

EIDU

unlocking potential



2025

Impact Report

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Teacher Ruth Gachegwa

2025 was the year the question changed.



From Arne Bleckwenn
CEO at EIDU

There is a teacher in Nakuru County, Kenya, called Ruth Gachegwa. She’s taught Pre-Primary 2 at St. Patrick’s School in Gil Gil for 11 years. When you ask her why, she says plainly: “The love I have for the children. That is what inspired me to be a teacher.”

In September 2023, EIDU came into Ruth’s classroom. She’ll tell you she didn’t love it at first (“I saw it as a lot of workload to me,” she laughs). Some weeks later, the platform was showing her which content was right for the lesson ahead, and which child needed what. Ruth started using some of the time she would have spent on lesson plans to focus on her learners directly.

Ruth’s classroom is one of more than 13,000 now using EIDU across Kenya, Nigeria and Rwanda. And as the work has expanded, the conversation with governments has changed too. The question is no longer whether digital learning can support foundational skills in public education systems. The question now is how to make it work well, at scale, and for the long haul, on systems governments can own.

In Kenya, we deepened and expanded partnerships alongside county and national government, becoming active in 32 out of 47 counties. In Nigeria, we went broader, launching three new state partnerships and running the programme across five states by year-end. In Rwanda, we launched as part of UNICEF’s Blue Unicorn Portfolio. Behind each of these headlines is a teacher like Ruth, and a school, and a classroom of learners, and a government deciding to try, to establish, to continue.

2025 was the year we moved from pilots to programmes that need to last. Durability in public education systems takes patience with infrastructure, steady investment in teachers, and the humility to keep adjusting when governments and communities tell us we’ve missed something. At this scale, implementation discipline is the work.

This report is our honest account of where we stand with our partners: what’s working, what isn’t yet, what we’ve learned, and where we’re headed next.

The year in numbers

790k enrolled learners



13,000 public schools

33,000 classrooms

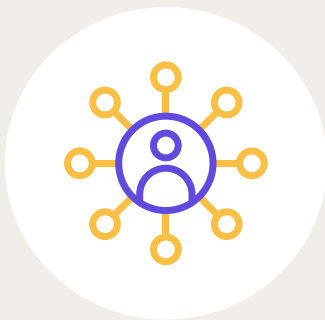
39 government partnerships

4 countries

5 Nigerian states

>40% of Kenyan counties

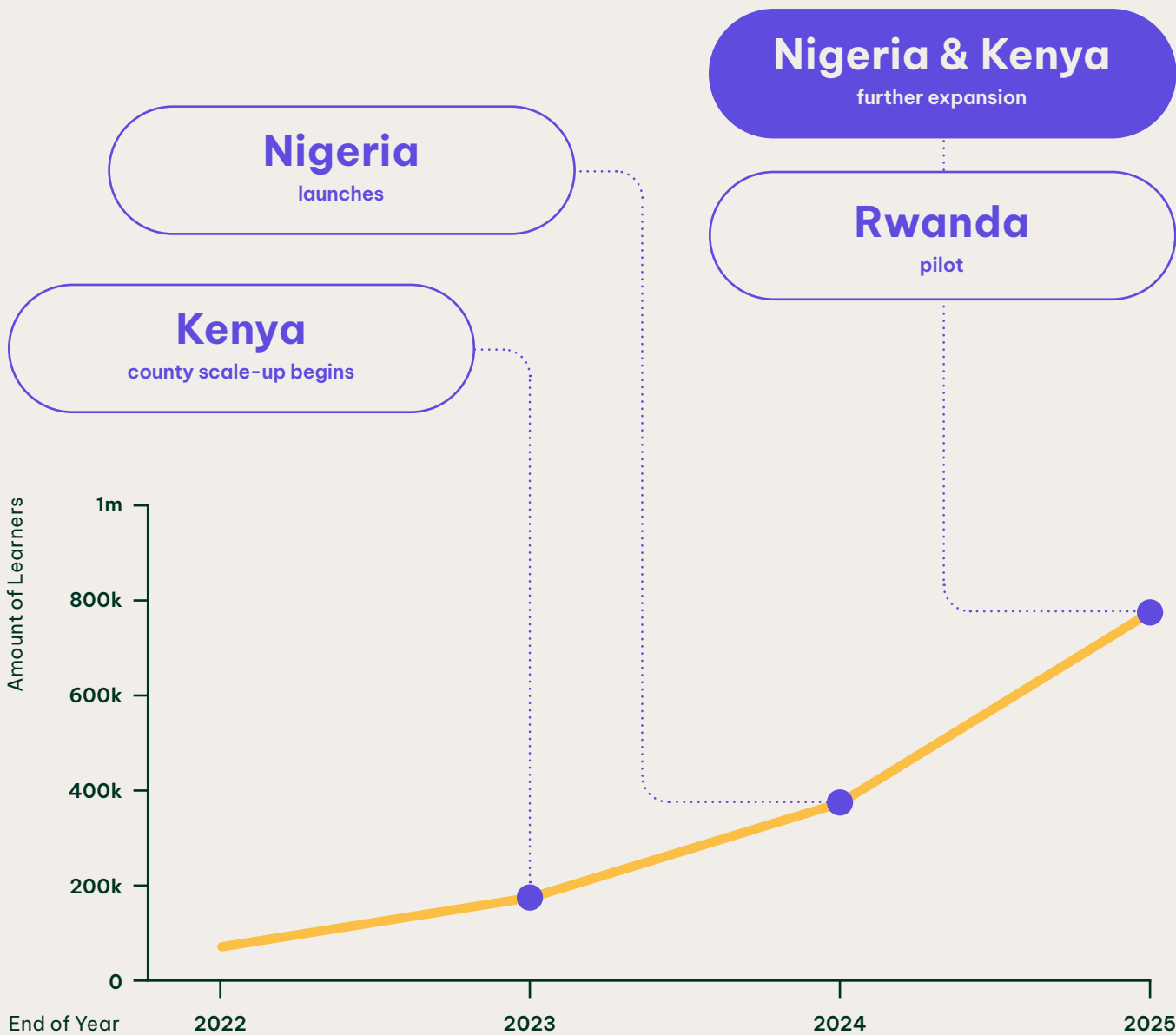
Over one million children have now learned with EIDU!*



0.534 SD
measured improvement in foundational literacy and numeracy (peer-reviewed RCT, Murang'a County)

95%+
implementation rates according to 3,500+ teachers surveyed across Kenya and Nigeria

Growth Trajectory



* This figure is an estimate based on annual enrolment data, adjusting for learners who continue from PP1 into PP2 the following year. Direct calculation from account data is unreliable because accounts are sometimes deleted and recreated and not transitioned across years. We treat the number of 1,156,502 learners impacted as a reasonable lower bound for our cumulative impact since 2022.



2.5x
average annual growth in learners since 2022

Scale, Partnerships & System Change

Two country implementations anchor 2025: Kenya's depth across 32 counties and Nigeria's new breadth across five states. Rwanda and Pakistan demonstrate transferability. Donor partnerships fund what makes responsible scale possible.





Where EIDU is embedded in public education – and what has changed because of that

In 2025, governments integrated EIDU into public education systems reaching 790,000 enrolled learners across 13,000 schools and 33,000 classrooms in four countries.

Our Takeaway

The explorations in Rwanda and Pakistan created space to test how the programme works in a different context. Both partnerships generated concrete lessons on cross-country replication and what aspects of the model transfer readily and what needs more adaptation. Each partnership was designed to generate specific insights about cross-country replication of the EIDU solution with established institutional partners.

From pilots to system integration

Kenya has been working to strengthen digital pre-primary education for years, investing in teacher training, curriculum development, and infrastructure. In 2025, 32 county governments chose to integrate EIDU into this work. Over 12,000 public pre-primary schools now use EIDU's digital lesson plans alongside Kenya's Tayari teaching approach.



Pre-Primary

Implementation is embedded in routine education delivery with education officers and county officials using the platform to track implementation and monitor learning progress and teachers integrating the digital lesson plans daily, forming part of normal classroom practice and county governments actively using EIDU data to strengthen system operations.

Primary

The Ministry of Education concluded readiness for structured expansion of EIDU into primary grades under a national Structured Pedagogy programme beginning 2026. EIDU will support this process through co-design with the Ministry and Teachers Service Commission in a Technical Working Group.

This is a shift from pilot to sustainable integration and means the platform has become part of how pre-primary education is delivered in these counties. It is not a separate technology project running alongside normal operations. We are working towards this matured integration of our tools in all our existing and new partnerships, making EIDU an integral part of the established processes within the education system.

“The Ministry acknowledges its partnership with EIDU and expresses appreciation for the organisation’s alignment with national education priorities in Kenya. The shared goal is to institutionalise effective literacy practices, strengthen system capacity at all levels, and ensure sustainability beyond the programme life cycle.”

Stephen Barongo, Head, Directorate of Primary Education at the Ministry of Education

~ 600,000

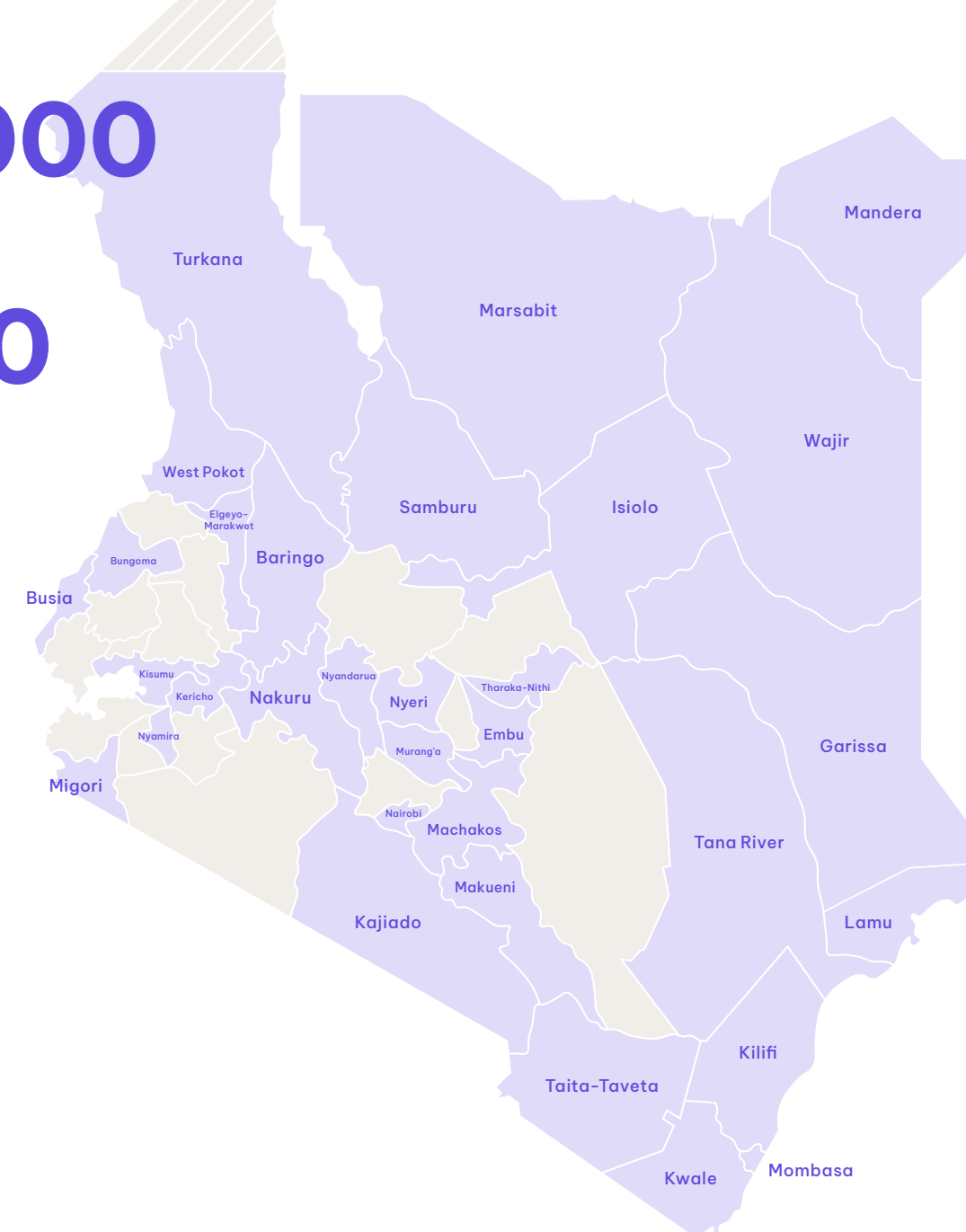
learners

>12,000

schools

32

counties



Signals of System Change

Embu

GPS school-visit verification integrated into education officer reimbursements. Programme costs integrated into the County Integrated Development Plan, with full government ownership targeted for 2028 – 2030.

Murang'a

Introduction of a new teacher award category, “Best ECDE Teacher based on EIDU System”, at its 2025 Devolution Conference, formally recognising EIDU implementation as part of teacher excellence.

Makueni

Integrated EIDU platform data into its formal teacher appraisal process – the first county to use digital implementation data as part of how teaching performance is assessed.



Impact Story

The lesson that landed

Ruth Wanjiru Gachegwa has been teaching for 11 years. The EIDU platform gave her something she'd never had before: visibility into every child's progress.

“The passion I have for my learners. I care so much about their future. If I do not shape them, if I do not help them achieve their dreams through what I am teaching, what will happen in their future? – That is what inspires me. To wake up every morning. To come. To take care of them.”

There are two children in the PP2 classroom of teacher Ruth Gachegwa in Gil Gil who didn't speak much at the start of the year. “In my class, I have learners who are abled differently,” Ruth tells us, when we visit her class at St. Patrick School in Nakuru County, Kenya. For weeks, she could see they were struggling but couldn't quite reach them. “These learners who are abled differently, they need a teacher who can understand them more. The content that other regular learners understand very easily – for them, it becomes a challenge.”

Today they are different children. One of them had communication difficulties and now slowly started talking back to the class. “She can express herself very well. She can communicate. Not fluently, yet. But there is a great improvement.” It's the digital device, Ruth says, that has carried them this far. “Because of the way these gadgets have built up their confidence. They cannot be demoralised.”

For ten years before that device arrived in her classroom, Ruth had to prepare her lessons before she could teach them. She wrote her lesson plans by hand. It took hours, she tells us, it was tiring. And honestly, she says, her plans “could not capture a lot of information that could help the learner.” The children who needed her most were often the hardest to spot. “I could only assess the progress of my learners through the activities I gave them,” she remembers. “That was the only way.”



The shift came on a Thursday in September 2023. Ruth attended a training on the newly introduced EIDU programme, and the next morning she brought what she'd seen into her classroom – reluctantly. Because at first, she wasn't impressed. “At first, I saw it as an added subject. I saw it as a lot of workload to me.” She laughs at the memory. “But as I continued interacting with the gadget, I came to realise it made my work easier.”

What changed was that she got more time, and what she could do with it. The hours she used to spend on preparing the lesson plans, she now spends on the children themselves. The learner assessment tells her exactly who's understanding what, where to reteach, and where to move on: “I can be able to know where I need to repeat the content. Where the learners need more support from me.”

“Before the device came, I did not have much time to cater for the individual differences of the learner,” she says. “Now I use that time to cater for the individual differences of my learners. To prepare materials. My work has become easier.”

And the information from the device told her something else, too. She had always suspected that, she tells us, but could never prove it: The children who were struggling most were not the ones who could not learn. They were the ones who had never been given the right tools to try. Just like the two learners with special needs in her current class. “They lacked confidence in themselves. They could not express themselves. Their self-esteem was low.” Interaction with the personalised learning exercises on the EIDU platform gave them a way to participate, to succeed and to be seen.

There is another learner she thinks about often, a boy who used to miss school enough to worry her. Things changed once EIDU came into her classroom: One morning he came to her and said, in her words: “Teacher, since you brought these phones to us, now I feel that coming to school is

fun.” He stopped missing days. She sees it in the others too: more curiosity, more questions and a different way the learners come into her lessons – they are already half-familiar with the content, she explains. “They have a know-how of the content even as I begin to teach.”

Learning has shifted in a way that children in class are discovering, exploring, and asking. It is child-centered in a way Ruth never imagined possible. “In the old system, learning was more teacher-centred,” she says. “Now, with the new CBE¹ in line with digital learning, learning has become more child-centred. I only give guidance. They do the rest.”

When you ask Ruth what the most rewarding part of her day is, hesitation becomes absent and she answers excitedly, as animated as her pupils when they are consuming new content. “My most rewarding part is seeing that my learners have understood what I have taught them. That everything I aimed to do with my learners, I have achieved. That is my biggest reward at the end of the day.”

We met Ruth Wanjiru Gachegwa on a visit to Gil Gil in March 2026. She has been teaching for 11 years and now leads a Pre-Primary 2 class at St. Patrick’s School in Gil Gil, Nakuru County. She is a mother of two and a wife, and is studying theology to become a minister of the gospel. The EIDU programme was introduced in her classroom in September 2023. Today, her classroom is one of more than 13,000 schools using the programme across Kenya, Nigeria, and Rwanda.



But not everyone in Ruth’s community sees it the way she does. Some parents walk past her classroom, see a child with a phone, and read it as wasted time. She wishes they could spend a morning watching what she watches. “In this technology-evolving world, our children need to have exposure to digital literacy. It is not a waste of time.”

If she has a wish for her learners, we ask her. Ruth: “My hope is that they will develop problem-solving skills. That they will be able to express themselves freely. That they will become self-reliant.” And then, quieter, the request she keeps coming back to: that when her pre-primary learners move on to primary school, the devices and the way of learning move with them. Continuity matters to her almost as much as the start.

“When our learners transition from pre-unit level to primary school, they are already digitalised. I would request that as they transition, they continue with the same. To other levels.”

Lastly, we ask her what makes her get up every morning before the sun reaches Gil Gil. Ruth answers without hesitation. “Number one is the passion I have for my learners. I care so much about their future. If I do not shape them, if I do not help them achieve their dreams through what I am teaching, what will happen in their future?” She answers her own question. “That is what inspires me. To wake up every morning. To come. To take care of them.”

¹ CBE refers to Kenya’s Competency-Based Education, the national curriculum framework that shifts learning from content recall toward applied skills, creativity, and problem-solving. It replaced the previous 8-4-4 system and is being rolled out grade by grade across Kenyan schools.



94,000

learners

2,000

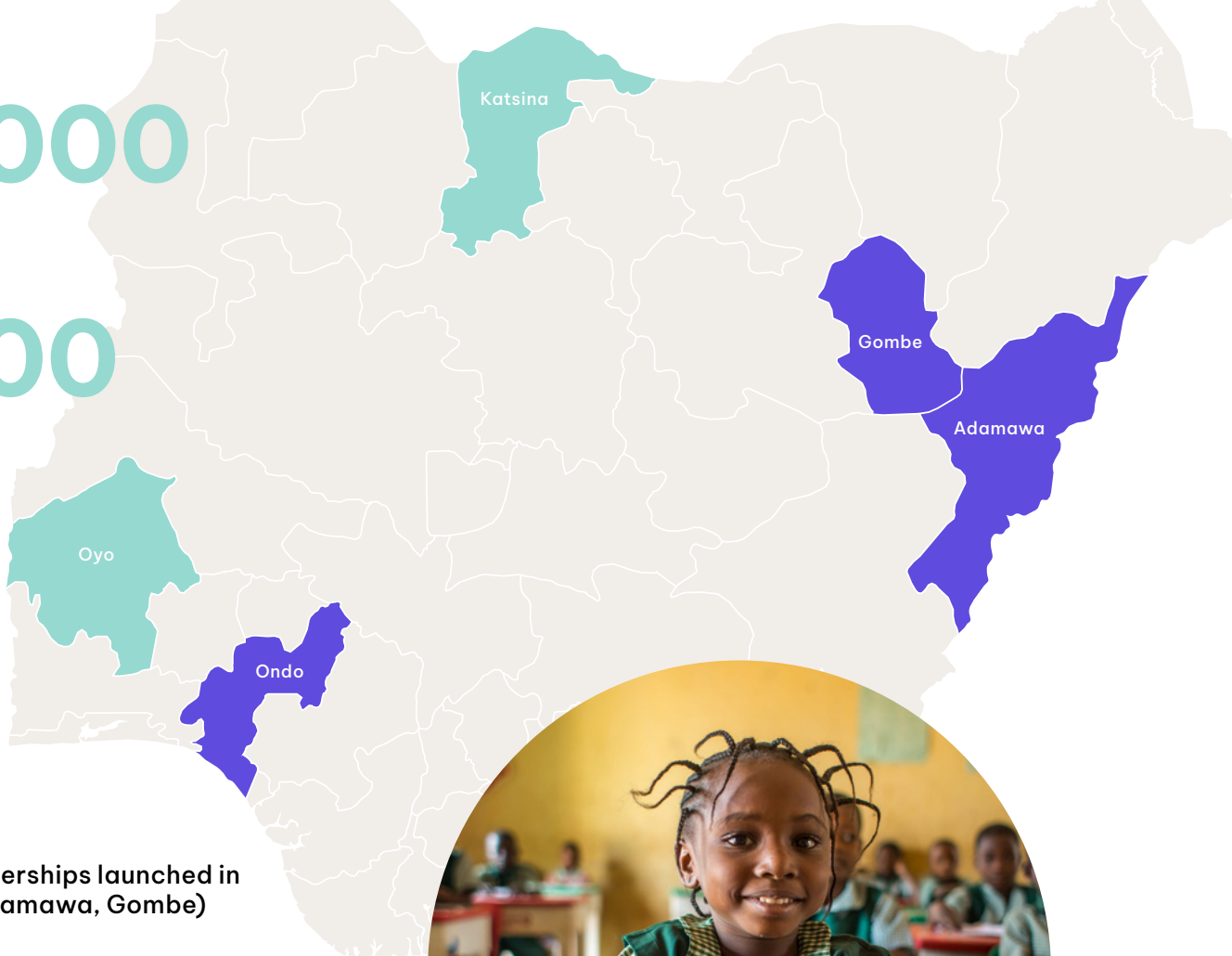
schools

5

states

3

new state partnerships launched in 2025 (Ondo, Adamawa, Gombe)



Nigeria

Demonstrating transferability at scale

In 2025, **five state governments** chose to integrate the platform as part of their education reform efforts – a significant undertaking across fundamentally different contexts.

Before EIDU's introduction, Nigerian states were already prioritising improvements in foundational literacy and numeracy, teacher professional development, and classroom supervision as part of broader basic education reforms. Implementation faced challenges in consistency of instructional quality, real-time data visibility, and scalable teacher support.

What makes implementation in Nigeria distinct:

Linguistic diversity. While English is the official language of instruction, early grade learning often occurs in local languages. Structured lesson plans needed to function in English-medium classrooms while aligning with Yoruba and Hausa where applicable.

Cisco funded early-stage research on AI-generated lesson plans in Yoruba, Nigeria's most widely spoken language. Testing whether AI could help adapt structured pedagogy to new languages faster than manual curriculum development, the work included building and validating curriculum-aligned content through teacher feedback and external expert review.

Political and institutional complexity.

Nigeria's federal system grants substantial autonomy to states. Each State Universal Basic Education Board (SUBEB) operates within its own policy priorities and administrative culture. Implementation is not replicated from one state to another, but is negotiated and embedded within each state's institutional framework.

Infrastructure realities. Conditions vary across states, particularly with respect to electricity reliability and digital readiness. In some contexts, power reliability allowed smoother device management; in others, contingency planning and alternative energy solutions were necessary.

"In Gombe State, our priority has been to strengthen foundational learning outcomes by supporting teachers with practical tools and improving classroom supervision. Working with the platform has enabled us to move beyond policy discussions into structured daily teaching practices, while giving the state better visibility into implementation through real-time data."

Prof. Aishatu Umar Maigari, Honourable Commissioner, Ministry of Education, Gombe State

"EIDU is a reliable partner, and I am happy to recommend them to any state."

Dr. Nureni Aderemi Adeniran, Oyo State Universal Basic Education Board (SUBEB) Chairman

Our Takeaway

Nigeria is home to more out-of-school children than any other country. Five state governments choosing to integrate digital personalised learning into their education systems demonstrates that evidence-based approaches can transfer across fundamentally different contexts – languages, governance structures, infrastructure realities.

Transferability

The model works across contexts that share very little beyond the ambition to improve foundational learning.

Multi-state operation

Five states running simultaneously demonstrates operational capability across diverse conditions, not just favourable results in one location.

Adaptability

Implementation succeeded without rebuilding the core model. Structured pedagogy combined with digital personalisation works – but implementation support requires contextual adjustment.

What works across these conditions is likely to be relevant for governments in other contexts facing similar challenges.

What teachers have to say

Survey

In 2025, together with the Oyo State Universal Basic Education Board, we surveyed 2,953 Primary 1 to Primary 3 teachers across 1,010 schools in all 33 LGAs.

Survey Scope

1,010

schools, all 33 LGAs

92%

submission rate

P1–P3

grades 1, 2, 3 teachers

Jan 2025

conducted via WhatsApp

Bilingual adoption

Digital lesson plans, used five days a week.

89% of teachers use the Yoruba digital lesson plans at least 3 days a week – meaningful local-language integration, not just English-medium delivery.

95%

English: teachers using English DLPs 5 days/week

52%

Yoruba: 5 days/week, plus 37% using Yoruba DLPs 3 days/week

Open-ended responses

What teachers said is hardest.

“Improve power and charging solution. Provide ongoing mentoring and classroom support. A central charging point in each local government area.” – paraphrased open responses

Coded themes
% mentioning

Charging & electricity

41%

Class size &
device sharing

~24%

Time management &
lesson pacing

~18%

A day in the classroom

When pupils reach for the device.

97% of pupils interact with DPL activities 5 days a week – most often before lessons and during break, with strong continued use at lunch and after class.

Relative Frequency:

High

most cited

High

most cited

Substantial

Substantial

Before
lessons

Break
time

Lunch
time

After
class

What teachers asked for

More training, access to charging solutions.

67%

More training, follow-up & supervision – the dominant recommendation theme.

62%

Provision of power banks – a clear and specific ask.

21%

Practical charging support – solar, stable supply, central charging points.



“From what we have seen so far, we have no other option than to scale – and in the coming years, we will overtake Oyo State.”

Dr. Kabir Gafia, Katsina State Universal Basic Education Board (SUBEB) Chairman

The programme has settled into daily classroom life. English lesson plans run five days a week in almost every classroom, Yoruba is in regular use in most, and pupils reach for the device throughout the day, especially before lessons and during break.

A big challenge is access to electricity. More than four in five recommendations from teachers concern charging in some form: power banks, solar, or a central charging point in each LGA. It's the constraint we'll be working on hardest with Oyo SUBEB through 2026.

And teachers want more of what's already working. The strongest ask is for deeper, sustained coaching and supervision instead of than one-off training. That tells us our biggest opportunity isn't only expanding the scope, but also going deeper with the schools we're already in.



Learning, Evidence & Research

What 2025 added to what we know about improving learning outcomes – and what we're still working to understand



What we tested and learned in 2025

At this scale – 790,000 learners across two anchoring partnerships in Kenya and Nigeria – implementation data reveals patterns that smaller programmes cannot detect. Ongoing A/B testing with independent research partners is helpful, because we can see what works across thousands of classrooms, refine based on evidence, and build systems governments can rely on.

What our A/B testing revealed

01

Content repetition helped learning.

Pre-primary learners who received repeated practice on content showed significantly higher literacy and numeracy scores. However, learners without repetition may have used the platform less – suggesting a trade-off between optimal learning sequences and maintaining engagement. Understanding this trade-off is shaping how we design content sequences going forward.

02

Learner choice mattered.

When learners could choose which content to practise rather than following the algorithm's recommendation, they performed significantly higher on four out of six assessments. This challenges assumptions about fully automated personalisation and suggests young learners benefit from agency in their own learning.

03

Shorter sessions worked better.

Testing session durations of 5, 7, and 9 minutes suggested that shorter sessions could improve learning outcomes in both literacy and numeracy. For governments planning classroom timetables, this has direct practical implications.

04

Teacher agency improved results.

When teachers could override the platform's content recommendations and apply their own pedagogical judgement, learner scores increased. This finding reinforces a principle central to EIDU's approach: technology works best as a tool teachers control, not as a system that replaces their decision-making.

05

Different personalisation strategies suit different domains.

We tested two personalisation algorithms – one designed to maximise engagement, another to maximise scores on learning units. Results suggested different strategies benefited different learning areas, indicating personalisation is more complex than a single “best” algorithm.

06

How data is presented to teachers matters.

Testing different ways to present learning data found that grouping learners into progress levels (“practised enough,” “keep going,” “need more practice”) led to significantly higher literacy scores compared to presenting data as a simple list. Adding explanatory text to usage dashboards increased overall platform usage.

Rapid A/B testing lies at the heart of our approach to continuously improving the platform. In a randomised experiment, we can compare two different versions to determine which works better for our users. A/B testing therefore essentially functions as ‘integrated, rapid RCTs’

Most significant finding

Structured pedagogy is the critical ingredient.

Testing across Kenyan pre-primary classrooms in 2024–2025 (as part of our RCT) revealed that structured pedagogy paired with digital personalised learning significantly outperformed digital personalised learning (DPL) alone. When teachers used EIDU's structured lesson plans – providing explicit instructional guidance on what to teach, how to teach it, and how to support different learners – learning gains increased substantially versus DPL alone. This finding shaped how we structured partnerships in Nigeria and informed Kenya's primary pilot design.

What we're exploring further

Deputy Headteachers: A new stakeholder in school-level support

In many Kenyan primary schools, deputy headteachers are responsible for supporting classroom teachers' professional development but often lack structured tools to do so effectively. In 2025, we tested whether integrating them into EIDU's platform by giving them access to classroom observation tools and implementation data would strengthen programme delivery.

Deputy heads were positioned as school-based instructional leaders, providing on-site coaching to Grade 1 and 2 teachers across five pilot counties. The model was designed as a sustainable, cost-effective approach to continuous professional development.

What we learned

The feedback loop proved valuable. Issues from classroom visits were escalated to instructional leaders and EIDU programme teams for timely resolution. Communities of practice among deputy heads created peer-learning structures that reinforced consistency across schools

The overall achievement rate of 40% reflects the realities of a first implementation cycle with school closures in August and end-of-year examinations in October as well as the learning curve of introducing a new role into school-level workflows.

This work continues into 2026 with a more deliberate design. School-level leadership can play a meaningful support role when given structured tools and clear responsibilities, but scaling this model requires better calendar alignment and more sustained activation through the term.

Pilot Data / Jun – Oct 2025

1,006

teacher support visits across five counties

40%

overall achievement rate against target

5

pilot counties, Grade 1–2 teachers

43 – 49%

peak months, teachers supported



Most-observed issues during visits

Usage compliance

(meeting the 15-hour learning target)

Technical difficulties with devices

Both progressively resolved through structured follow-up and on-site coaching. Communities of practice among deputy heads created peer-learning structures that reinforced consistency across schools.

Setting the baseline for Impact measurement

In 2025, EIDU partnered with EdTech Hub and Oyo State stakeholders to conduct a large-scale baseline assessment in Nigeria. The study covered 156 public schools, reaching nearly 4,000 learners from pre-primary through Primary 3, alongside surveys of teachers and school leaders. It examined foundational literacy and numeracy outcomes, school infrastructure, teaching practices, and leadership support.

The assessment uses instruments adapted from EGRA, EGMA, and IDELA, measuring early literacy and numeracy in English and Yoruba, with additional data on learner, teacher, and school characteristics.

The findings show clear learning progressions across grades, alongside persistent gaps tied to geography, school resources, and learner background. Beyond establishing benchmarks for future evaluation, the study gives governments and partners concrete data on the conditions that support learning: teacher practices, school leadership, attendance, language use, and access to materials.

A comparable baseline study in Kenya is underway in early 2026. Year-one impact data from the Nigeria baseline is expected later in 2026.



Further external
research recognition

0.534

standard deviations
improvement

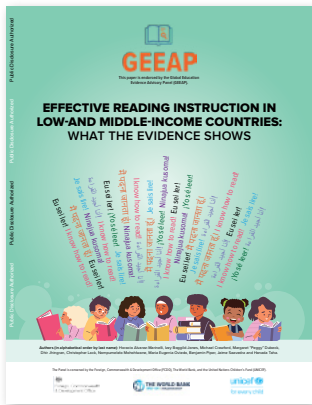
Our **randomised controlled trial** – conducted across 291 pre-primary schools in Murang’a County, Kenya – was published in January 2026 in the peer-reviewed journal *Research Papers in Education*. The study, conducted independently by EdTech Hub researchers, showed that combining digital personalised learning with structured pedagogy produced a **0.534 standard deviations improvement** in foundational literacy and numeracy outcomes.

This effect size places EIDU among the more effective education technology approaches globally. Governments, donors, and researchers now have independently validated evidence that this approach works when implemented in real public school conditions.



Major, L., Daltry, R., Otieno, M., Otieno, K., Zhao, A., Sun, C., Hinks, J., & Friedberg, A. (2026). Digital personalised learning to improve literacy and numeracy outcomes: a randomised controlled trial in Kenyan pre-primary classrooms. *Research Papers in Education*, 1–36.

*: The RCT findings were first reported in EIDU’s 2024 Impact Report. The peer-reviewed publication in January 2026 established these findings as part of the permanent academic research record.



In 2025, the **Global Education Evidence Advisory Panel (GEEAP)** referenced EIDU in its literacy report (p.49), highlighting the platform’s structured content aligned to local curricula and its design for scalable public systems.

GEEAP is an interdisciplinary panel of the world’s leading education experts, convened to provide educators and policymakers with practical, evidence-based recommendations. Being referenced by this panel provides an additional independent reference point for governments assessing education technology options.



EIDU was also featured in **PwC’s** October 2025 report “AI Works for Governments: A Digital Sprinters Report” as an example of education technology serving public systems in low- and middle-income countries.



One million children. What that means for any one of them.

One million is a number that is hard to imagine when written on a page. But when we zoom into a classroom in Nakuru, or Embu, or Oyo, the same number translates into a few dozen children who, each week, are doing something they could not do before – get a structured personal practice on the right content for them, individually. Each child practises on a sequence that follows their current level and the structured lesson the teacher is delivering based on the plans they are accessing through the platform on these same phones. The RCT in Murang'a showed that this combination produces 6 additional months of learning over a year, when implemented well.

This is what every child in an EIDU classroom gains access to, with as less as one or two phones per classroom.

They also get a teacher who can see them better. The learner assessment data shows the teacher exactly which children are struggling. Teachers like Ruth from Nakuru, Kenya, tell us this is the biggest change: “I can know where I need to repeat the content. Where the learners need more support from me.”

Children who struggle most are often the hardest to spot in a class of forty. The platform gives visibility for those children who might not otherwise be seen.



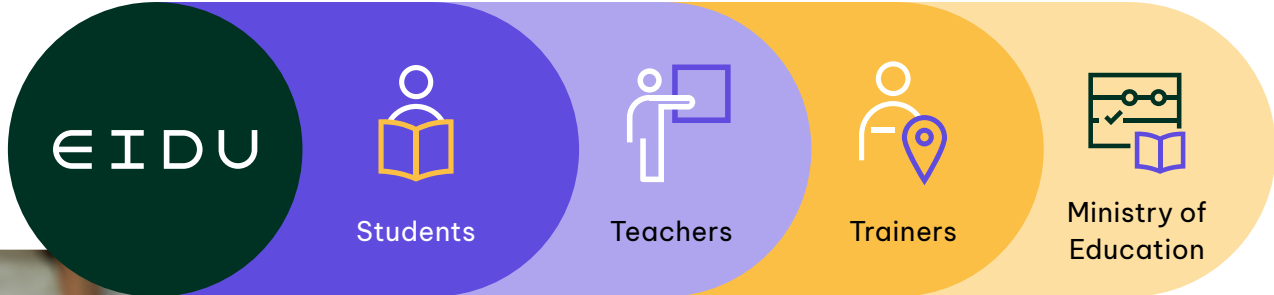
Platform Architecture & Operational Readiness

When governments adopt education technology at scale, reliability, data integrity, and institutional fit become non-negotiable requirements. In 2025, platform development focused on structural improvements that enable multi-country government partnerships.



Architecture for multi-country scale

Supporting government partnerships across different countries, languages, and education systems requires platform architecture designed for that complexity.



Building one platform across four countries
In 2025, the platform migrated to a unified multi-country architecture. The migration consolidated previously separate deployments into a single, stable foundation, including over 12,000 Kenyan pre-primary schools alongside deployments in Nigeria, Kenya primary schools, and Rwanda.

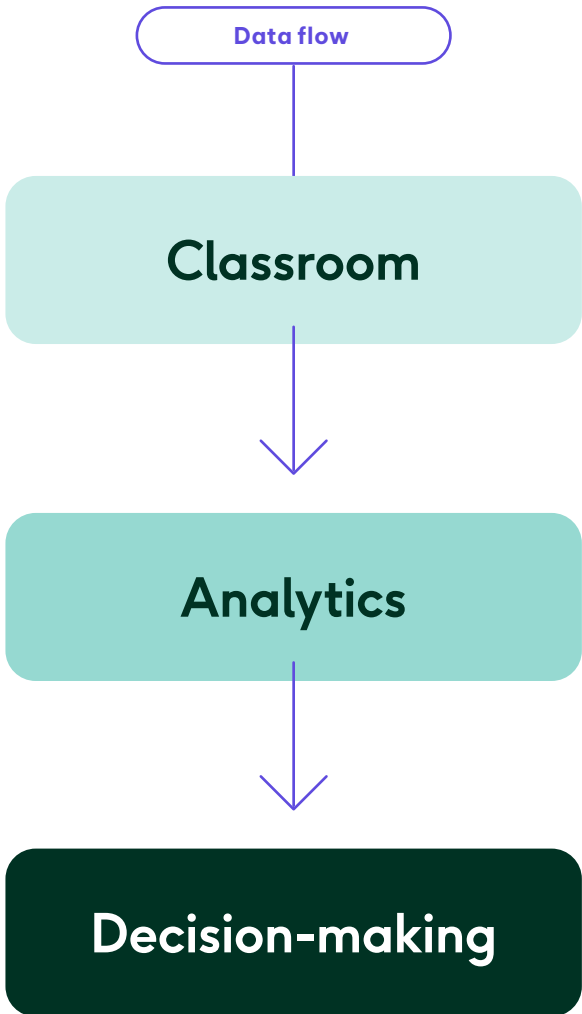
That redesigned workflow removed manual processes that previously constrained deployment speed. Each country operates independently within the system while maintaining consistent platform reliability – enabling faster deployment of improvements across all contexts simultaneously. At the same time, data separation between countries, states, and counties means governments and education officials see only the data relevant to their jurisdiction.

For governments expanding implementation, this means confidence that the platform scales reliably across geographies, languages, and governance structures without requiring separate technical infrastructure for each context.

Strengthening assessment validity
Governments need and consistently ask for learning data that is structured for decision-making. In 2025, EIDU’s analytics infrastructure matured to let education officials query implementation data directly: which schools are using the platform consistently, where usage is declining, how learning outcomes vary across contexts.

Form submissions became queryable and improved data validation and form branching logic make for cleaner data collection, with less manual processing before analysis.

The explorations in Rwanda and Pakistan created space to test how the programme works in a different context. Both partnerships generated concrete lessons on cross-country replication and what aspects of the model transfer readily and what needs more adaptation. Each partnership was designed to generate specific insights about cross-country replication of the EIDU solution with established institutional partners.



Tools that serve government decision-making
Governments using the platform to monitor learning progress need confidence that assessments measure actual learning.

In 2025, we investigated how assessment delivery affects data quality. When assessments were administered without teacher oversight, completion rates were low. Switching to a supervised model, where teachers administer assessments digitally but provide in-person guidance, raised completion rates to 75%. Teachers also reported a better understanding of what individual learners know and can do.

This work continues in 2026, with plans to review assessment alignment against international standards like EGMA and EGRA.

Operational reliability and security

As our platform supports hundreds of thousands of learners across diverse contexts, reliability and security are foundational requirements for every government partnership.

Infrastructure stability. Platform deployment shifted to more resilient infrastructure, improving engineering productivity and enabling reliable performance as user numbers grow. Counties adding schools need confidence that the platform maintains stability as usage scales.

Data security and separation. The identity and access model was redesigned to ensure secure data separation between countries, states, and counties. Education officials see data relevant

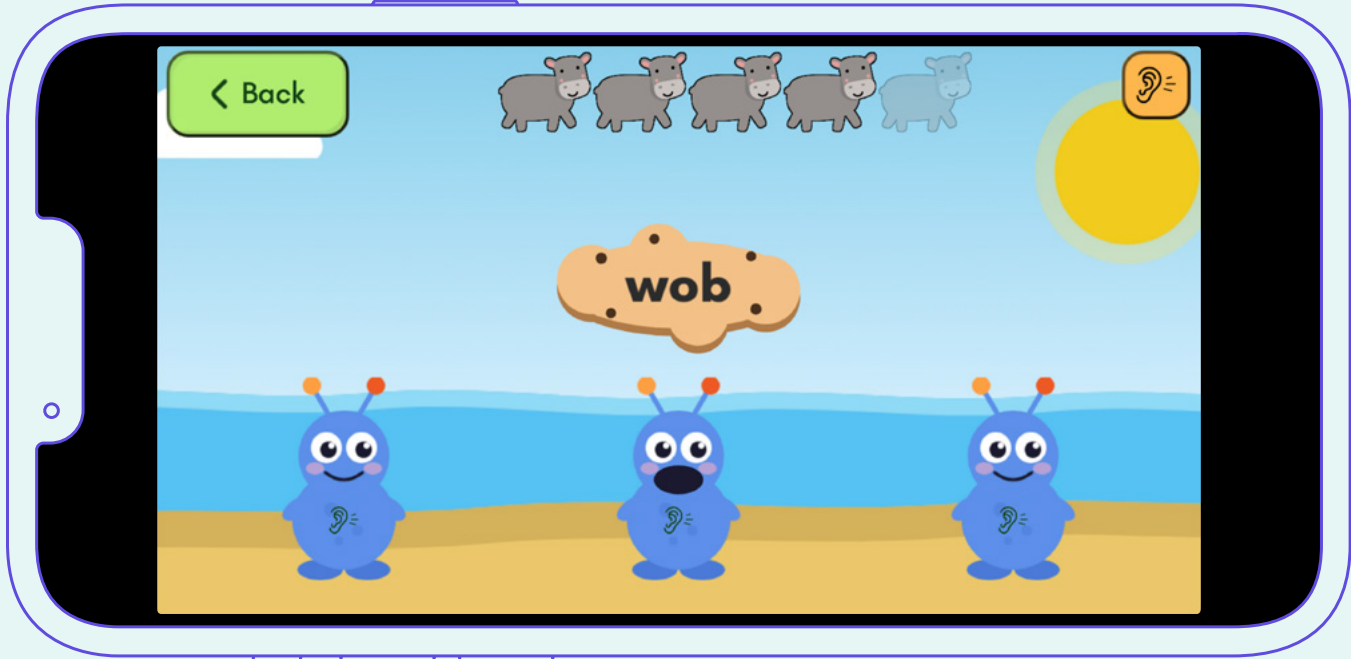
to their jurisdiction without accessing data from other contexts – addressing government requirements for data sovereignty and appropriate access controls.

Device and data management. Enhanced device management, data validation at collection points, and system health analytics provide the operational visibility governments need for maintaining implementation quality at scale.

Toward open infrastructure

In 2024, EIDU committed to fully open-sourcing the platform. In 2025 we began migrating the EIDU platform toward a model where governments can inspect, audit, and extend the code that runs in their schools where appropriate.

- ✓ Consolidated four separate country deployments into a single unified codebase
- ✓ Migrated all backend components to Kubernetes
A unified codebase, plus migration of all services to Kubernetes, means the platform can now already run on any cloud provider and is not tied to one vendor
- ✓ Architectural foundation for open-source distribution in place
- Full open-source release of all source code components
On track for 2027, as committed in 2024



Sample lesson content created with EIDU's internal content authoring engine – a working preview of the tools currently in development.

Implementation Challenges and Adjustments

Platform development involves testing assumptions. In 2025, some approaches required significant adjustment.

Lesson fidelity measurement. Understanding whether teachers implement structured pedagogy as designed is difficult to assess remotely. We tested lesson-specific assessment units – short quizzes aligned to specific lesson content – to help education officers gauge teaching quality. Assessments performed better for language content than mathematics, suggesting different subject areas require different assessment designs. Triggering mechanisms and question formats created issues with repetition loops and learner disengagement, providing less useful signal to education officers than intended. Remotely measuring instructional quality requires more nuanced approaches than initially designed.

Content creation capabilities. Work began on internal content creation capabilities to reduce dependence on external curriculum adaptation processes. This long-term strategic work continued throughout 2025 but remains in development.



A Maturing Organisation

The people behind it all

Behind every data point in this report – every school onboarded, every teacher trained, every A/B test designed – is a team that grew significantly in 2025 to match the scale of the work. As EIDU deepened its presence across two countries and expanded into two more, the organisation strengthened its capacity to deliver at system level.



Key Appointments



Sarah Huber

joined as Chief Operating Officer, bringing two decades of experience scaling operations in complex environments – from agricultural transformation in Ethiopia and Nigeria to affordable technology deployment in India. Previously at McKinsey, the Ethiopian Agricultural Transformation Institute, and Apollo Agriculture, Sarah brings the operational discipline that multi-country, government-embedded programmes require.



Lilian Gangla

joined from USAID Kenya, where she spent over a decade leading some of the country's largest education programmes – including the \$96M Tusome Early Grade Reading Programme, which reached 8.9 million learners. Her deep relationships across Kenya's education system and her expertise in government partnership design directly strengthen EIDU's work with county and national government partners.



Robert Maina

joined as Senior Pedagogical Designer, bringing 15 years of experience in curriculum development and teacher training across Kenya's education system. At RTI International, he led the development of instructional materials used by over five million children and supported the training of more than 500,000 teachers. His expertise in early grade literacy and numeracy content design directly supports the quality of what learners and teachers experience on the platform.



Jeremiah Ogah

joined as Head of Operations, Nigeria, bringing extensive experience in implementing large-scale education programmes across multiple Nigerian states and countries in Africa. Previously Regional Director at NewGlobe, where he oversaw programmes including EdoBEST and EKOEXCEL reaching hundreds of thousands of learners, Jeremiah leads the operational infrastructure that supports EIDU's expansion across five Nigerian states.

Advisory Board



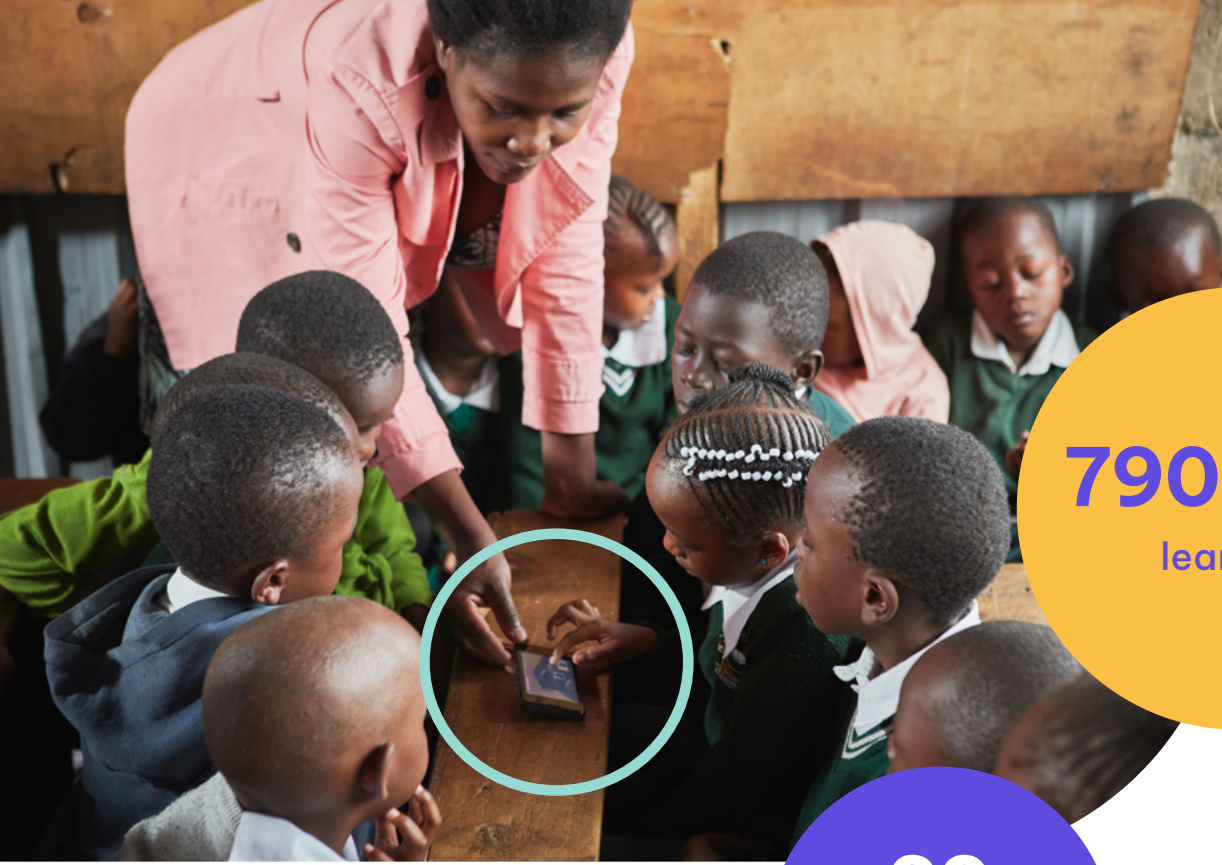
EIDU's advisory board, established in 2024, held its inaugural in-person meeting in London in June 2025 – bringing together the full panel for the first time to provide strategic guidance on evidence standards, government engagement, and long-term impact.

The board comprises **Dr. Noam Angrist** (What Works Hub for Global Education, University of Oxford), **Dr. Asyia Kazmi OBE** (formerly Global Education Policy Lead, Gates Foundation), **Prof. Kwame Akyeampong** (Centre for the Study of Global Development, Open University), **Prof. Christian Kroll** (IU Germany; founding Scientific Director, SDG Index & Dashboards), **Dr. Ig Ibert Bittencourt** (Harvard Graduate School of Education; Federal University of Alagoas), and **Dr. Iliana Albino** (Deputy Director for Partnerships, UNICEF).

Looking Ahead

What 2025 taught us, where we're headed,
and who's doing the work





790,000
learners

39
government
partnerships

4
countries

What we learned at scale in 2025

2025 was the year EIDU moved from proving the model to operating it at system level. Across 790,000 learners, four countries, and 39 government partnerships, we learned as much about what needs to improve as we did about what works. This section is an honest account of both – and a statement of where we’re directing our energy next.

What Works

Teachers adopt and integrate readily.

Across 3,500+ teachers surveyed in Kenya and Nigeria, implementation rates exceeded 95%. Teachers did not need to be convinced – they needed structured support, and when they received it, integration into daily classroom practice was near-universal.

Learners engage consistently. 97%+ daily participation rates across both countries. Engagement is not the challenge – sustaining learning gains over time is where the work continues.

The model transfers across contexts.

From Kenya’s county system to Nigeria’s federal structure, across English, Yoruba, and Hausa, through varied infrastructure conditions – the combination of structured pedagogy and digital personalised learning produced consistent results without requiring a fundamental redesign of the model.

Governments move from pilots to ownership.

18 Kenyan counties have moved beyond pilot phase into routine education delivery. Counties are integrating programme costs into development plans and incorporating platform data into official processes. This is system change, not project dependency.

Evidence holds up to scrutiny. The 0.534 SD improvement was published in a peer-reviewed journal. GEEAP referenced the platform in its literacy report. These are independent validations that governments can cite with confidence.

What Needs Work

Infrastructure remains the primary operational constraint. 41% of Nigerian teachers cited electricity and charging access as their main implementation challenge. Power supply – not pedagogy, not willingness, not technology adoption – is the bottleneck. Every government and donor planning digital education at scale needs to budget for this reality.

Sustained learning gains require active design. The RCT observed a plateau in learning gains after the midline assessment. Content refresh cycles, adaptive difficulty, and understanding the trade-off between repetition and engagement are active areas of work.

Assessment validity is still being built. Unsupervised digital assessments showed low completion rates. Supervised models improve data quality significantly, but scaling teacher-administered assessments across thousands of schools introduces its own complexity. Alignment with international standards (EGMA, EGRA) is the next step.

Measuring teaching quality remotely is harder than expected. Lesson-specific assessment units showed mixed results – working better for language than mathematics, with triggering mechanisms that caused unintended repetition loops. Remotely gauging whether structured pedagogy is being delivered as designed requires more nuanced approaches.

Personalisation is complex. Different learning domains benefit from different personalisation strategies. Learner choice outperformed algorithmic recommendation on multiple assessments. This challenges assumptions about fully automated systems and suggests the right answer involves more teacher agency, not less.

Long-term funding models need development. Government ownership is progressing (e.g. Embu County’s integration into its development plan is a meaningful signal) but the pathway from donor-funded implementation to fully government-funded operation is not yet proven at scale.

Our priorities for 2026

01

Expand and deepen the evidence base

Priorities include longitudinal studies on sustained learning impact, cross-country comparative research between Kenya and Nigeria, continued A/B testing on personalisation and content design, and independent evaluations that contribute to the global evidence base. The goal is not just to demonstrate that the approach works, but to understand precisely which components matter most – and share those findings openly.

02

Deepen quality in existing partnerships

The focus will shift from expansion to implementation depth. In Kenya's 32 counties, this means strengthening teacher support systems, scaling the deputy headteacher model with better calendar alignment, and supporting counties moving toward government-funded delivery. In Nigeria's 5 states, it means addressing infrastructure constraints directly – working with state governments on charging solutions, power bank provision, and contingency planning for low-electricity contexts.

03

Support Kenya's national Structured Pedagogy rollout

Kenya's Ministry of Education signals readiness to expand structured pedagogy approaches into primary grades. As an established partner across pre-primary, EIDU is positioned to support this work where the Ministry and Teachers Service Commission see value, and we will continue co-design conversations through 2026.

04

Continue open-sourcing the platform

In 2024, EIDU announced its commitment to fully open-source its platform. In 2025, the focus was on building the architectural foundation that makes this possible – consolidating separate country deployments into a unified codebase and migrating all services to Kubernetes, ensuring the platform can run on any cloud service provider rather than being tied to a single vendor. This work is on track for EIDU to open-source all source code components during 2027, as originally committed.



Four groups made 2025 possible.

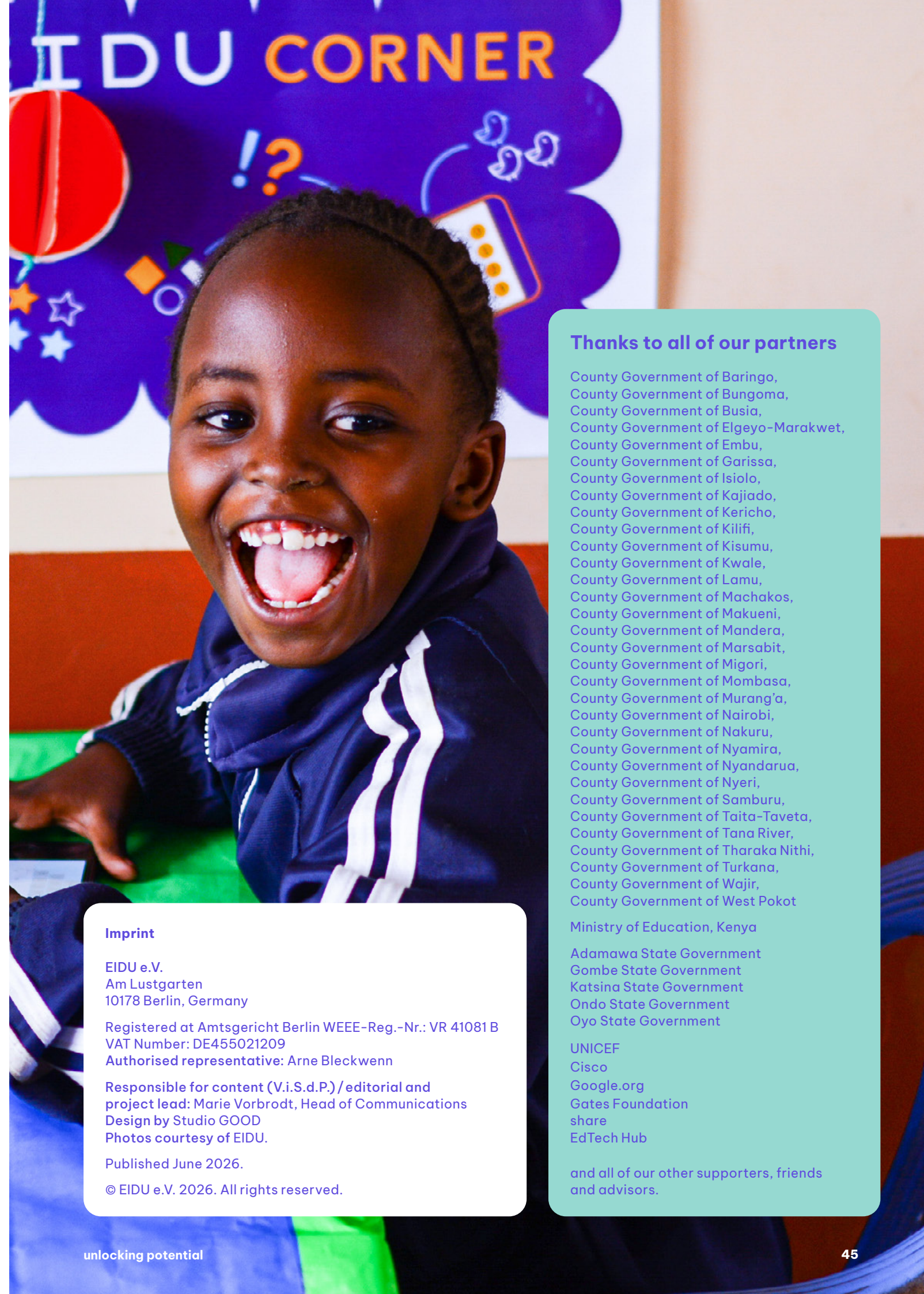
The governments who took a chance on this approach and worked it into their own systems, county by county, state by state. The donors who funded the testing and the hard questions that responsible scale requires. The research partners. And most importantly, the teachers, like Ruth in Gil Gil, who took a new tool into classrooms, and made it work for the learners.

We’ve tried to be honest in this report. About what’s working, about what isn’t, and what is next for us. We’re proud of what 2025 made possible – and also know that one million children learning with EIDU is not yet the number that solves the global learning crisis.

EIDU remains committed to ensuring that every child can access quality foundational education.

You share this goal?
Partner with EIDU and get in touch:

partnerships@eidu.com



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