Impact Report 2025



Youth Impact

Who we are

Youth Impact is an international NGO, with a vision of all youth thriving. We work with governments and partners to scale proven health and education programs for young people worldwide. Our approach is grounded in evidence, strengthened through continuous learning, and embedded within government systems for sustainable impact.

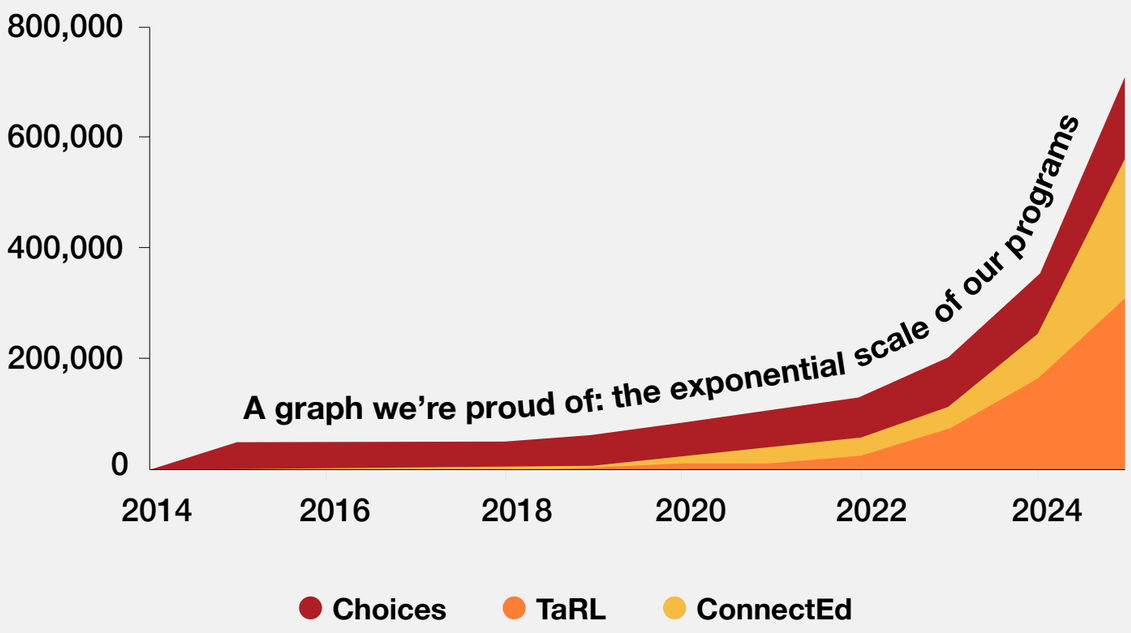


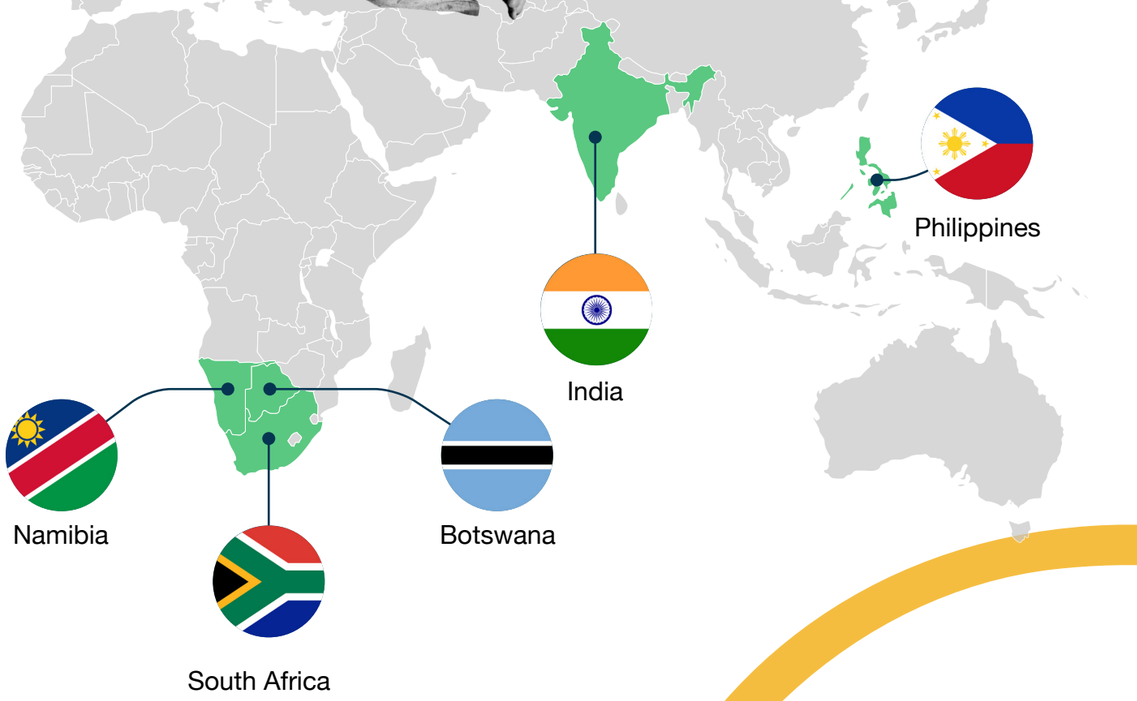
700,000
youth served

15+ rapid randomized trials per year

11 million
lessons learned

5 country government partnerships





We have established innovation hubs in five countries, where we work closely with governments to scale programming.

Beyond these hubs, we collaborate with partners in multiple countries to extend and test approaches across diverse contexts.

Co-founders' foreword

We have learned the hard way that scaling doesn't just mean growth, it means *persistence through shocks*. As global aid funding landscapes shifted, 2025 became a test of resilience.





"I want to be a teacher when I'm older because I want to help others learn too."
- **Student**, Botswana
(who progressed three maths levels in just one term of programming!)



"During the first week of tutoring, one caregiver shared that he and his wife were happy because their son was happy after the session. He had a smile on his face after achieving something!" - **Teacher**, Philippines



"Education is very important for children. We did not get it, but at least my child should. My child is learning, and every other child should also get this opportunity." - **Parent**, India

We have experienced multiple shocks on the road to scale: transitions in government leadership, COVID-19 school closures, and, this year, foreign aid cuts. We have stood the test of time – scaling and sustaining – thanks to our partners' strong support, many of whom stepped up when we needed them most, the systems we have built, the lessons we have learned, the unstoppable momentum we have generated, and the fierce commitment of our teams on the ground.

With budget pressures mounting, our commitment to cost-effectiveness proved more critical than ever. We leveraged one of our comparative advantages, nimble real-time research, to conduct several cost-reducing A/B tests, identifying even cheaper and more cost-effective delivery models at scale. We made our baseline assessment tools simpler in Botswana, increasing the volume and speed of our data submissions by 5-10x. We reduced monitoring costs at scale by 33% through more phone-based coaching support in Namibia.

Our commitment to working through government systems also proved paramount. In South Africa, we signed several partnerships with provinces and districts to expand across the country at a record pace. In Namibia, we started partnerships with pre-service teacher training programs, integrating into the system even further. In the Philippines, we provide leveraged technical assistance to the government's flagship national education reform: the Academic Recovery and Accessible Learning (ARAL) program in partnership with the World Bank. In India, one of our newest innovation hubs, we worked hand-in-glove with the Government of Karnataka to leverage over $10 million of in-kind resourcing to train over 25,000 teachers and reach over 250,000 students. In Botswana, despite a historic budget crunch due to falling diamond prices, we leveraged over $3 million of in-kind resourcing, supporting teachers to deliver evidence-based education reforms at scale across all ten regions of the country.

At the end of the year, we can confidently say that we persevered. 2025 is the fourth consecutive year that we doubled our previous year's annual reach. Even more remarkable, our impact has continued to improve even as our reach expands exponentially.

At the center of this work are the young people we serve. A child learning to read for the first time, a girl exercising her agency to make healthy relationship choices, and governments and civil society working together to enable youth to reach their full potential. These moments ground us in all that we do.

As we accelerate into our second decade, we are progressing toward national scale in several of the five countries we work in, programs are increasingly integrated within government systems, and we are doubling down on generating rigorous, rapid and regular learning. The learning never stops.

Moitshepi and Noam

The year in numbers

136,000
children learned at least one new concept

355,000
children participated in Youth Impact programs



5.8 million
lessons delivered

16
rapid randomized experiments run



170,000+
caregivers supported at-home learning



54,000
people trained to deliver programming

90%
programs funded by government

Programs







The threads running through all our programs

The programs in our portfolio serve our vision of all youth thriving.

Our programs are all supported by rigorous evidence and are among the most effective interventions for youth globally.

We work closely with governments to scale programming through existing government systems.

We conduct randomized, iterative A/B tests on all our programs to optimize them for cost-effectiveness and scalability.

choices

Choices is a 40-minute program delivered in junior secondary schools that dramatically reduces HIV risk and teenage pregnancy. It is delivered by near-peer facilitators, and reveals the real risk of older partners through fun and interactive activities.

Backed by **2** RCTs

40% reduction in teen pregnancy when delivered by near peers

142K students reached

Botswana

15 A/B tests

TaRL

Teaching at the Right Level (TaRL) improves maths and literacy skills in primary school children by using techniques to teach them at the learning level they are currently at, rather than teaching them at the expected age or grade level.

Backed by **11** RCTs

1.85 years of learning gains delivered in just one term

311K students reached

Botswana, Namibia, South Africa, Philippines

29 A/B tests

connectEd

ConnectEd is a phone-based tutoring program that improves maths and literacy skills through lessons tailored to each student's learning level. It is designed for low-connectivity settings and only requires a basic phone connection.

Backed by **6** country RCTs

4 years of high quality education delivered per $100

254K students reached

Botswana, India, Philippines

18 A/B tests

Botswana

Positioned for imminent national scale

Botswana is our founding hub and headquarters, where we support delivery of all three programs: Choices, TaRL, and ConnectEd, and iterate on our models for scale. In 2025, our work deepened through stronger government ownership and continued program improvement. Delivery is increasingly embedded in national systems, while ongoing testing ensures programs continue to get better as they grow. Botswana also plays a central role beyond its borders. As our global headquarters, it remains a central hub where ideas are developed, tested, and prepared for scale across countries.

2025 Reach: 137,000 youth
Results: 13.6% to 53.2% Increase in children with all foundational numeracy skills.

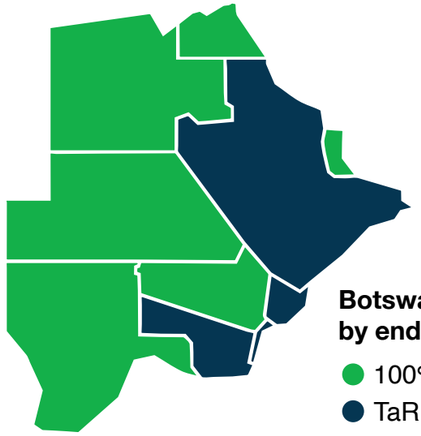
"We have seen wonders in our results! I'm also very happy with the way Youth Impact works with us—they are patient, supportive, and help maintain a strong working relationship. We have learned so much from the TaRL initiative, and we hope it continues."

Mrs. Mogotsi
Bophirima Primary School



How we scaled

In 2025, we reached more students and schools than ever before. We also launched in the tenth and final region of Botswana, reaching every corner of the country. TaRL reached 100% scale in six regions, with every primary school implementing the program. This puts us on track for national scale (every primary and junior secondary school) in 2026.



How we worked with government

Teachers, supported by national service program participants: The majority of program delivery is through government teachers, with over 3,000 teachers trained and actively delivering programming. In half of the regions of the country, we also engage the National Service Program (NSP), a government-run youth scheme, to support government teachers, with over 1,000 NSPs engaged to date.

Memorandum of Understanding: We signed our third consecutive MoU with the Ministry of Basic Education and Child Welfare, extending to 2031.

What we learned

Choices: We conducted two A/B tests on co-ed classes and found they were as effective as single-sex classes. This makes delivery simpler and more cost-effective.

TaRL: We introduced a simple group assessment tool (rather than one-on-one), which reduced total assessment time of all students in a school from two weeks to just 20 minutes.

ConnectEd: We conducted an A/B test comparing the standard model where tutors schedule tutoring call times with caregivers, to a new "call center" model where calls are placed rapidly at convenient times. The new model reduced wasted time and lowered costs by 30% while maintaining impact.

2025 milestones

January
New year, new name: our adolescent sexual and reproductive health program became Choices.

August
Co-hosted an education roundtable with the Ministry of Child Welfare and Basic Education, UK High Commission, World Bank, and UNICEF.

September
Milestone: 300,000 children reached to date in Botswana.

December
Extended our long-standing MoU with the Government of Botswana to 2031.



India

Rapid scale and growth with government

In India, we support the implementation of Ganitha Ganaka, the local name for ConnectEd, in partnership with the Government of Karnataka, J-PAL and Alokit. In 2025, scale was the big story. Karnataka moved from early implementation to statewide ambition, positioning Ganitha Ganaka as a flagship foundational numeracy initiative within the public system. As the program expanded statewide, we also concentrated support in selected "high-touch" districts, to deepen impact while broadening reach.

2025 Reach: 150,000 youth
Results: 14.7% to 55.2% Increase in children with all foundational numeracy skills.

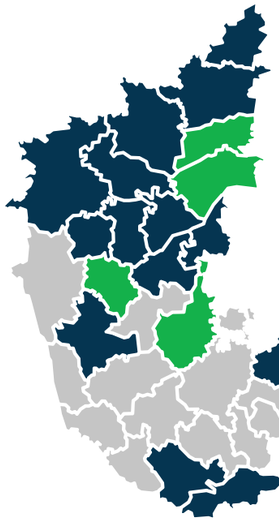
"As it is a simple and very effective program, it can be implemented across many countries, especially for students who need additional and individual support or who are not able to learn in classrooms. If this program is implemented across all districts of Karnataka, it will be very helpful for students who need additional support in mathematics."

M H Patil
Block Education Officer, Haveri District



How we scaled

In 2025, Ganitha Ganaka expanded rapidly across Karnataka following the government's commitment to statewide scale. Alongside this, we focused support in four high-touch districts to model effective implementation, with Chitradurga emerging as a proof point, achieving near-saturation and a 22% improvement in numeracy in a single cycle.



Karnataka scale by end of 2025

- High touch districts
- Scaled AY 24-25
- Targeted AY 25-26

How we worked with government

District engagement: We strengthened coordination at district level and expanded our India-based team to support implementation and deepen impact.

System integration: Ganitha Ganaka was embedded into the state's teacher training framework and delivered through government systems, with the Government of Karnataka committing $10M in kind towards the rollout.

Technical partnership: We supported the Department of School Education and Literacy on teacher training, curriculum alignment, assessment, and data systems.

What we learned

A 100-school A/B test found that phone-based nudges achieved nearly comparable teacher completion to field visits—79% versus 85%—at almost one-tenth the cost, demonstrating how the phone calls could improve cost-effectiveness of operations at scale.

Technology and innovation: Early tests of AI-enabled assessments and a call scheduling tool show promise for reducing teacher workload and improving data quality.

2025 milestones

January
Began wide-scale rollout of Ganitha Ganaka, training 35,000 teachers in two months using a cascade model.

May
Signed a formal partnership with the Government of Karnataka to provide technical assistance for improved FLN outcomes.

July
The Government of Karnataka issues an order expanding Ganitha Ganaka to 40,000+ primary schools in the state.

December
Invited to present an experimental pilot at the India AI Impact Summit in February 2026.



Namibia

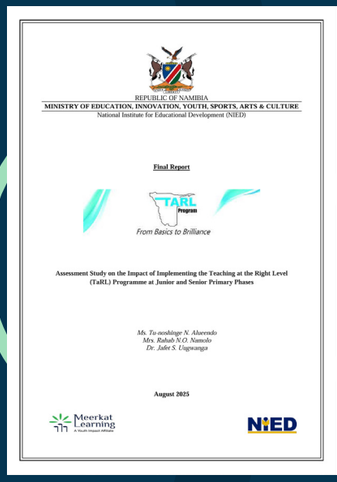
Innovation and sustainable structures

In Namibia, we scale Teaching at the Right Level (TaRL) through our affiliate, Meerkat Learning. In 2025, our work advanced government ownership. This includes integration into pre-service teacher training programs, as well as engaging the National Institute of Educational Development (NIED) in a government-led evaluation.

2025 Reach: 43,000 youth
Results: 44.2% to 17% Decrease in children with no foundational numeracy skills.

"Findings show that learners improved in both numeracy and confidence. Teachers also reported stronger participation and overall learning outcomes. More than three-quarters of teachers reported improvements in numeracy, with the strongest gains among the lowest-performing learners."

National Institute for Educational Development (NIED)
Government Research Body, 2025 study


REPUBLIC OF NAMIBIA
MINISTRY OF EDUCATION, INNOVATION, YOUTH, SPORTS, ARTS & CULTURE
National Institute for Educational Development (NIED)

Final Report

TaRL Program
From Basics to Brilliance

Assessment Study on the Impact of Implementing the Teaching at the Right Level (TaRL) Programme at Junior and Senior Primary Phases

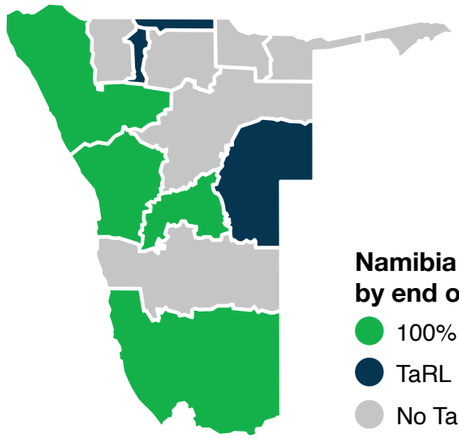
Ms. Ta-neshinge N. Ahorendo
Mrs. Rahab N.O. Namolo
Dr. Jafet S. Uugwanga

August 2025

Meerkat Learning
NIED

How we scaled

In 2025, TaRL expanded to 9 out of 14 regions, reaching more than half of Namibia. We also reached full scale in several regions—including Khomas, Erongo, Kunene, and Omaheke—where TaRL is now implemented in every primary school. This growth reflects strong government partnership, in particular continued demand at regional level.



How we worked with government

System integration: TaRL is now embedded in pre-service programs, a major step towards integration into sustainable structures.

Regional leadership: Implementation is driven at regional level, with strong ownership across nine regions and full-scale adoption in several.

Government data systems: We built demand-driven dashboards for government data use and monitoring.

What we learned

Independent evidence: A national study by National Institute for Educational Development (NIED) confirmed improvements in numeracy, confidence, and classroom participation.

Equity in impact: The largest gains were among the lowest-performing learners, with over 80% of teachers reporting that struggling students improved the most.

A/B testing: We ran four tests to refine delivery, with a focus on coaching and monitoring, identifying models which could reduce costs of ongoing teacher coaching by 33%.

2025 milestones

July
Signed a 5-year partnership with the University of Namibia to embed TaRL in pre-service teacher training.

September
NIED presented positive findings on TaRL's impact on learning, including improvements in numeracy, confidence, and teaching practice.

October
Signed a second university partnership with IUM, training student teachers to deliver TaRL during pre-service school placements.

November
We ran successful A/B tests on virtual teacher coaching and monitoring which identified a phone-based model that reduces the costs of ongoing teacher support by 33%.



Philippines

Policy influence for flagship reforms

In the Philippines, we support implementation of TaRL and ConnectEd, combining in-school and remote learning approaches. Beyond direct support to over 20 School Division Offices (SDOs), we've deepened our role as a technical partner to the national Department of Education, working with the World Bank, to advance government priorities like the flagship Academic Recovery and Accessible Learning (ARAL) reform.

2025 Reach: 22,000 youth
Results: 60.7% to 6.2% Decrease in children with no foundational numeracy skills.

"The Program is more than a response to disruption—it is a lesson in possibility. It shows us that when schools, teachers, and families collaborate with creativity and commitment, learning can thrive in any circumstance."

Joanna Marie Breboneria
ConnectEd teacher in Sta Cruz Elementary School, Cavite City



How we scaled

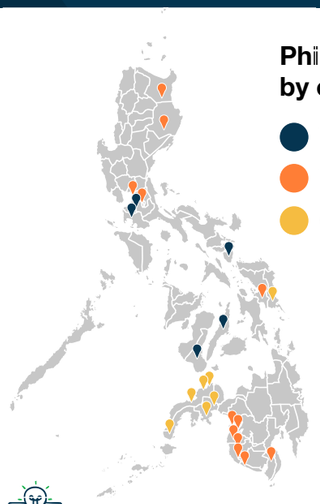
Our work expanded from 4 to 21 Schools Division Offices in 2025. In several divisions, we launched TaRL (in-school) alongside ConnectEd (remote). Early results suggest the two models can complement each other well.

How we worked with government

National partnerships: We worked closely with the Department of Education (DepEd) and Ministry of Basic, Higher and Technical Education (MBHTE)-BARMM to scale TaRL across regions and integrate it into existing systems.

Technical assistance to flagship policy reforms: In partnership with the World Bank, we provided technical input to support the rollout of the national learning recovery program, Academic Recovery and Accessible Learning (ARAL).

Regional engagement: More than 20 schools division leaders expressed interest in partnering with us to launch TaRL and ConnectEd numeracy. This regional engagement complemented the national rollout of ARAL Reading in 2025 and generated insights to inform the implementation of ARAL Math in 2026



Philippines scale by end of 2025

- TaRL + ConnectEd
- TaRL
- ConnectEd

What we learned

Impact focused in a diverse context: Across eight regions, we reached 10,000+ learners in Grades 3–6. At least 80% of TaRL learners and 70% of ConnectEd learners gained at least one new operation—demonstrating the approaches' potential to scale across the Philippines.

Evidence strengthens program design: Our evaluation partnership with the World Bank and the Department of Education informed the design of ARAL Math. In a separate pilot with UK SAGE and SEAMEO, ConnectEd supported 55% of participating out-of-school children and youth to gain at least one new operation in four weeks—even after more than a year out of school.

2025 milestones

February
Launched an official local organization (TISA, operating as Youth Impact).

July
Partnered with the Department of Education (DepEd) and the World Bank to provide technical assistance and guidance on the government's national learning recovery program, ARAL.

August
Joined the British Council Philippines roundtable on digital learning and girls' education in BARMM. Launched the university volunteer delivery arm for ConnectEd.

November
Participated in the SEAMEO High Officials Meeting and shared lessons on teacher professional development.



South Africa

Multiple models across three provinces enable diversified and sustainable growth

In South Africa, we implement evidence-based targeted instruction programs with the government, implementing partners, and via direct delivery models. In 2025, our work focused on establishing the foundations for scale. We formalized our local presence, built strong implementation partnerships, and scaled work with the government across three provinces. As delivery expanded, we also strengthened quality. Early results show that learning outcomes are improving term on term, reinforcing our focus on scaling with effectiveness.

2025 Reach: 10,000 youth
Results: 69.5% to 28.6% Decrease in children with no foundational numeracy skills.

"Before the program, many learners struggled to solve mathematical problems, but now they can confidently solve them and carry out the four basic operations. I was particularly impressed by the levelling process at the start of the program, which effectively engaged learners across different grades. I would like to see TaRL expanded to other regions."

Mr Otukile
Teacher, Tshipitota Primary School



How we scaled

In 2025, we supported TaRL's expansion across multiple provinces and multiple delivery models, including government-led, partner-led, and direct delivery. Alongside this expansion, we placed a strong focus on quality.



North West and Gauteng scale by end of 2025

- TaRL
- No TaRL yet

How we worked with government

Provincial partnerships: We secured support from the North West province, and in 2025 expanded into Gauteng through government support, building relationships with both provincial and national education stakeholders. We also launched a partnership in Limpopo.

Coalition building: We formed a coalition with government and research partners, including departments of education and research units, to support implementation and learning.

What we learned

Impact: In 2025, TaRL reached more than 10,000 learners across 86 schools in Grades 3–7, with an average of 3.6 weeks of implementation. Despite variation in dosage, 56.1% of learners progressed by at least one numeracy operation.

Simple data systems that can scale: Early tests of tools like WhatsApp chatbots show promise for simplifying teacher data submission and improving consistency.

Government engagement strengthens implementation. In 2025, we began transitioning to government-led delivery, working through district structures and identifying TaRL champions helped strengthen school engagement and compliance (A "follow the leader" approach i.e we go to districts identified by the government official).

2025 milestones

January
Registered a local entity in South Africa.

May
Scaled government-led delivery, supporting teachers to implement TaRL in schools.

July
Signed an agreement with Gauteng Province to expand to our second province, **in addition to North West.**

August
Trained and supported a local partner to deliver TaRL in Limpopo.



What we learned in 2025

Our approach to evidence

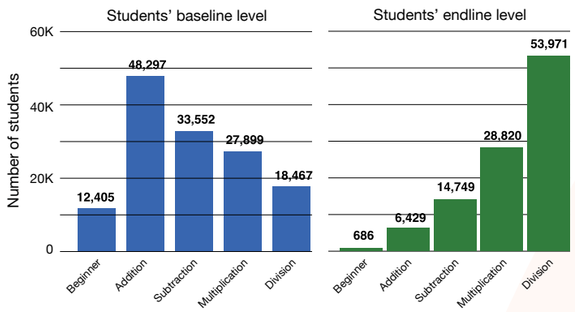
We are a learning organization. Through randomized trials, A/B testing and other rapid, rigorous and regular methods, we continuously test, measure, and optimize our programs for impact, cost-effectiveness, and scalability. This approach generates actionable insights in real-time, strengthening delivery as we scale, and contributes to broader public goods by sharing what works with others.

Tech helps simplify data flows at scale

We introduced simple WhatsApp-based tools for scheduling and data submission, alongside real-time dashboards that helped teams and government partners track 155,525 students as programs scaled.

Of the 104,655 students who completed tutoring, 53,971 finished at division level and 28,820 at multiplication level—meaning nearly four in five reached one of the two highest numeracy levels. By simplifying data flows, these tools helped teams monitor progress, identify gaps, and use timely evidence to strengthen delivery at scale.

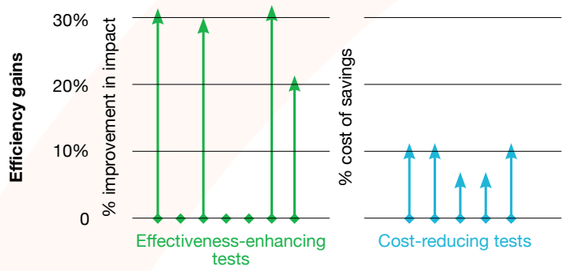
Students completed tutoring	Students currently tutored	Total number of students
Number of students	Number of students	Number of students
104,655	50,870	155,525



Iterative A/B testing improves cost effectiveness at scale

We conducted 12 iterative A/B tests to optimize tutoring for scale, comparing variations of the program to understand what improves impact and reduces cost. In 2025, we published the results: one of the first public good products on iterative A/B testing in the social sector, and a milestone in building the evidence base for this approach.

The findings show consistent gains. Seven of 12 tests improved cost-effectiveness, with efficiency gains of up to 30% per test. These gains came from both reducing costs and increasing impact, showing that optimization can operate on both sides of the scaling equation.

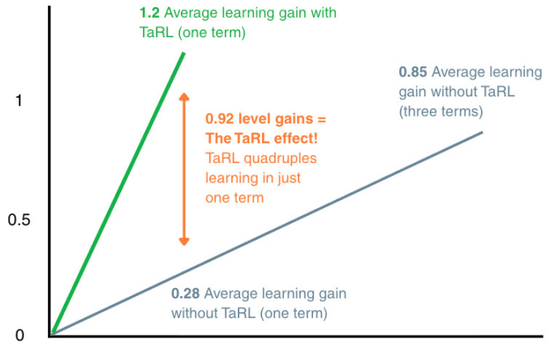


Two patterns emerge. First, simplifying delivery can reduce costs without reducing learning. For example, changing how tutoring sessions are scheduled maintained outcomes while lowering delivery costs. Second, small additions can generate large gains. Encouraging caregivers to take a more active role during tutoring more than doubled learning outcomes at minimal additional cost. Across tests, improvements accumulated over time. Rather than a single breakthrough, iterative testing produced a series of incremental gains that cumulatively strengthened both impact and scalability.

Quasi-experimental evidence at scale

We collected baseline and endline data each term to measure TaRL's impact on learning. Using a difference-in-differences quasi-experimental approach, we compared student progress under TaRL to expected progress from regular instruction. This method provides a cost-effective way to assess program impact using routine data.

In just 20 days, students gained an average of 1.2 learning levels, compared to 0.28 without TaRL: an additional gain of 0.92 levels. This demonstrates that TaRL accelerates learning by 3x over "business as usual".



One term of TaRL results in an avg. 0.92 levels gained
Country: Botswana

Government delivery can match impact at lower cost

As we scale through government systems, a central question is whether impact holds. In 2025, the evidence suggests that the answer is yes. Across programs, government delivery is achieving results comparable to direct delivery, at lower cost. In Choices, for example, government-led delivery (led by national service program volunteers) reached similar learning outcomes to direct delivery while reducing cost per student. Consistent and quality training, monitoring, and continuous adaptation at national, regional, and school levels are all essential ingredients to achieve success within government systems. Where these are in place, government delivery performs strongly and continues to improve as it scales.



Who we worked with in 2025

Our approach to partnership

In 2025, we supported the growth of a broader ecosystem connecting evidence with action. The examples below highlight how this network-building is happening across organizations, governments, and contexts.



Cross-country learning and transfer

In 2025, approaches developed in one context were increasingly adapted across others. Training models, mentoring and monitoring systems, and A/B-tested improvements were shared across Botswana, Namibia, the Philippines, South Africa, and India, with teams learning from each other as programs scale. In the Philippines, a cascade training model led by division personnel is now informing training approaches in other countries. In TaRL, A/B-tested coaching-by-phone models in Namibia are being used to replace some in-person visits elsewhere, improving cost-effectiveness while maintaining quality. These tools and lessons are also being shared more broadly with government and implementation partners, including multilateral organizations such as the Inter-American Development Bank and NGO partners in other countries.

Government coalitions shaping policy and practice

In 2025, our work with governments accelerated. In the Philippines, we contributed to national priorities through participation in a government-led Evidence in Education Coalition and technical assistance to the government's flagship Academic Recovery and Accessible Learning Program (ARAL) and the Quality Basic Education Development Plan. In Namibia, we supported revisions to the National Learning Support Policy through collaboration with the National Institute for Educational Development. In BARMM in the Philippines, we designed a cascade training model led by division personnel, with structured, built in coaching and monitoring. In South Africa, we worked with provincial governments and partners to expand teacher-led delivery and integrate programs into existing structures. Across contexts, this approach embeds programs within policy, training systems, and day-to-day delivery, ensuring evidence informs decisions as systems scale.

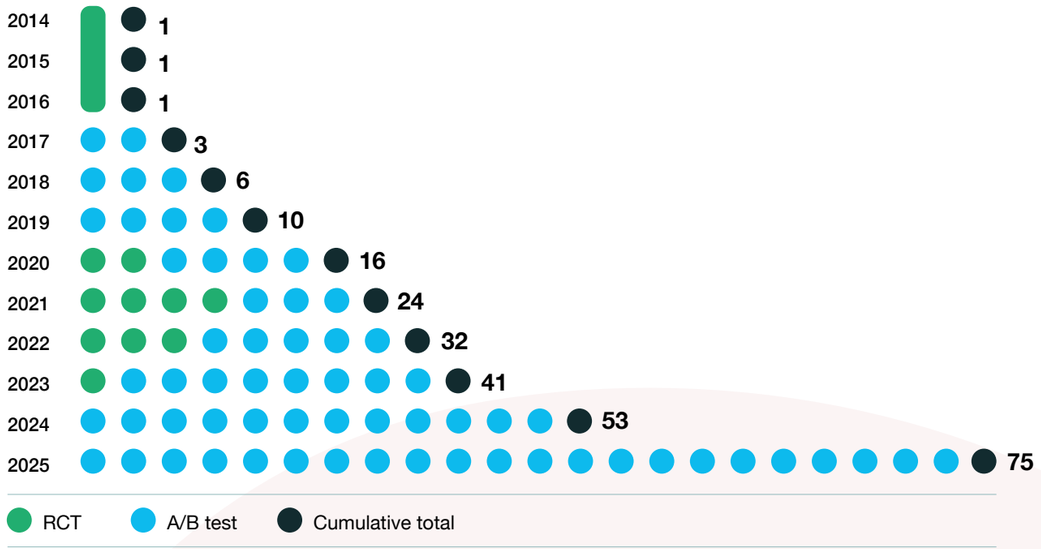


Iterative A/B testing: building a broader learning movement

In 2025, momentum behind iterative A/B testing continued to build across the sector. Funders, researchers, implementers, and governments are increasingly exploring how to generate actionable evidence within implementation cycles. This year, we supported organizations like Save the Children (Bangladesh), Building Tomorrow (Uganda) and Healthy Learners (Zambia) to grow their A/B testing practice. In late 2025, with the What Works Hub for Global Education, we published an Iterative A/B Testing Toolkit. The toolkit brings together lessons from years of field-based testing into a practical set of tools and best practices available as a public good for the social sector.

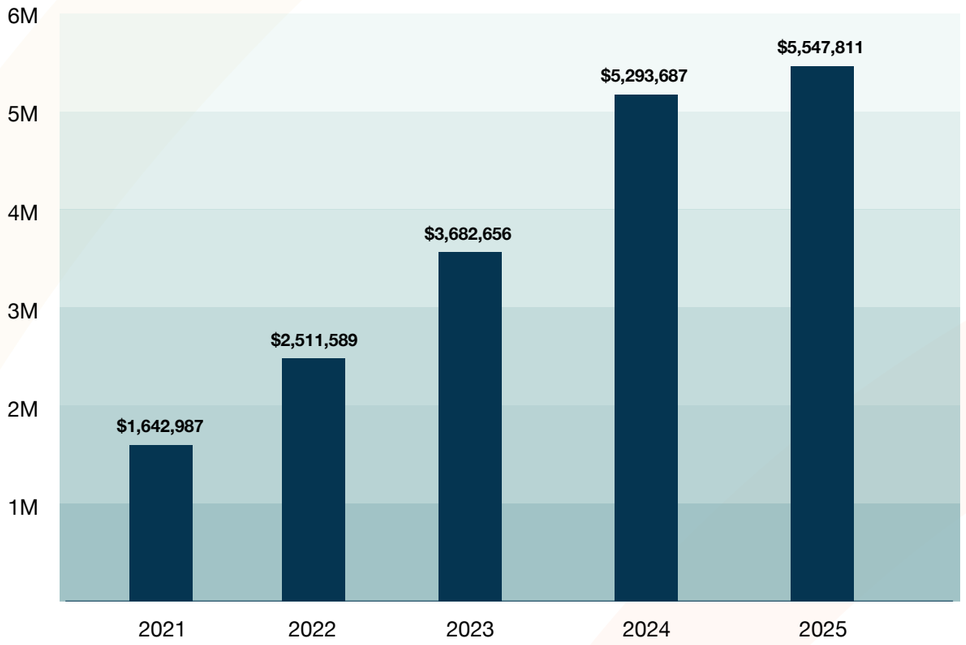


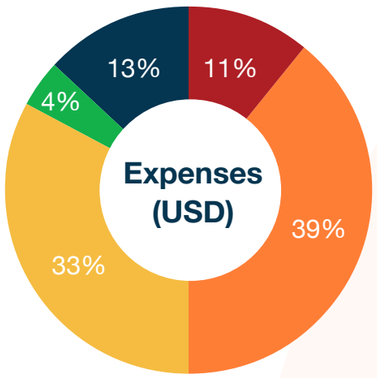
With nearly a decade of experience running A/B tests, by 2025 we run them at a cadence of 10+ annually.



Financials

Income (USD)





- Choices
- Teaching at the Right Level
- ConnectEd
- A/B testing and innovations
- Management and administration

Our partners

Our impact is only as great as our partnerships. We are very grateful for the following government ministries, nongovernmental organizations, agencies, research partners, and foundations for supporting our work in 2025. We also extend thanks to our individual supporters, and our historical partners over the years.

Government Partnerships

Department of Education The Philippines
Government of Karnataka India
Ministry of Basic Education South Africa
Ministry of Child Welfare and Basic Education Botswana
Ministry of Youth and Gender Affairs Botswana
Ministry of Health Botswana
National AIDS and Health Promotion Agency Botswana
Southeast Asian Ministers of Education Organization
Ministry of Education, Arts, and Culture Namibia

Funding Partners

Coefficient Giving
D-PRIZE
Douglas B. Marshall Jr. Family Foundation
Founders Pledge
Gates Foundation
The LEGO Foundation
MULAGO
Prevail Fund
ripple FOUNDATION
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Affiliates

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