

# Impact report 2025

INCREASED AND INCLUSIVE LEARNING



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Driving impact through helpful products

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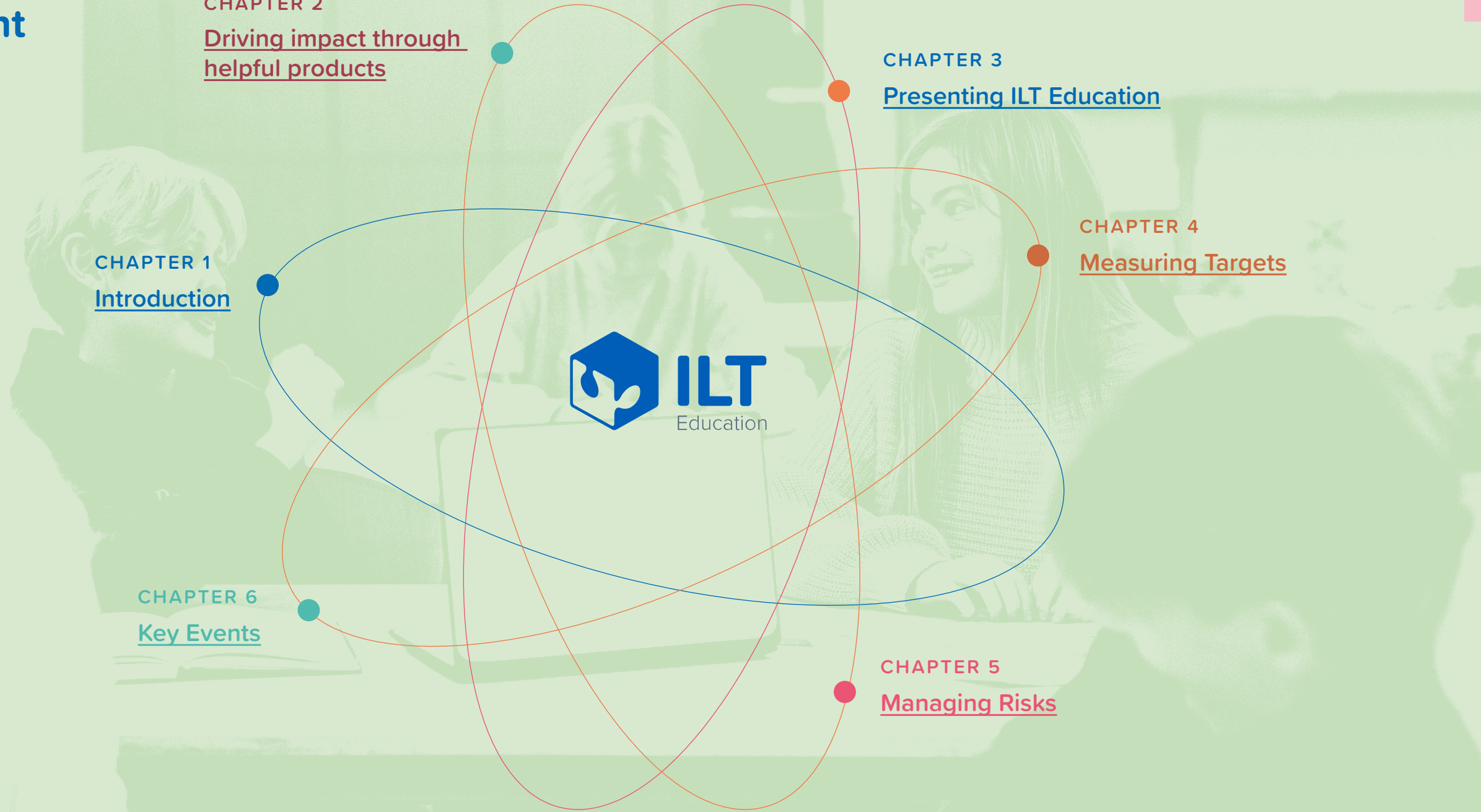


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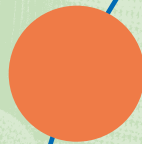
## CHAPTER 6

### Key events

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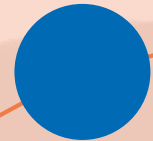
*Navigate with home button and clickable links!*



**“With strong knowledge, impactful products, and highly engaged teams, ILT has become a leading provider of digital educational tools.”**

## 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

**Amid the uncertainty that shaped the global landscape in 2025, it also became a year that reinforced something important for us at ILT Education – that what we do truly matters. Education and the advancement of knowledge, whether in primary schools or across other parts of society, remain perhaps the strongest counterforce in a world where democracy and science are increasingly being challenged and questioned.**

**OUR ENTIRE PRODUCT PORTFOLIO** is built on the ambition to empower individuals by providing them with the right tools for learning. Ongoing debates around education and pedagogy – from the continued discussion on phonics in Sweden throughout 2025, to the growing international focus on screen time – highlight that ILT Education has a meaningful role to play in several of today's key societal discussions.

## Strengthening our focus on evidence-based methods

Our products are always grounded in scientific methodology, and to further strengthen the link between method and outcomes, we are now introducing the role of Chief Science Officer.

This role will ensure that both current and future products are fully evidence-based, while also reinforcing our efforts to conduct studies and measurements that clearly demonstrate the value of our offerings.

## Educateit driving growth in adult education

The Swedish company Educateit has experienced strong growth since our acquisition, driven in part by an increased focus on the importance of language proficiency among professionals in healthcare and elderly care. Interest is expected to continue rising, as new Swedish legislation coming into effect in July 2026 will introduce formal language requirements for employees in elderly care.

“Ongoing debates highlight that ILT Education has a meaningful role to play in several of today's key societal discussions.”

Educateit has successfully demonstrated how language assessments can contribute to a more inclusive society. By enabling fair and effective evaluation of language skills, more individuals are given the opportunity to make a meaningful contribution based on their own capabilities, through access to education at the right level.

Strong and committed founders have been a key factor behind Educateit's success, and we are pleased that they have chosen to continue their journey as part of ILT Education.

For us, the acquisition of Educateit represents an important step in broadening our portfolio beyond primary and secondary education, enabling us to support individuals outside the traditional school system in taking their next steps.

### A growing and increasingly integrated ILT family

During the year, we launched Aski Raski – our digital tool for early reading development – in Sweden, Norway, and the United Kingdom. Interest has been strong, particularly considering increasing demands for evidence-based methods, where Aski Raski effectively applies phonics, widely recognized as the most effective approach to learning to read. In Sweden's new national curriculum, phonics is proposed as the mandatory method for reading instruction from 2028.

We have also launched Kide Science in Sweden – a tool for playful STEM learning that complements our literacy-focused services by introducing learning through simple experiments, exploration, and storytelling for children in preschool and early primary education.

Our recent acquisitions, Nessy in the UK and MOBIDYS in France, have been successfully integrated into the ILT family. Both address the significant challenges faced by children and young people with dyslexia – Nessy through its well-established learning platform, and MOBIDYS through its adapted e-book format, FROG books.

**“At times, it truly feels as though one plus one equals three – even in a company built on scientific learning.”**

### Together we add up to more

At times, it truly feels as though one plus one equals three – even in a company built on scientific learning. This was evident when Educateit became part of ILT Education, and we nearly doubled Educateit's revenue over two years.

It was equally clear in how our shared organization enabled us to support our new colleagues at Nessy.

And perhaps most notably, it was something we all experienced during our employee days in Sandhamn in September – a highlight of the year, where colleagues from across the ILT family came together to exchange ideas, strengthen connections, and build inspiration for the year ahead. Thank you to all of you.

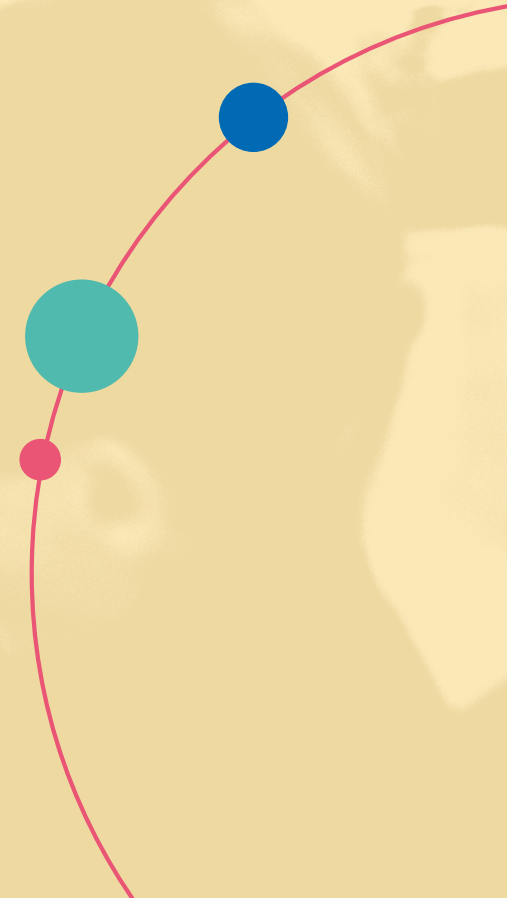
With strong knowledge, impactful products, and highly engaged teams, ILT has become a leading provider of digital educational tools. We continue to grow – with new products, new markets, and new customers. As discussions around scientific rigor and evidence-based methods gain greater prominence, we are confident that we are well positioned, together, to contribute meaningful answers.

JAKOB SKOGHOLM, CEO



## 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.

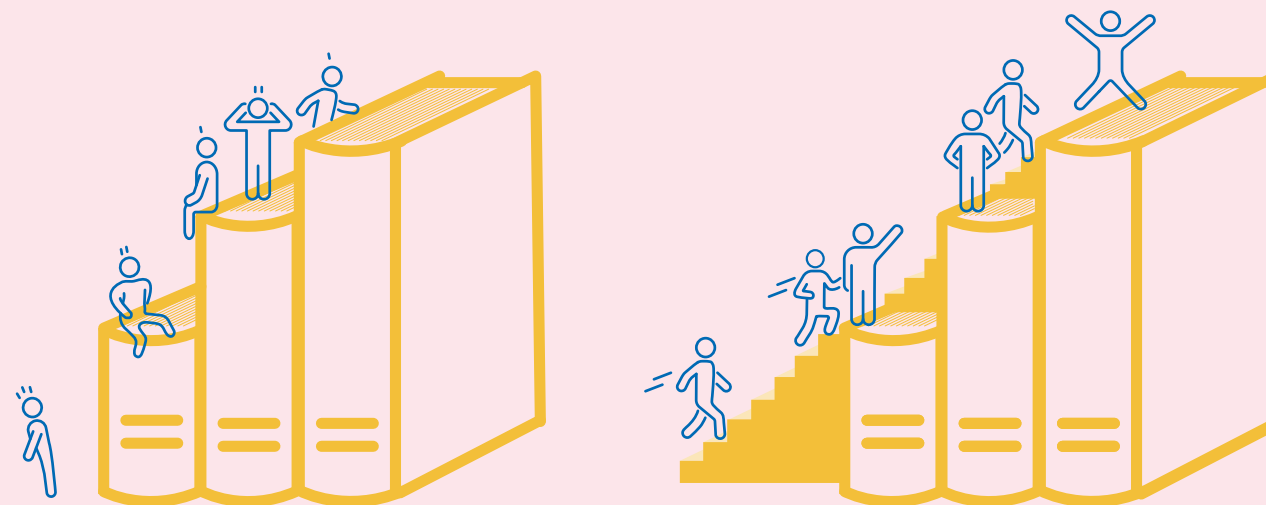
Helping a single student to succeed in school is a worthy goal in itself, as we know what this means in terms of self-confidence, resilience and life opportunities. Helping every child does more than improve the lives of the students themselves – its effects are resounding in the population at large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



**1/5<sup>th</sup> ≈ 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.

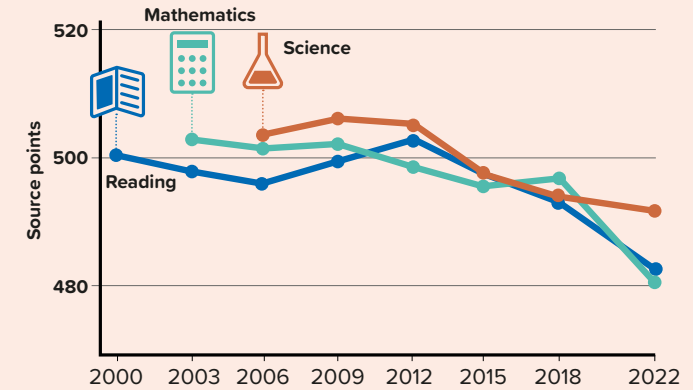
## Pisa 2022

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.

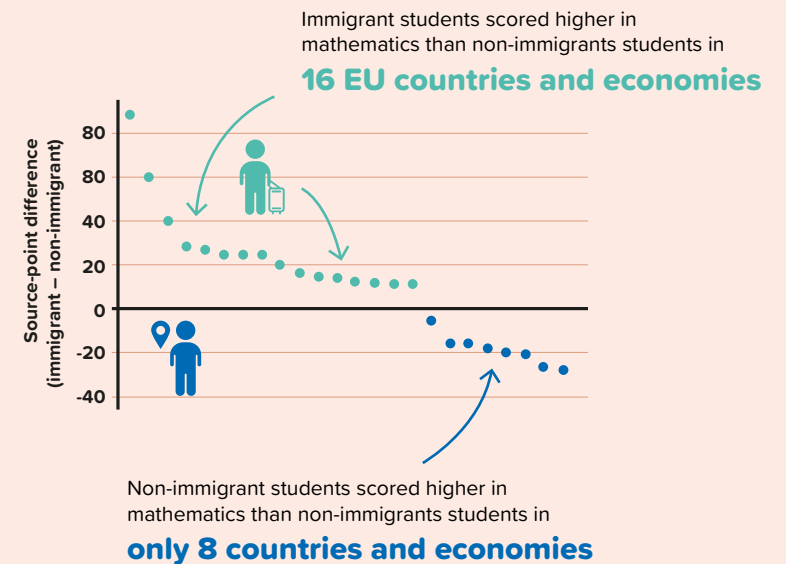
The performance in mathematics, reading, and science has significantly declined since the inception of PISA in the year 2000 ...

... 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.

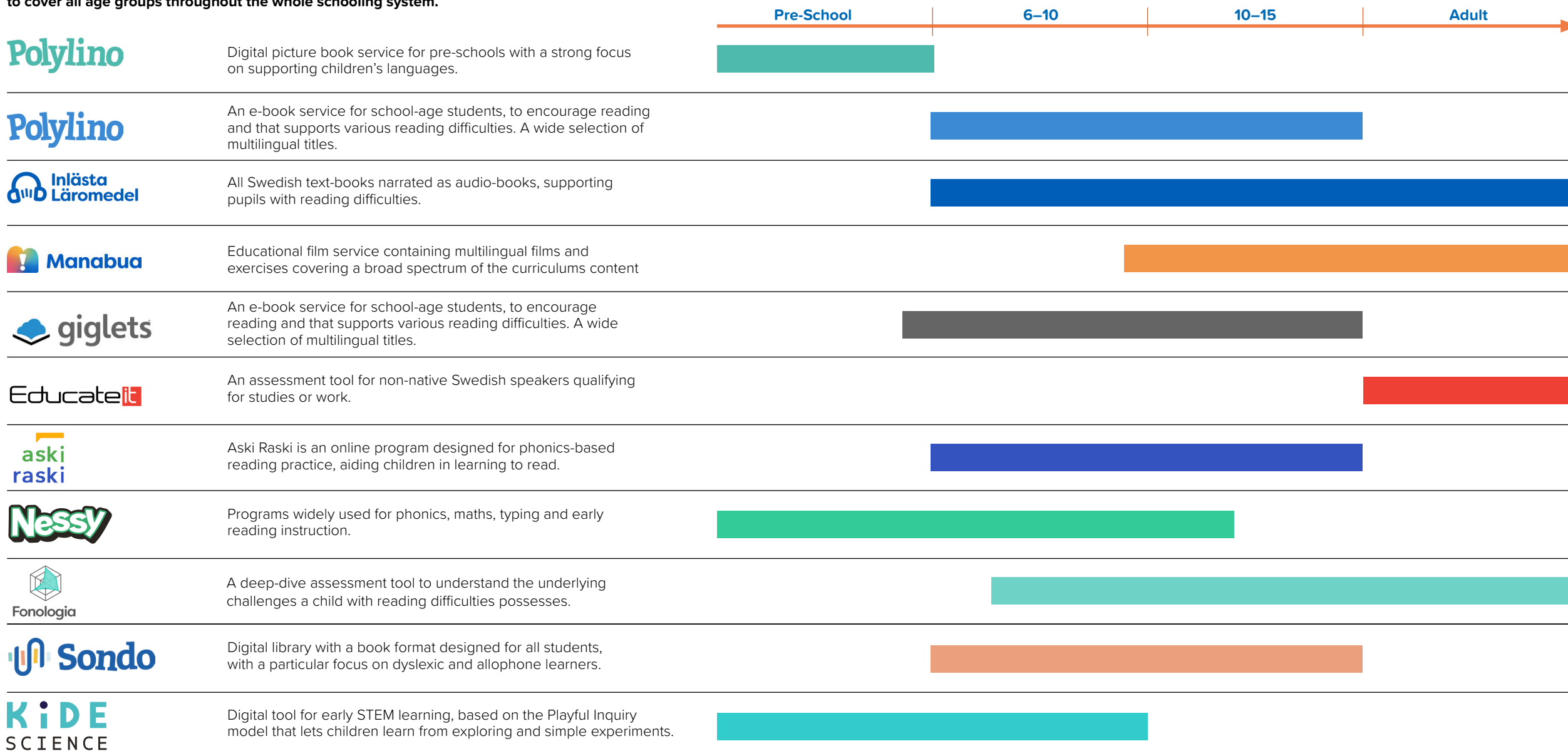
“Moderate use of digital devices in school (up to one hour a day for learning activities) is related to higher academic performance, particularly in math.”

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.



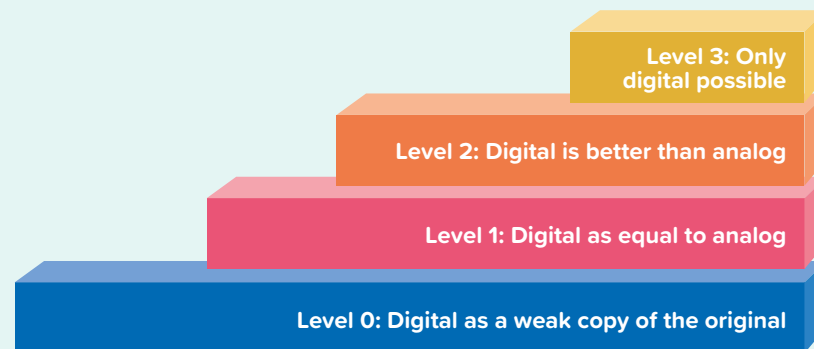
ILT Education is building a comprehensive palette of services with the intention to cover all age groups throughout the whole schooling system.



## 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.”**

# Educateit: Enabling the right path forward

**For over 20 years, Educateit has developed digital language and knowledge assessments, and in 2023 the company became part of ILT Education. With a strong focus on ensuring that all individuals are given the right opportunities based on their abilities, founders Daniel and Helena Karlsson have built a unique solution that is now used in nearly all Swedish municipalities.**

**EDUCATEIT BEGAN AS A SUPPORT FUNCTION** within adult education, where the founders in the early 2000s developed digital language tests used for level placement. "The right person in the right place" has since become both a guiding principle and a goal for Educateit, whose tools are now used in 260 of Sweden's just over 290 municipalities.

"The tone around testing has changed significantly over the years – from being seen as something exclusionary to now being understood as a tool for inclusion. With our solutions, individuals can demonstrate their language ability anonymously, without results being influenced by factors such as having a foreign-sounding surname", says Daniel.

"For the individual, this means a fair assessment. At the same time, the tests clearly show both the individual and the employer what areas need improvement. We are not afraid to make that visible, and it feels meaningful to know that we ultimately help people find their place in the labour market", Helena adds.



Daniel and Helena Karlsson

From July 2026, new Swedish legislation will introduce language proficiency requirements for all staff within elderly care. This is an area where Educateit is already well established, and where demand is expected to grow significantly through the Språkkollen product.

”In many cases, there is a strong need for all available staff. But that also comes with the responsibility to build well-functioning teams and, where needed, provide training initiatives. We know that our services are a strong support for those leading this work”, says Daniel.

As more individuals are assessed, there is also an increasing need for efficient processes. Educateit continuously develops its tests and methodologies to meet customer needs. While new technology plays a key role in enabling scale and efficiency, the founders emphasize that each assessment is still personally reviewed by an educator.

”This is an important part of our quality assurance – and something we are committed to maintaining”, says Helena Karlsson.

Educateit also places strong emphasis on user experience, ensuring that its assessments are perceived as both relevant and fair. Despite the evaluative nature of the process, three out of four users report a positive experience.

Educateit became part of ILT Education in 2023, and since then, revenue has nearly doubled. Daniel and Helena remain actively involved as founders and highlight the benefits of gaining access to ILT’s resources in marketing and sales. At the same time, they are proud of the company culture they have built – one where many employees choose to stay long-term.

”At its core, we are a family business, where employees have been able to grow alongside the company. The culture is open, unpretentious, and grounded – and that is something we are keen to preserve as we continue to scale”, concludes Daniel Karlsson.

# 77%

of users selected a positive rating when describing their experience of the Språkkollen tool. 20% selected neutral, and only 3% selected a negative rating.

# 45 new customers

have been added since the acquisition – primarily within healthcare and elderly care, as well as preschools, schools, and adult education.

## What Educateit offers

### *Language and knowledge assessments for education*

- Help individuals find the right level within the education system
- Used prior to studies in adult education (Komvux), SFI, vocational education (YH), and introductory programmes (IM)
- Assess real competencies and abilities

### *Language assessments in the workplace*

- Ensure the right language proficiency for specific roles
- Used in recruitment as well as for existing employees
- Support ongoing language development initiatives

### *Språkkollen*

- A language assessment used in recruitment
- Measures proficiency up to CEFR B2\*
- Fast execution, minimal administration, and clear results

\*The Common European Framework of Reference for Languages (CEFR) is widely used across Europe to assess language learning and proficiency. Level B2 corresponds to an “independent user”.

# UK: Joining forces for a cohesive pathway to literacy

**Shifting demographics and a disjointed educational system pose serious challenges to children, teachers and parents across the UK. An ambitious literacy initiative from the ILT Education UK team aims to close the gaps and strengthen mainstream inclusion.**

**“We believe that literacy is far more than a technical milestone. It is the primary vehicle for participation, agency, and social inclusion”, says Rory File, Head of Education and Partnerships at ILT Education UK.**

“**CHILDHOOD IS CHANGING** and our education system must change with it”. The opening words from the Schools White Paper titled “Every Child Achieving and Thriving”, issued by the UK Government in early 2026, put it in bold that transformative times are coming.

The paper, along with other recent reports and policies, highlights the need for more inclusive teaching practices, the importance of asset-based instruction for pupils with English as an additional language (EAL), and the need for targeted

support for children with special educational needs and disabilities (SEND).

The ILT Education UK ecosystem of evidence-based digital tools are a strategic response already in place to serve pupils, support teachers and engage parents in an ever-changing and challenging context, explains Rory File:

“Whether through the oral language foundations of Polyfino, the systematic and structured pathways of Nessy and Aski Raski, or the comprehension

and linguistic validation of Giglets, our impact is multiplied through our joined-up approach.”

“For learners with reading difficulties, structured personalised pathways can demystify the mechanics of reading and present achievable milestones. In the case of EAL pupils, too often a child’s mother tongue is seen as a barrier. We like to see it the other way around: Their home language should be a bridge to learning English”, he adds.

The ecosystem approach also extends the scope of ILT services, from software provider to educational partner. Partnerships with local authorities as well as multi-academy trusts are at the heart of what the UK team want to achieve.

“When high-quality digital tools are paired with implementation excellence, we can enable teachers to thrive within the realities of today’s classrooms, while empowering learners to shape their own futures”, says Rory File.



Rory File

## In practice: An ecosystem approach to skilled reading

Scarborough's Reading Rope has become a trusted framework for understanding how reading develops and where it can break down. The model illustrates skilled reading as the intertwining of two key strands: word recognition and language comprehension.

Digital tools can play a vital role in reinforcing these strands in cost-effective and inclusive ways.

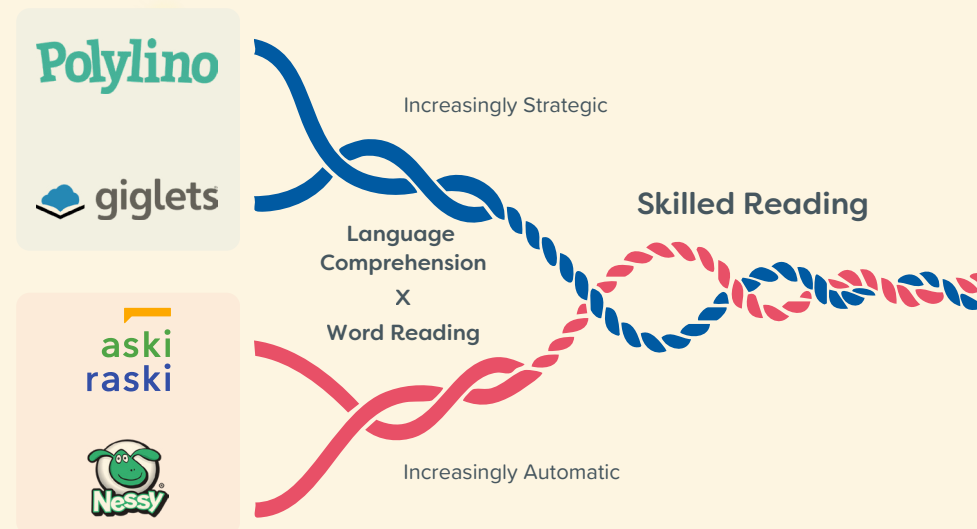
- For word recognition, **Nessy** provides systematic decoding and language-building practice, helping pupils build reading fluency and confidence in spelling.
- For fluency and consolidation, **Aski Raski** offers engaging practice and repetition that strengthens decoding skills, particularly valuable for older pupils who need to catch up quickly and develop reading for learning.
- For vocabulary and comprehension, **Giglets** offers access to a wide range of culturally rich texts and interactive resources that deepen understanding.

- For oral language, **Polylino** supports children with high-quality multilingual stories, ensuring that every child, including those learning English as an additional language, can access and enjoy literature.

Once gaps are identified, tools like Nessy, Aski Raski, Giglets, and Polylino can be mapped directly onto the strands of the Rope, allowing schools to address needs with precision and consistency.

**“Our partnership with ILT Education UK is about creating lasting, meaningful improvements in literacy that will enrich the lives of our young people, including those from diverse backgrounds and communities who need it most. We’re prioritising equity, engagement, and attainment in literacy, fostering skills that will benefit our learners and communities for years to come.”**

LINDA MCAULAY-GRIFFITHS,  
CHIEF EDUCATION OFFICER,  
EAST AYRSHIRE LOCAL AUTHORITY



### Data

**In 2025, learners in the ILT Education UK ecosystem:**

- Accessed 71 languages on Polylino
- Read 947,107 books on Giglets
- Spelled over 103,000,000 words correctly on Nessy

### Looking forward

2026 is the National Year of Reading in the UK. As it accelerates, ILT Education UK aims to enable a greater number of schools to fully integrate literacy development tools and access to high-quality texts across their settings, families and wider communities.

“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

## Quotes from teachers

“I see the impact on all my students – half of whom have a learning difficulty – and it allowed me to keep everyone on the same page throughout the year.”

SONDO

“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

# 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

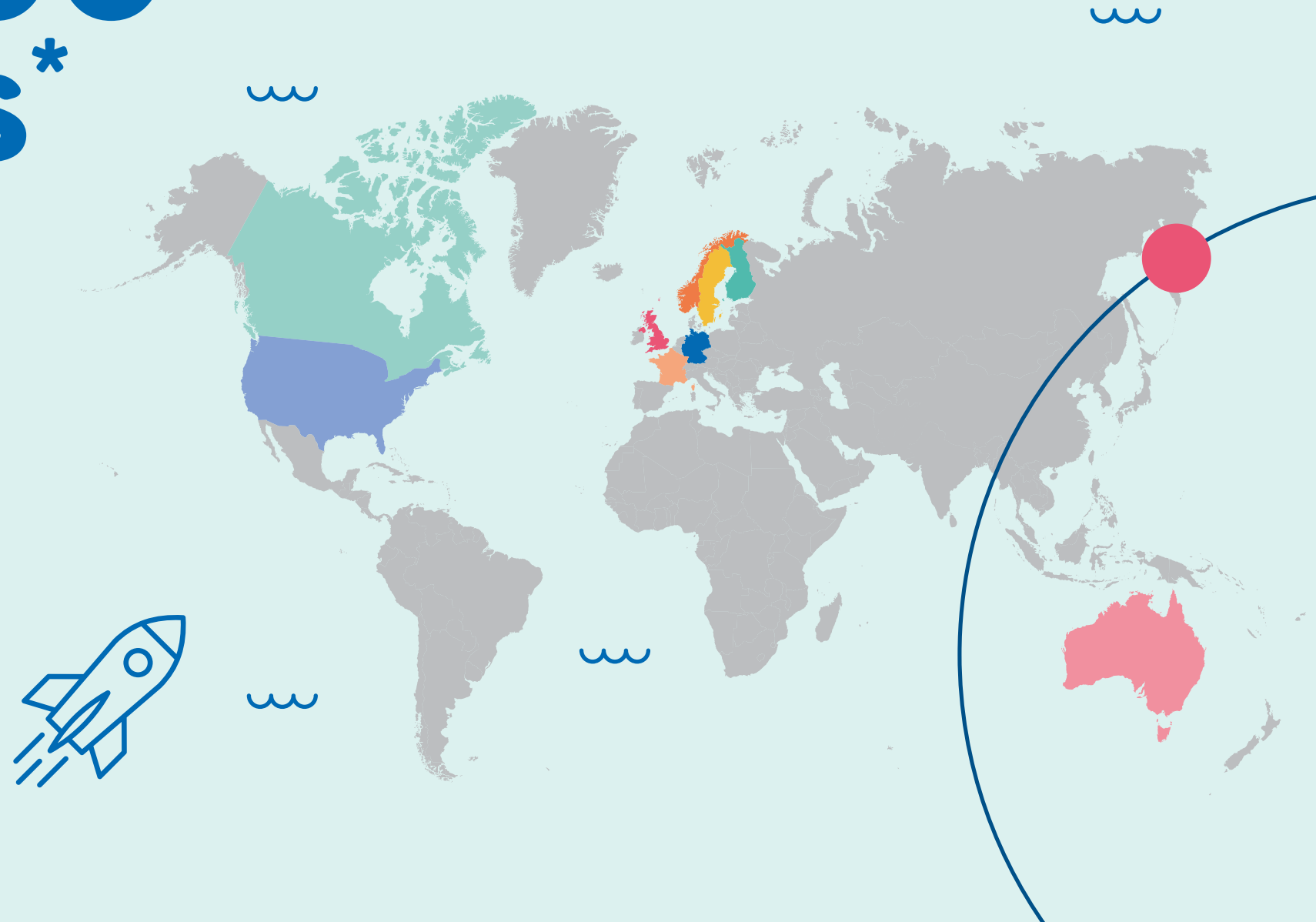
# 5 300 000 students\*

\* 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.

- |   |  |   |
|---|--|---|
| <span style="color: yellow;">●</span> Sweden      | <span style="color: red;">●</span> Great Britain | <span style="color: teal;">●</span> Canada    |
| <span style="color: orange;">●</span> Norway      | <span style="color: blue;">●</span> Germany      | <span style="color: purple;">●</span> USA     |
| <span style="color: lightgreen;">●</span> Finland | <span style="color: peachpuff;">●</span> France  | <span style="color: pink;">●</span> Australia |



# Our team

**WE EMPLOY APPROXIMATELY** 167 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.\*

# 58 points

## She Index for 2025

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.

## Employee Key Metrics ILT, all countries\*

YEAR	2025	2024	2023
Average number of employees**	77	74	69,5
Percentage of men/women	39 % / 61 %	46 % / 54 %	37 % / 63 %
Gender distribution management (M/W)	75 % / 25 %	75 % / 25 %	63 % / 37 %
Total sick leave % (Sweden)	1,59 %	2,79 %	2,82 %
Number of accidents	0	0	0
Number of reported incidents	0	0	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

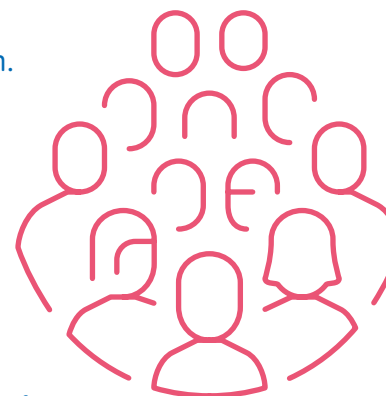
## Our values

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



“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

**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 Polyino.



**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 24.)

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

During 2025, we launched our STEM learning tool Kide Science in Sweden and Finland. Germany will follow in 2026. Ask Raski was launched in Finland and the UK. Looking at the portfolio, our tools Aski Raski and Polyfino were fully integrated into the ILT offering.

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 →

- Kide Science is scheduled for release in Germany during 2026, following successful launches in Finland and Sweden. Read more on the next spread.
- Educateit (see page 18–19) will develop and launch a new tool aimed at language training.
- Aski Raski "Startpakken" offering will be expanded to include second grade in Norwegian schools.
- In Sweden, Swedish as an additional language will be added to Aski Raski.



# KiDE SCIENCE

## Roadshow Kide Science

**KIDE SCIENCE IS ILT'S LATEST ADDITION TO THE PORTFOLIO**, featuring a playful approach to STEM learning. ILT currently offers KIDE Science to the Swedish, Finnish and German markets, with more to follow. During 2025, the tool had a succesful Swedish launch including a roadtrip and hundreds of interested testers.



6 Swedish cities  
from Malmö  
to Sundsvall

230+  
Participants

478 Registered  
users during  
2025

# 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 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.

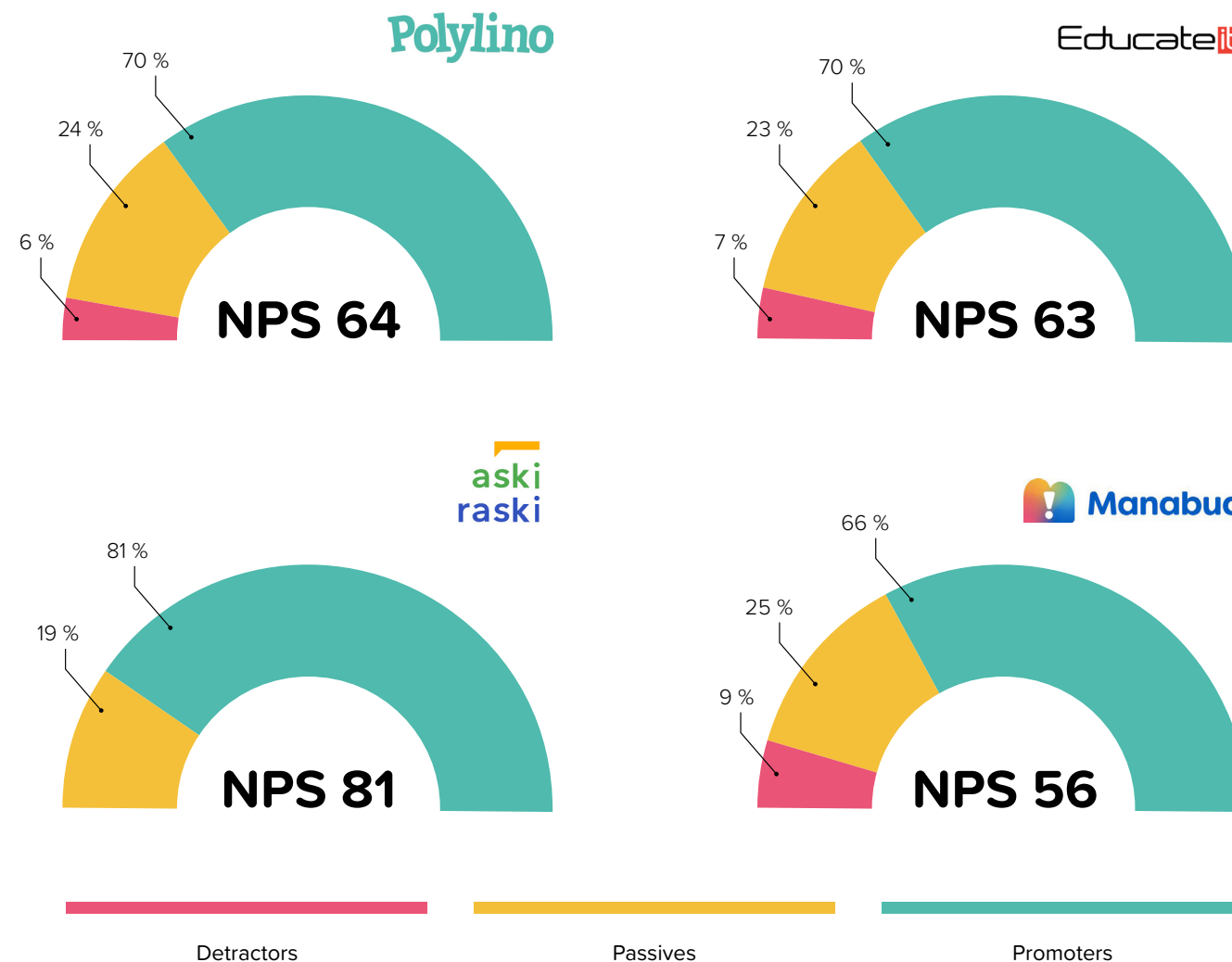
On the right-hand side, you can see examples of Net Promoter Scores for 2025.

## 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.

In 2026, we are recruiting a Chief Science Officer in order to further strengthen the evidence-based learning that is at the heart of all ILT products.

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.



**SONDO IS ONE OF THE** accessible reading resources developed by MOBiDYS for the French and Canadian education markets, helping make books and texts more accessible for all learners, including those with dyslexia and other learning differences.

In the spring of 2025, a survey was conducted among teachers on the impact of SONDO on their teaching practices and on the student's relationship with reading.

**The most frequently reported impacts of SONDO on teacher's practices:**

- 1 Discovering new titles to recommend to students
- 2 Supporting differentiated instruction
- 3 A broader range of reading activities offered to students
- 4 Increased enjoyment in facilitating activities



**3 492 973 minutes of reading**

... were completed by the schools using SONDO in France during the year. According to the teachers involved, the initiative:

- Significantly increased students' motivation to read
- Helped build their self-confidence

“SONDO helps boost our student’s self-confidence. I saw their eyes lit up, and I noticed them expressing themselves more during oral activities.”

SCHOOL LIBRARIAN

“The students read *Le rap des rats* on SONDO, loved it, and asked for a copy in the school library – so I purchased it.”

SCHOOL LIBRARIAN

“For a non-native French-speaking students group with diverse ages, language backgrounds, and levels of French proficiency, SONDO – thanks to its different reading speeds and audio options – helps facilitate learning and work on text comprehension.”

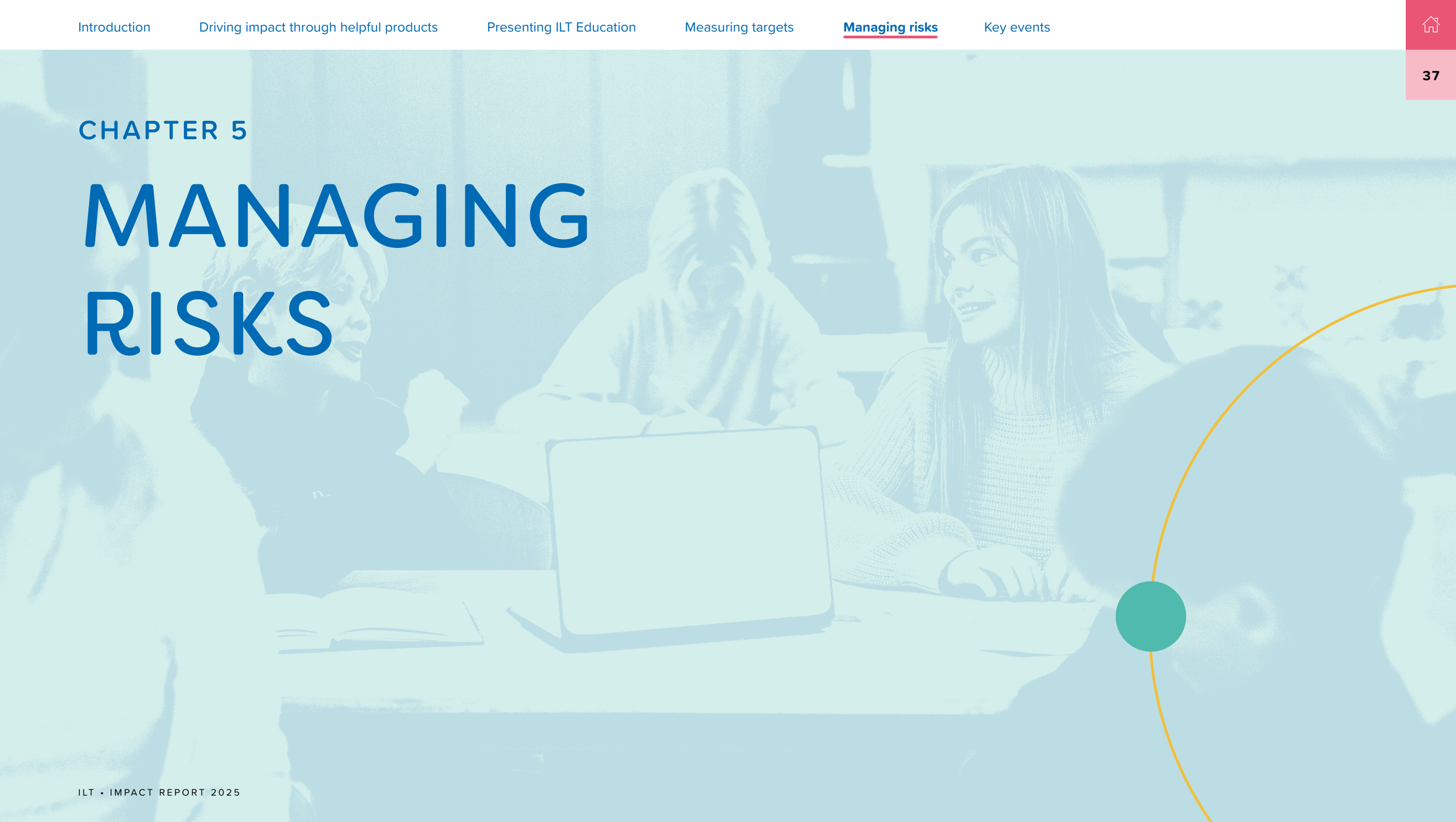
SPECIALISED TEACHER

“I see the impact on all my students – half of whom have a learning difficulty – and it allowed me to keep everyone on the same page throughout the year.”

FRENCH TEACHER

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<sub>2</sub>e. The data presented excludes acquisitions.

	SCOPE 1	SCOPE 2	SCOPE 3
2025 (tCO <sub>2</sub> e)	0,41	5,91	923,9
2024 (tCO <sub>2</sub> e)	0,67	5,96	795,51
2023 (tCO <sub>2</sub> e)	1,44	3,94	690,83
2022 (tCO <sub>2</sub> e)	2,44	4,12	629,80



# 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 providers AWS (Amazon Web Services\*\*) and Azure\*\*\*, ILT can save significant carbon emissions compared to on-premises infrastructure — AWS estimates over 70 % savings in their own study. Both providers are working toward powering their data centers with 100 % renewable energy.

By shifting the technology we use in both AWS and Azure, ILT is on a path to build more sustainable applications. For example, we are moving to more on-demand and auto-scaling technologies like 'serverless'. This means that resources are power efficient and provisioned only when requested by the user/application.

During 2025, we had total emissions of 7.66 MTCO<sub>2</sub>e (metric tons of carbon dioxide equivalent) across our AWS and Azure platforms, including those of acquired companies now within our reporting scope.

\* 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.

\*\*\* Microsoft Azure, a cloud computing platform provided by Microsoft.

**During 2025, we had total emissions of 7.66 MTCO<sub>2</sub>e (metric tons of carbon dioxide equivalent) across our AWS and Azure platforms.**



## CHAPTER 6

# KEY EVENTS



# Key events of 2025

- For the third year in a row, our multilingual picture book service Polylingo was shortlisted in the British Teach Early Years Awards for the language and literacy category, ending up as a "Highly Recommended" product.
- Our multilingual e-book service Polylingo won the Comenius-EduMedia-Award in Germany. The award is one of Europe's most prestigious prizes for digital educational media. For 30 years, the Society for Pedagogy, Information and Media (GPI) has recognized outstanding solutions based on the most stringent pedagogical, didactic, and technical criteria.
- Our Stockholm headquarters were relocated to new facilities, a milestone in the ILT Education history. The new space gives us more room to collaborate, innovate, and continue doing great work together.

- We launched the new tool Kide Science in Sweden. Discussion had begun in 2024, and ILT gained the rights to Kide Science in 2025. With Kide, we aim 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.



In September, we gathered in the Swedish archipelago for our employee days.



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