact. (See Outreach KPI on page 23.)

Our commercial team — marketing and sales — is responsible for ensuring successful market entry. Our impact target ”Reach” measures how well we reach new customers.

Although closely linked to sales targets, factors like pricing differentiate it. Lower prices may attract more customers but might not support sustainable product development. Nonetheless, often these factors align, as new business models may incentivize greater service usage despite lower spending.

Looking ahead →

To expand our reach, we aim to introduce our products to more schools and local authorities across our regions. Some of the initiatives planned for 2025 include:

- Launching a new product, Kide Science, in several of our markets.
- Expanding the reach of some of our existing products into new markets.
- Continuing our work on product integration to reach new target groups and enhance the user experience.

Impact target 2: Scale

REACHING MANY USERS through paid licenses is pointless if they don't use the services. Hence, we also measure usage — how much users engage with our services.

Usage is affected by multiple internal factors:

- Onboarding - how well do we ensure that teachers and students that have a license get the inspiration and knowledge to actually use the service.
- Product - how compelling, easy to use and efficient the service is.
- Product market fit - how relevant the product and service are.

This impact KPI affects many parts of the organization, and it is important that we constantly work with feedback from customers to ensure that the services fulfill their purpose and attract usage.

Engaging Users

Engaging users, often teachers, is important in promoting product usage. Examples of such activities include:

- Advent Calendar for Polylino Pre-school: Every year, during December, we launch an advent calendar that teachers can use to create engagement from children in Polylino Pre-school. The advent calendar includes one lesson-tip per day, including both content from Polylino but also activities to be done outside of Polylino.
- "Läslyftet with Polylino" – to show Polylino School as a pedagogical concept that is easy to translate to classroom activities, we have created a guide where teachers in a school can discuss and develop their usage of Polylino together, based on the various methodologies that are listed in the teacher guide.
- Reading events with Giglets: Giglets regularly creates online events where Giglets stories are read in an engaging way to thousands of students in classrooms. This creates strong engagement from teachers and students to encourage them to further engage with the product.

Being close to our customers

A key area to ensure schools are using and improving their usage of our service lies with the Customer Success teams that are deployed across all our markets. These teams ensure proper onboarding and follow-up during the course of the customer journey. This activity also includes aspects such as:

- Online tutorials and inspiration for customers.
- Comprehensive training materials for all products and use-cases.
- Close follow-up with customers falling behind in usage. We have advanced BI-tools that help us identify and prioritize customers that do not show strong usage of our services.

Impact target 2: Scale

Roadshow 2024 – Aski Raski

Aski Raski was:

Presented in

7

Swedish cities

With approximately

50

participants at each location

Our educators delivered

53

training sessions

Reaching a total of

2,433

participants

Aski Raski Roadshow 2024

During the year, we introduced the Norwegian-developed Aski Raski to Sweden – a solution entirely focused on phonics-based learning. In the spring of 2024, we conducted a roadshow where Aski Raski was presented in seven Swedish cities.

”Giglets regularly creates online events where Giglets stories are read in an engaging way to thousands of students in classrooms.”

Impact target 3: Depth

HIGH REACH AND usage are pointless if they don't positively impact student learning. Measuring learning outcomes is challenging and influenced by various factors.

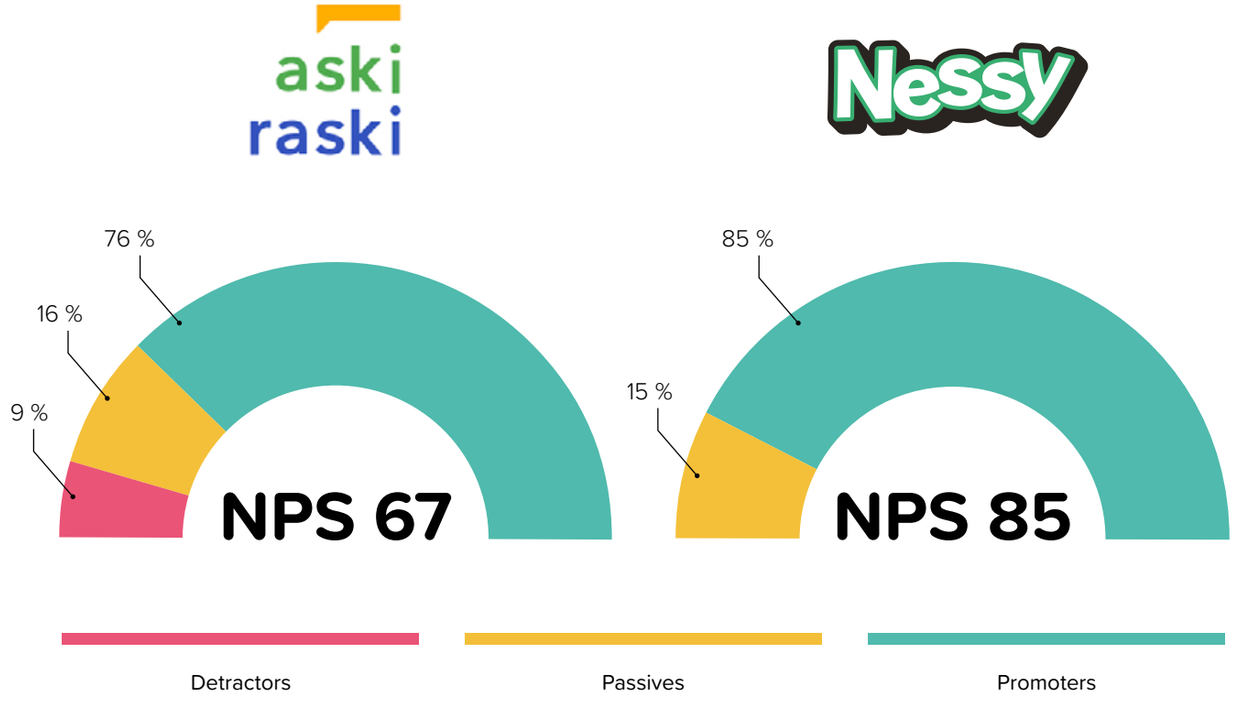
While most of our products lack built-in assessment tools, we rely on teacher surveys to gauge effectiveness. We conduct these surveys, along with Net Promoter Scores (NPS), biannually to track results.

On the right-hand side, you can see examples of Net Promoter Scores for 2024.

Looking ahead →

Prioritizing evidence of effectiveness is crucial for ILT Education. By doing so, we can ensure that platforms are not only effective in improving target skills, but also engage teachers and/or students, personalize learning experiences, inform decision-making, and build trust among educators, administrators, and parents.

Collaborating with WIKIT, a university spin-out providing research evidence services to leading EdTech companies through a network of specialized researchers, we're developing a Logic Model and Theory of Change. This lays the foundation for a research plan to further gather evidence of the efficacy and impact of ILT products.



NPS stands for Net Promoter Score, a common method for measuring customer satisfaction. The question asked was: *How likely are you to recommend the product to a colleague?* Scores above 50 are considered excellent. Scores of 70 or higher are deemed world-class.

Impact Measurement Aski Raski

During fall of 2024, Aski Raski initiated a standardisation process for the Norwegian assessment inside of Aski Raski. By the time this project is completed 6,700 students will have been assessed by their teachers three times throughout the academic year. This will provide us with new, norm-referenced benchmarks, leading to:

- Improved impact measurement with fewer sub-tests for certain year groups
- More precise and targeted interventions
- A more accurate representation of results and benchmarks

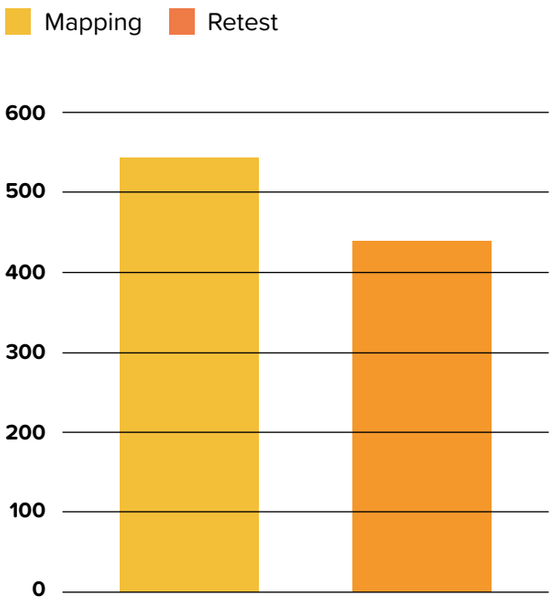
Throughout the year, we have also maintained direct contact with Norwegian schools that have utilised Aski Raski's literacy courses for entire classes of Year 3 and Year 4 students. We have collected results from these schools both before and after the intervention period. These impact measurements from one of the schools indicate that:

- Students read **104.7 seconds faster** during the reassessment compared to the initial assessment, representing an **average increase of 19.2%**.
- Students make an **average of 9.8 fewer errors** in the reassessment compared to the initial assessment, equating to an **average error reduction of 53.5%**.

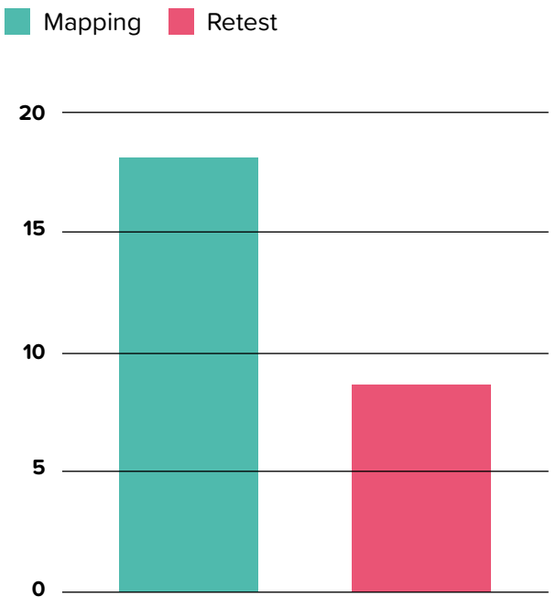
Similar results are shown from other schools following the same process.

These findings demonstrate the effectiveness of our literacy courses and reinforce the importance of data-driven standardisation in improving educational outcomes.

Facts



Seconds



Errors

Example 4th grade: 543.7 seconds on average during the first assessment. 439 seconds on average during the second assessment. 18.2 errors on average in the first assessment, 8.5 errors in the second assessment.

How digital tools are used in Swedish preschools

The government has tasked the Swedish National Agency for Education (Skolverket) with reviewing the use of screens in preschools. The aim is to build an evidence-based understanding of how digital screens are used within early childhood education and to promote a balanced and responsible use of technology.

In 2024, we at ILT Education conducted our own survey on screen time in preschools, with responses from 350 preschool educators.

The results clearly show that Swedish preschool educators are mindful in their work and that passive screen time (such as watching films), which is common at home, is virtually absent in preschools. Instead, educators lead book discussions using a large screen so all children can participate.

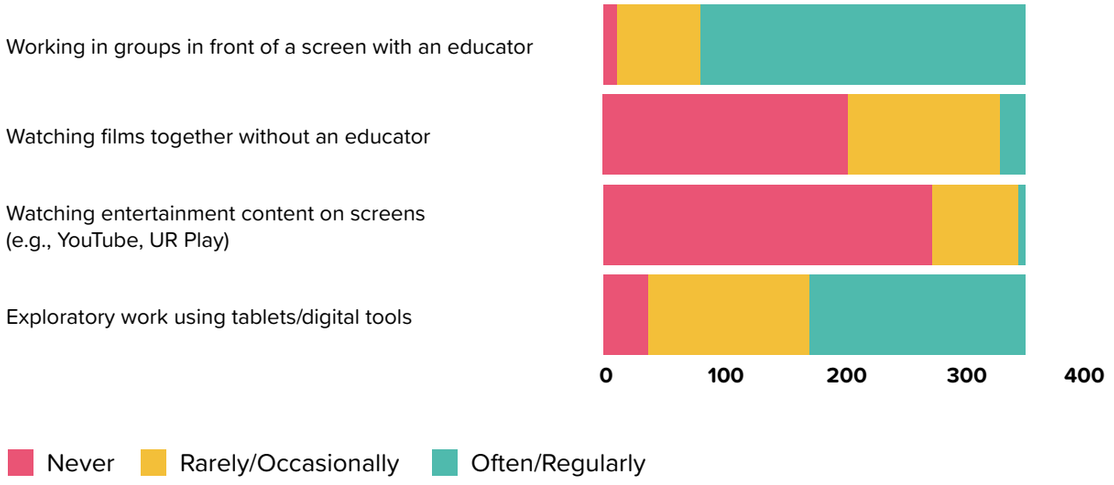
The survey also shows that nearly 100 percent of educators believe our product Polyglutt contributes to increased reading in preschool, promotes inclusion, and enhances children's language comprehension.

Our survey indicates that the two most common activities are:

- "Working in groups in front of a large screen with an educator (e.g., reading books)"
- "Exploratory work using tablets or other digital tools in groups (e.g., photography, magnification, stop-motion animation)"

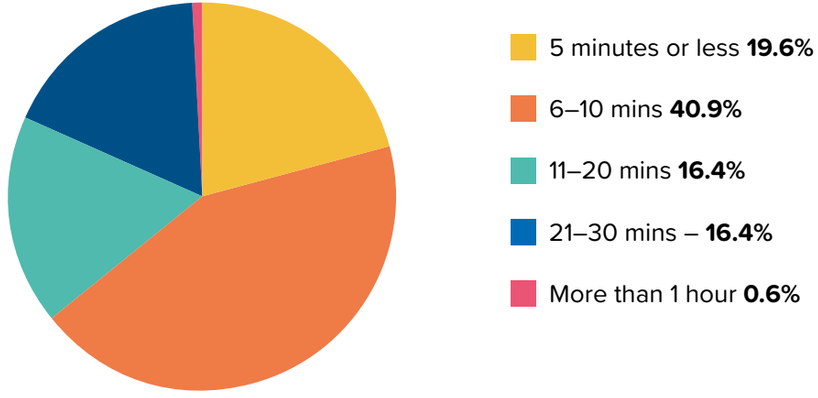
Independent screen use is rare or non-existent.

"How would you describe the children's interaction with screens in preschool today?"



It's easy to assume that the government's concerns stem from what many see at home — children glued to screens without much thought to educational content or interaction. The charts show that reality looks very different in Swedish preschools.

Roughly how much time per day do preschool children spend on average in contact with digital screens/devices (regardless of the type of use)?



A full 90% of all preschool educators report that their children are exposed to screens or digital devices for less than 30 minutes per day. Nearly 60% say it's under 15 minutes. Preschools are already largely screen-free today.

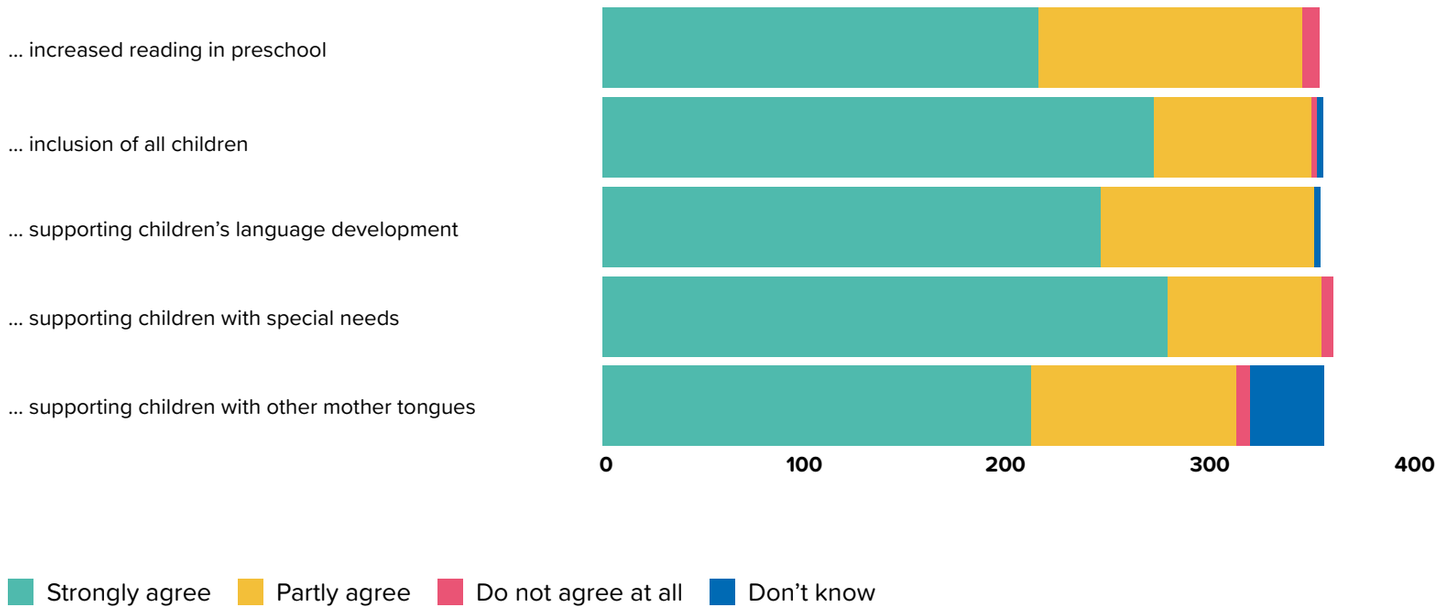
Polyglutt

POLYGLUTT IS a digital library of picture books available in around 70 languages. It aims to increase access to and availability of literature in preschools, thereby boosting reading and language development among preschool children.

We took the opportunity to explore how Polyglutt is used in Swedish preschools. The responses are clear:

- 85 percent said that reading with Polyglutt in larger groups in front of a screen with an educator is the typical use.
- About 35 percent also reported that reading for children with a different mother tongue is one of the most common uses.

"Polyglutt contributes to ..."



CHAPTER 5

MANAGING RISKS

Decreasing our footprint

AT ILT WE closely monitor various areas of ESG (environmental, social and governance) to ensure we comply and exceed market expectations.

Here are the actions continuously taken to gradually decrease our carbon footprint on the market:

- "Train first" policy for traveling, when possible.
- Reduce amount of traveling, by the use of online-conferences.
- Our car policy only allows for electric cars when fleet is renewed (we however only have a few company cars).
- Green electricity is enforced in our headquarter office.

Environmental Key Figures According to the Greenhouse Gas Protocol (GHG)

ILT Education's own greenhouse gas emissions have been calculated in accordance with the standards of the GHG Protocol. The chart presents the greenhouse gas emissions for Scope 1, Scope 2, and Scope 3.

Scope 1: Direct emissions of greenhouse gases.
Scope 2: Our own indirect emissions.
Scope 3: Indirect emissions through the purchase of goods and services.

Emission data/calculations from Normative. Emissions are reported in tonnes of carbon dioxide equivalents, CO_2e. The data presented excludes acquisitions.

	SCOPE 1	SCOPE 2	SCOPE 3
2024 (tCO_2e)	0,67	5,96	795,51
2023 (tCO_2e)	1,44	3,94	690,83
2022 (tCO_2e)	2,44	4,12	629,80
2021 (tCO_2e)	3,15	5,43	650,87

Emissions from data centers

AS A SAAS (Software as a Service*) company, with a limited number of sub-suppliers and no physical production, we have a good starting point in terms of greenhouse gas emissions.

By using cloud provider AWS (Amazon Web Services**), ILT can save over 70 % carbon emissions according to a study by AWS. AWS is also moving towards 100 % renewable energy for powering all their data centers by 2025.

Also, by shifting the technology used in AWS, ILT is on a path to build more sustainable applications. For example, we are shifting to more on-demand and auto-scaling technologies like ’serverless’ and arm64 processors. This means that resources are power efficient and provisioned only when requested by the user/application.

During 2024, we had total emissions of 0.037 MTCO2e (metric tons of carbon dioxide equivalent) in AWS.

* Software as a Service, a software distribution model where applications are hosted by a third-party provider and made available to customers over the internet.

** Amazon Web Services, a cloud computing platform provided by Amazon.com.

”During 2024, we had total emissions of 0.037 MTCO2e (metric tons of carbon dioxide equivalent) in AWS.”

CHAPTER 6

KEY EVENTS

Key events of 2024

- In April we completed the acquisition of the UK Based dyslexia leader Nessy Learning. Nessy is the most trusted solution for 3 500+ schools to support reading development among children with dyslexia.

  Nessy has also recently launched a solution to support children with dyscalculia (a disorder affecting the ability to learn math-related skills). Over the years, Nessy has emerged as a reputable brand and leading voice in the academic dyslexia-community around the world.

- Additionally, in the spring of 2024, we launched the Norwegian-developed programme Aski Raski in Sweden. Aski Raski is a web-based reading training programme that facilitates the administration and implementation of personalised exercises to strengthen decoding skills.

  The programme is equally useful in primary schools, adult education, and Swedish language instruction for all new residents in Sweden.

- Our multilingual picture book service Polylino won the British Teach Early Years Awards 2024 for the language and literacy category. Since we kicked off in the UK back in 2021, our dedicated team has given it their all to champion this incredible product in nurseries all over the country. In 2023 when we first decided to enter the Teach Awards in this category, we received “Highly Commended” and now we are the winners.

- In late 2024, we entered discussions regarding a partnership with Kide Science to expand access to innovative, play-based STEM learning in European kindergartens and preschools.

  Kide Science was founded in Finland and is rooted in years of academic research at the University of Helsinki. The programme currently reaches over one million children across more than 30 countries.

ILT Education

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