



CAMBRIDGE

Strengthening systems, transforming societies

Working together for
education reform that lasts



Partnership
for Education

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Education that moves at the pace of change

Investing in education consistently builds stronger, more equitable societies – which is why so many national visions place education reform at the centre. With the world changing more rapidly than ever before, those reforms cannot wait.

But if no-one can know exactly what learning will look like in 5, 10 or 20 years, how do you shape systems fit for the future? How can you make sure assessments, curricula and teaching methods always stay current? And how do you inspire teachers, engage communities and champion learners through a world of change?

At Cambridge we help governments prepare learners for tomorrow, today.

We partner with governments, international development organisations, non-governmental organisations (NGOs) and partners to deliver education reform that lasts. Together, we build capacity, strengthen teaching and learning, and make systems more resilient.

We have demonstrated over decades that the most effective reforms come from co-design with partners, educators and communities. There is no substitute for your deep understanding of your local context, culture and challenges. We bring a global perspective that is grounded in evidence and experience. Evidence from over 150 years researching education systems and policy. And experience delivering change with our partner network and teams across the University of Cambridge and Cambridge University Press & Assessment.

The result?

Education reform that gets the best results locally, while also looking globally: drawing on internationally recognised frameworks, standards and professional development. Meaning your students have everything they need to succeed.

Since 2020,
our work together has reached more than **75 million people**



49.7
million students



828 165
teachers



4 385
education officials



3 609
trainers

And the leaders and educators we work with reach another **24.4 million students and teachers.**

The power of partnership

Our partners help us deliver impact where it matters most.

OECD

We developed the first PISA Foreign Language Assessment. Now governments can compare English teaching around the world and make more informed decisions.

ICESCO

We are supporting governments facing three urgent challenges: climate change, further emergencies, and making sure digital transformation improves learning. We also co-developed a framework for members to include climate education across their systems.

UNICEF

We improved access to education for children in emergencies, including Rohingya refugees in Bangladesh. And we created a curriculum to help displaced students gain a record of their progress with a digital Learning Passport.

“Our partnership has been both meaningful and impactful. Over the past few years, we have worked closely to strengthen teaching quality and learning assessment systems in one of the most challenging humanitarian contexts.”

Tazreen Jahan, Education Officer, UNICEF



Your vision guides everything we do

Tailored transformation projects built around your national vision

Every partner we work with is different, so no two projects are ever exactly alike.

What does not change is how we work with you. We are collaborative, adaptive and, most of all accountable to clear, measurable goals. Your context, aims and vision stay at the core of any work we do together, backed by evidence and global standards.

As your partner, we work across early years, primary, secondary and vocational education. We can:



analyse your education system to understand the data and set your priorities



develop assessment systems that improve learning and power progress



develop your curriculum to prepare learners for every future



support your educators with professional development to attract, develop and keep effective teachers and leaders



create teacher and learner materials that support improving standards

Together with Educate Ventures Research, we can also support you to develop and integrate artificial intelligence (AI) effectively and equitably across your curriculum, assessment, materials and professional development.





Executive programmes that help leaders drive change

Resilient reforms need resilient leaders. Our executive education programmes help you build your skills, standards and frameworks to adapt to rising challenges.

We established the award-winning **HP Cambridge Partnership for Education EdTech Fellowship** around one such challenge: that governments cannot realise investments in technology unless they also invest in digital transformation leadership.

Our Fellowship now includes 120+ leaders from Africa, Asia, Europe, the Middle East, Latin America and the Caribbean. As well as developing the skills, knowledge and networks they need to sustain change, they have stayed connected to keep learning from each other.

Our **Digital Education Leadership programme** supports global leaders to understand how technology can make education more inclusive, equitable and effective for all. Co-designed with UNICEF and the Global Partnership for Education (GPE), the programme is empowering leaders from more than 15 countries to design and implement digital education solutions.

“The programme has enriched my leadership by demonstrating how to bridge the gap between national policy and classroom reality through a shift from temporary interventions to sustainable system-wide integration. Learning from cross-country experiences has equipped me to refine strategies to ensure that teachers’ empowerment is grounded in actual needs rather than assumptions.”

Diane Sengati, Head of ICT in Education,
Rwanda Basic Education Board (REB)

“This Fellowship is unique and timely. Right now, all countries want to make the best use of education technology to transform their systems.”

Dr Iwan Syahril, former Director General
at Indonesia’s Ministry of Education, Culture,
Research and Technology

From vision to action: how partnerships make progress

We work with leaders and partners in more than **70 countries**, translating national visions into lasting education reform.



Evolving Uzbekistan’s system to get learners ready for the future

The vision | Uzbekistan 2030: equitable access to education for all

Education reform is an essential part of the Uzbekistan 2030 Strategy, which aims to lift the country to upper-middle-income status. The strategy emphasises access to quality, inclusive education that prepares students for lifelong learning and employability. The government’s goals spanned pre-school to higher education, including significant curriculum updates, teacher professional development and improving specialist training.

The action

Together with Uzbek leaders and UNICEF, we are:

- redeveloping the national curriculum, informed by running workshops with subject specialists and embedding key cross-cutting themes such as climate education, social-emotional learning and digital literacy
- developing robust formative and summative learning assessment systems so teachers can track progress, give timely feedback and support every learner
- connecting curriculum, teaching and learning, and assessment so they build logically from step to step.

By the end of the project, we will have:

- improved education quality for 8.8 million learners from pre-primary to Grade II (ages 3 to 18)
- updated over 25 subjects, including embedding climate and social-emotional learning.

“Uzbekistan’s education reform is about creating a quality, reliable, inclusive, and modern education system for the new generation. In improving curricula, special attention is paid to the principles of competency-based education, gender equality, inclusion, socio-emotional education, as well as climate change and environmental responsibility, and the development of technological and digital literacy.”

Dilshoda Norbaeva, a.i. Director of Republican Education Center

Key

-  Assessment
-  Curriculum
-  Professional development
-  Teaching and learning materials





Modernising Bhutan's system with cultural identity at its core

The vision | Gross National Happiness: education for wellbeing and values

Bhutanese values are deeply rooted in Buddhist ideas such as 'tha damtsig' and 'ley gjudrey' – concepts of commitment and consequences. The government is also guided by a development philosophy of Gross National Happiness, which calls for harmonising academic excellence with holistic wellbeing, culture and citizenship. The Ministry faced a strategic challenge: reviewing and updating the national curriculum and assessments, while staying true to Bhutan's cultural identity.

The action

With the Ministry of Education and Skills Development, we have:

- supported development of the national curriculum and textbooks, incorporating Bhutan's Gross National Happiness principles
- developed an assessment framework that aligns to international standards and lays the foundations for globally recognised certification
- helped build educators' capacity to be agents of change, offering them direct experience of teaching methods and learning cultures through a teacher immersion programme at Cambridge schools in India
- trained and supported the Bhutan Council for School Examinations and Assessment (BCSEA)'s staff to become leaders in assessment

- supported the Ministry to analyse and report on the National Assessment Survey and generate data to support decisions they make about Bhutan's education system
- contributed key recommendations to the Ministry's new five-year plan, focused on reform and capacity building followed by implementation and auditing.

Through the five-year plan, our work together will create lasting impact for:

- all 566 schools in Bhutan
- 10 096 teachers
- 156 272 students.

"The dedication and teamwork demonstrated throughout these past months have been exemplary. Together, we remain focused on embedding these reforms and achieving tangible results."

Tashi Namgyal, Director, Ministry of Education and Skills Development



Improving maths and science teaching and learning in Oman

The vision | Education for diversification and national capability

Oman's 2040 vision is to build a society where research, innovation and creativity thrive. Education is a foundational pillar in the plan for diversifying the economy and making Oman more competitive on the world stage. To realise that vision, the Ministry of Education focused on transforming maths and science teaching and learning. The approach combined the best of all worlds: curriculum and professional development anchored in Omani culture and context, and benchmarked against international standards.

The action

Working with Oman's Ministry of Education, we have:

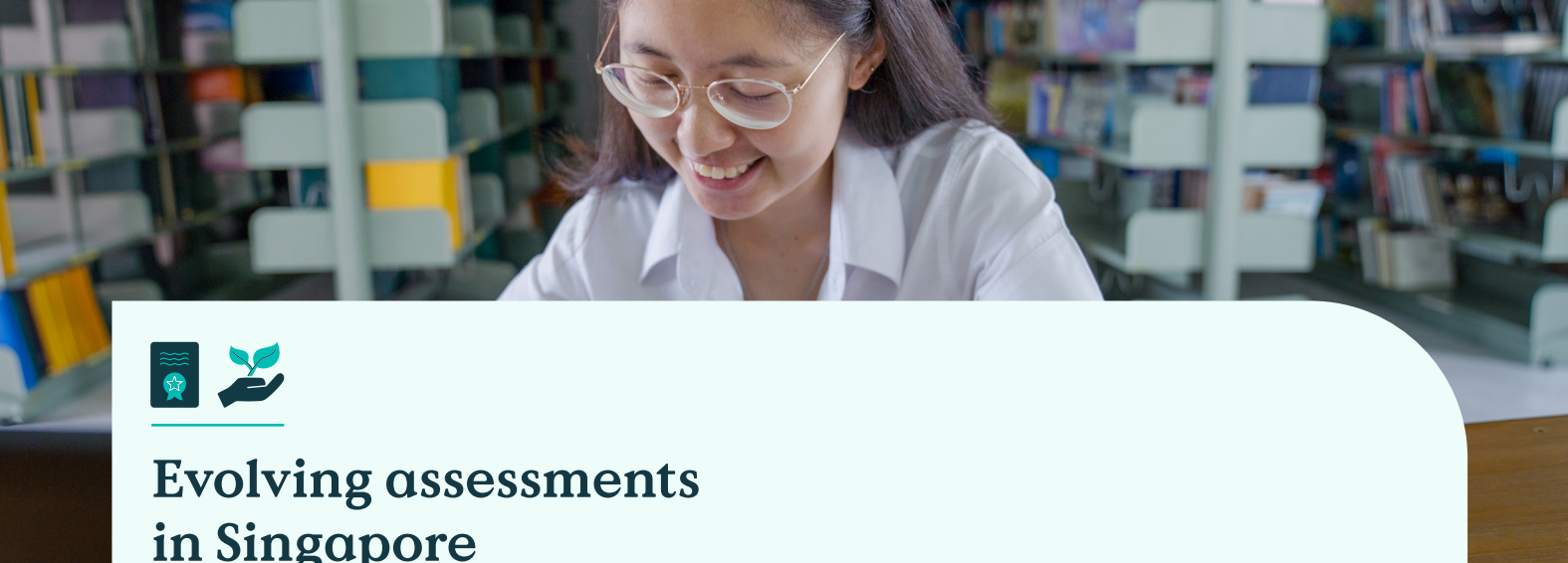
- created a new curriculum framework for maths and science aligned with global approaches and tailored to Omani culture and context
- developed and localised textbooks, workbooks and teaching guides around the new framework
- supported Ministry of Education supervisors to develop teachers' approaches to science and maths, using active learning to boost critical thinking skills
- delivered teacher training face to face and online
- engaged parents, students and teachers through strategic communications to bring them on the journey of what was changing and why.

Together, we have:

- reached over 500 000 students, across Grades I to I2
- seen a stable improvement in performance across TIMSS 2019 and 2023, compared to 2015 levels
- heard wonderful feedback from teachers, like: 'Students are more confident with scientific enquiry. They have learned to love science'.

"The most important thing is that the curriculum is based on what we call the skills of the future, or the skills of the twenty-first century, namely problem-solving skills and scientific inquiry skills."

Dr Sana Salim Al Sinani, Assistant Director General for Curriculum Affairs, General Directorate of Curriculum Development, Oman



Evolving assessments in Singapore

The vision | Education for digital readiness and lifelong learning

Even a world-leading education system like Singapore's cannot stand still. We have worked together for over 100 years (starting in 1891), and from the start innovation and change have been a constant part of the process – mirroring what the system expects of its learners.

Singapore's vision encourages lifelong learning and emphasises developing digitally fluent citizens who adapt to technological change. The approach also supports social cohesion and makes sure all learners have equitable access to the opportunities being digitally fluent brings.

The action

Working with the Singapore Examinations and Assessment Board (SEAB), we have:

- delivered Singapore's national exams to 47 000 students, every year
- developed bespoke syllabuses and high-stakes assessments that draw on the rigour and principles of wider Cambridge qualifications
- supported SEAB to develop digital assessments that mirror how exam candidates will use technology in everyday life, supported by a style guide for on-screen tests to improve design and accessibility
- developed new qualifications in line with legislation to introduce subject-based banding so students can pursue qualifications that best meet their strengths, interests and values.

Which means that:

- Singapore–Cambridge exams help young people demonstrate their skills to universities and employers, contributing to a culture where 97% go on to further and higher education
- Singapore can keep evolving a system known for high achievement, with consistent top rankings in PISA and TIMSS.

“This partnership has shaped the examination and assessment system in Singapore into what it is today; robust and well respected.”

Yue Lip Sin, Chief Executive, SEAB



Transforming Ethiopian society through education

The vision | Ethiopian education for productivity and inclusion

Historically, young Ethiopians have not had consistent, equal access to quality education. Ethiopia's Ministry of Education wanted to address that by developing a new curriculum designed by Ethiopians, for Ethiopians, that would bring together modern approaches and Indigenous knowledge. Success would depend on making sure everyone's voice was truly heard and ensuring curriculum, teacher development and textbooks all worked together.

The action

Together with the Ministry, UNICEF and local education consultancy, ELIXIR, we:

- reviewed the curriculum from Kindergarten to Grade 12 in the context of local insight from ELIXIR, teachers, parents and community groups
- trained and advised government officials in creating a new curriculum that meets their vision – including a focus on 21st century skills, elevating Indigenous knowledge, emphasising equity and embracing technology
- ran hands-on workshops for 3 200 textbook authors, editors, designers and reviewers. We helped develop textbooks for Grades 9 to 12 and provided training to make sure textbooks stay aligned with the rest of the education system
- developed a toolkit for long-term change, reflecting years of co-creation on guidelines and frameworks that inform the government's ongoing work.

Following our work together:

- the new curriculum has reached 26.9 million students and 716 000 teachers so far
- Dr Zelalem Assefa, the Ministry's CEO for ICT and Digital Education, has joined the EdTech Fellowship, supporting 3.2 million of these students further through technology
- the toolkit is supporting the Ministry to implement and monitor further reforms.

“The comprehensive curriculum review document is highly appreciated by all stakeholders and the Ministry is pleased to acknowledge the high quality of the work done by Cambridge.”

Ministry of Education, Ethiopia

Every project we are part of is different, yet one thing has always been true: collaboration drives transformation.

Our world, and the demands it puts on your students, is always evolving.

But you do not need to face your transformation alone. By working together, we can strengthen education systems and equip learners with the skills and knowledge to thrive, whatever the future holds.



Reforms cannot wait.
Together, we can build them to last.

Let's get started

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