



# Making a measurable difference

OUR IMPACT

I am extremely proud of what EDT has achieved this year. Together, we reached millions of people from Sierra Leone to Brunei, from England to Zimbabwe, and in dozens of territories in between. The stories and statistics on these pages show that we made a measurable impact on children, leaders and adult learners. We did this by supporting our partners to improve schools and education systems at scale, and through our work in continuous professional development and employability and skills services.

EDT's purpose is to increase the life chances of individuals by improving education and skills outcomes. With this in mind, we undertook a robust review of our own systems and organisational structure in 2023–24 and developed an ambitious growth strategy for the next five years. At every step of this transformational journey, I have been inspired by the incredible expertise that runs through the veins of EDT, and the collaborative spirit at its heart.

Our trustees, the executive team and I – along with our colleagues and partners across the UK, Sub-Saharan Africa, the Middle East and Asia – know there is much more work to be done. As we look ahead to 2025, we are excited about the opportunities we have to increase our impact further, by delivering evidence-led solutions to governments and other organisations around the world.



**Dan Sandhu**  
CEO



# Making a measurable difference at scale

Our purpose at EDT is to increase the life chances of the people we support by improving education and skills outcomes. To know whether we are making a difference, we need a clear understanding of the results of our work. We therefore take the measurement of impact very seriously.

All operational teams at EDT have targets for the impact they are making on beneficiaries, and they report on performance regularly. This review draws upon the resulting data for 2023-24. Most of our frontline teams met or exceeded their impact targets, and the pattern that has emerged is overwhelmingly positive.

“Thanks to the vision of our partners and the expertise and commitment of our people, EDT has made a remarkable global impact again this year. There are many success stories in this annual impact review, including teachers growing in confidence, jobseekers finding pathways to work, marginalised children being able to learn, and schools supporting each other. I am particularly proud of our groundbreaking work on early childhood education, foundational learning and climate change. Thank you to all our fantastic teams around the world for making our impact goals a reality.”

**Ilse Howling**  
Chair of Trustees

# Our impact

Our impact is amplified by the scale of our activity: in 2023-24, we worked in 39 countries, and our clients spanned the Global North and the Global South in both high- and low-income countries. This enables us to consider 'what works' in terms of impact, across a great range of different contexts. Our large-scale projects are mainly concentrated in the UK, Sub-Saharan Africa, the Middle East and Asia, while consultancy assignments have a much wider geographical spread. The map below shows the countries where we either ran large-scale projects or undertook consultancy assignments this year.

Many of our interventions have considerable scale, in terms of the number of people whose life chances we have an opportunity to improve, and this is why reach metrics matter. Often our immediate beneficiaries, such as members of the education workforce, have the power to change the lives of many more. We therefore ask our teams to track and measure the number of people reached – directly and indirectly – and collect evidence that we have made a positive impact on their lives.

## Our reach

In 2023-24, we worked in **39 countries** in the Global North and Global South, including both high and low-income countries.



# How we measure our impact

We use a variety of evidence sources to measure our impact, and our teams around the world gather both quantitative and qualitative data on a regular basis. Hard numbers are essential, but it is also important to give a voice to our beneficiaries and listen to what they tell us; this enables us to both measure impact and drive continuous improvement.

Regular surveys of users' perceptions play a central role in our impact assessment methodology. We carry out systematic analyses of data generated by questionnaires, and we gather data through focus groups and case studies. We also understand the importance of objectivity when considering impact, so we seek independent third-party evaluations and, whenever possible, look to external sources to verify our own impact judgements.



# Our work in early childhood education

Evidence shows that high-quality early childhood education can significantly improve an individual's life chances, especially among disadvantaged or marginalised groups. EDT's work begins making an impact when a child takes their first steps into the world of education, to be welcomed by skilled and confident practitioners.

We have been delivering the **Early Years Professional Development Programme (EYPDP)** in England on behalf of the **Department for Education (DfE)** since 2019. Our target for the third phase – which began in early 2023 – was to train 10,000 early years practitioners across four cohorts over two years, to improve their practice and outcomes for children aged two to four. Of those, 7,700 were active on or completed the programme in 2023–24.

The EYPDP has had a truly nationwide impact, with at least one pre-school setting in all of England's 153 local authorities taking part, and over 140,000 children reached this year. The eLearning modules and trainer-led group webinars focus on communication and language, early mathematics, and personal, social and emotional development. Of the practitioners who completed the course in November 2023:

**97%** said they felt **more knowledgeable and confident** about supporting children's development in all three study modules

**93%** felt more motivated to **continue working in the early years sector** after completing the programme.



We launched the **Skills Bootcamps in Early Years** programme this year, with the first cohort starting in March 2024. This **DfE** initiative aims to boost participation in the Early Years sector, to help meet the anticipated rise in demand for nursery places in England. The programme offers free accredited training courses, and gives participants the opportunity to learn new skills, build sector-specific knowledge, find employment, or join an accelerated apprenticeship scheme.

During the first five months, 77 people joined the programme, 25% of whom disclosed an additional need or disability. All learners achieved qualifications in safeguarding, food hygiene and paediatric first aid, and completed practical work experience placements. Although we are still in the early days of delivering this programme, feedback from learners has been positive, and 100% have indicated they would recommend the skills bootcamps to others.

“It has been a pleasure to be part of the EY Skills Bootcamp, and I truly appreciate all the guidance and encouragement you’ve provided throughout this journey.”

Early Years Bootcamp participant



# Supporting workforce professional development

Starting school is a major milestone on the journey through childhood, and a pivotal time in a child's education. EDT provides professional development opportunities for the teachers, school leaders and aspiring leaders who deliver that education – which leads to school improvement and better learning outcomes for young people.

This year, we worked with over 7,400 newly qualified teachers and 4,800 mentors on the **Early Career Professional Development Programme (ECPDP)**, in nearly 3,000 schools across England serving 319,000 students. This programme is guided by the **UK government's Early Career Framework**, of which we have been a lead provider since it was launched in 2021. The ECPDP helps teachers grow in confidence and improve their practice, which leads to higher levels of resilience and job satisfaction.

**Over 90%**

of participants surveyed said the training had a

**'good' or 'very good' impact**

on the learning of their students.



We also nurture a new generation of teachers who are committed to inspiring children with their talent and passion for physics and mathematics. **Future Teaching Scholars** is an innovative pathway into the teaching profession, which we operate on behalf of the **DfE**. This six-year programme provides training and support for high-achieving A level students – from their undergraduate degree through initial teacher training and into paid work – and it includes two years of early-career coaching and mentoring.

Three cohorts have now graduated from Future Teaching Scholars since the programme began. Of those who started their initial teacher training:

Retention rate after three years in post =

**90.5%**

compared to the national average of 74.1%

The most recent graduates reflected on their experiences and celebrated their achievements at the annual national conference in May 2024, and all those who were continuing the programme into the academic year 2024–25 had confirmed employment positions in place.



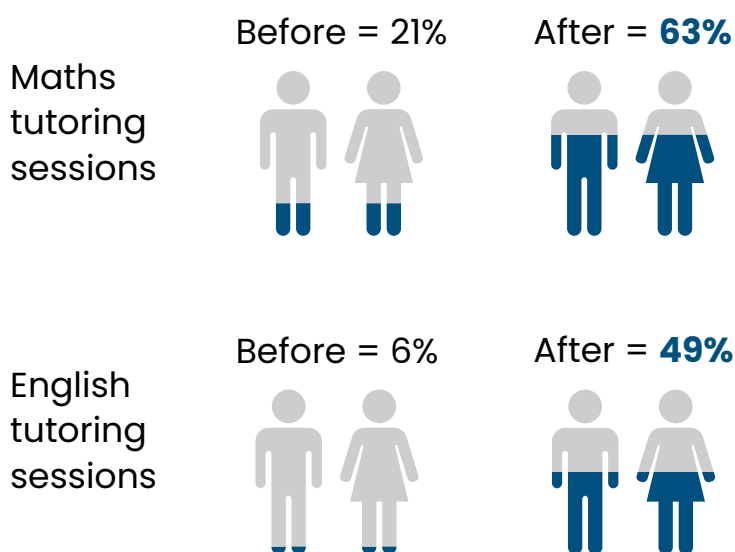


Between 2021 and 2024, as part of the **UK government’s ongoing Covid-19 pandemic recovery programme**, EDT provided specialist training for school-led tutors and academic mentors on the **National Tutoring Programme (NTP)**. We worked with 1,096 participants in 2023–24, and nearly 99% of them said that the tuition was helping their pupils catch up and make academic progress.

Specialist evaluation agency ImpactEd Evaluation carried out an independent assessment of the programme this year. It concluded that the students who were tutored achieved notably higher levels of learning gain than similar students who were not, at both primary and secondary level. For example, the proportion of primary school children working at or above the expected standard in English went up from 6% to 49%, and from 21% to 63% in mathematics. The programme also closed the attainment gap, especially for children with pupil premium eligibility, and led to improvements in pupil attendance, engagement, self-efficacy and confidence. Furthermore, the NTP was found to have enabled schools to improve the quality of their teaching overall.

### External evaluation by ImpactEd of the National Tutoring Programme in 2024

The percentage of primary phase students achieving grade-related expectations before and after support from a tutor trained by EDT:



Meanwhile, our **National Professional Qualification (NPQ)** programme, delivered on behalf of the **DfE**, provides targeted support to education leaders, aspiring leaders, and teachers venturing beyond the classroom and into leadership roles. NPQs empower educators to create the conditions for change in their schools or early years settings, by developing and embedding evidence-informed education practices. We supported over 3,000 participants this year, including executive and deputy headteachers, middle leaders and classroom teachers, and benefitted over 886,000 children. In feedback surveys:

**98%**

of participants surveyed said they were

**'satisfied' or  
'very satisfied'**

with the NPQ programme



**Over 90%**

were impacted to a 'good' or 'great' extent in specific aspects of leadership – such as using evaluation and research to inform practice, and understanding how to lead an effective school culture.

“I feel as though everything I have been learning about being in the senior leadership role will hugely benefit the children I teach. I am excited to implement new ideas knowing that they are much more likely to be successful, therefore having a greater impact on pupil outcomes, staff wellbeing and workload.”

NPQ(SL) participant





# Whole school improvement

While in full-time education, children and young people develop socially, personally and academically in many ways. And we recognise that their individual learning experiences are affected by the organisational, pedagogical and cultural norms that exist throughout their whole school. Therefore, in addition to providing professional development opportunities for teachers and leaders, we also approach school improvement at an institutional level.

Our flagship **Schools Partnership Programme (SPP)** continues to go from strength to strength, and we marked its ten-year anniversary in 2024. This innovative cluster-based school improvement model provides a framework for schools to work together in cycles of self-review, peer-review, school-to-school support, and continuous improvement. Collaboration is key to maximising the impact of this programme, which empowers schools to improve themselves, helps build confidence and professional networks between educators, and fosters trust within and between education settings.

This year, we supported 1,465 leaders and teachers from 566 schools in 91 partnerships across England and Wales, to improve schools and learning outcomes for 147,000 pupils. The impact of the SPP approach has been positively evaluated by experts from University College London; the lead researcher, Dr David Godfrey, said: "The SPP model of peer review process develops outstanding leadership and skills."

We know that young people learn best in a calm, safe, supportive environment, while issues such as low-level disruption, pupil misbehaviour and defiance can interrupt lessons and have a negative impact on learning. The **Behaviour Hubs** programme, funded by the **DfE** and launched in 2021, helps senior leadership teams to make sustainable improvements to school culture and classroom behaviour within their primary and secondary schools, special schools, and alternative provisions.

“I thoroughly enjoyed my year and feel this is by far the best CPD I have ever engaged with. And I have been teaching/leading on behaviour for a long time. I am very thankful to all professionals who took time to support and the support from the Behaviour Hub admin team was exceptional.”

**Behaviour Hubs participant**



In 2023–24, our network of 60 lead schools and multi-academy trusts (MATs) provided bespoke training and coaching to 2,360 teachers and leaders from 361 partner schools and MATs, which are attended by approximately 211,800 pupils. Feedback from participants confirms that Behaviour Hubs has had a positive impact – all of those who completed the programme in July 2024 said it led to an improvement in behaviour culture – although programme application and ‘expression of interest’ data demonstrates that behaviour management remains a critical and widespread issue in English schools.



We put our knowledge of school improvement into practice through our ownership and management of two independent schools in England, both of which have been awarded the highest possible grade (excellent) in their most recent inspections by the Independent Schools Inspectorate.

At **St. Andrew’s School** in Rochester, year six pupil results in the national KS2 SATs were 21% higher in reading than the national average, 22% higher in mathematics, and 28% higher in spelling, punctuation and grammar. Furthermore, over 90% of the pupils who entered the 11+ grammar school test were successfully awarded places.

At **Oakfield Preparatory School** in Dulwich, pupils continue to achieve exceptional academic results, performing 28% above the national expected standard in reading, writing, and maths. Year 6 pupils excelled in their 11+ assessments, securing 53 offers from independent schools, with 26% of these being scholarship offers. The school remains dedicated to combining academic excellence with a holistic education, offering 35 different co-curricular activities each week.

# Student employability, skills and careers guidance

We know how important it is for students to have access to information, advice and guidance as they prepare to leave school and make their way into the world of work or further education. We support educators to embed impactful careers programmes into their secondary schools and colleges, so they can help their students with decision-making at this critical stage of their development.

The **Apprenticeship Support and Knowledge (ASK)** programme, funded by the **DfE**, aims to raise awareness and increase uptake of apprenticeships and other vocational routes into employment. In 2023–24, we reached over 115,000 school and college students in London aged 16 to 19 through ASK – in assemblies, at employability and registration workshops, at careers fairs and parents' events – adding to the hundreds of thousands of young people we have already impacted since the programme began in 2019.

Over 2,000 ASK activities took place in 372 settings this year, including 11 development schools whose students have highly complex needs and require one-to-one support. We work with teachers, careers advisors, parents and governors – assessing the requirements of their students and providing bespoke packages of support.

**93%** of participating teachers and careers leaders rated the activities as **'good' or 'excellent'** and most of the students said they felt more informed than before about apprenticeships

Furthermore, government statistics show that students from schools and colleges in London participating in the ASK programme are 21% more likely to move on to apprenticeships than those from schools and colleges that are not.



We also launched **Early Connect** in 2023–24 – a pilot programme being delivered in partnership with the **DfE** and the **Universities and Colleges Admissions Service (UCAS)**, which aims to explore ways of boosting access to and participation in apprenticeships across the North East. We are working closely with schools and colleges across the region to support students with finding and applying for apprenticeships, while exploring current vacancies and hiring opportunities with local employers. So far this year, 186 students have engaged with Early Connect, and we worked with 102 employers. We look forward to reporting more on the impact of this programme next year.

Meanwhile, nearly 17,000 students in 148 settings across England accessed careers information, advice and guidance through our **Inspiring Careers** programme – 10,500 of whom received one-to-one coaching – to help them make informed decisions about their career paths. An additional 1,500 young people took up work experience placements, and 636 more were supported with intensive one-to-one coaching in Dorset and the North East.

“Our students have had really valuable work experience opportunities that they can use to support them on their next steps. Working with EDT has vastly improved our work experience offer and ensured that our students develop skills to work in a professional environment. ”

**Sixth form college on our Inspiring Careers programme**

We operate the **West London Careers Hub (WLCH)**, which is funded by the **Careers and Enterprise Company** and the **Greater London Authority**, and forms part of the government’s careers strategy. The programme brings together schools, colleges, employers and apprenticeship providers to support young people with the guidance, skills and work experience they need to make informed career choices.

As one of four London hubs, the WLCH supported 173 schools and colleges (including SEND and alternative provision institutions) across the West London boroughs of Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow this year. Through these settings we provided improved access for careers activities, opportunities and programmes, reached an estimated 120,000 students and partnered with 358 local employers. In surveys, all the participating schools and colleges said that the hub was having a positive impact on their students by providing them with the knowledge, skills and experience they need to make decisions about their future career paths.

Leaving education is a big step on the path to adulthood, but many young people face this transition without a clear plan for what to do next. This year we began delivering the **Get Ahead** programme, which is funded by the Greater London Authority through the Shared Prosperity Fund. The programme supports young people aged 16 to 19, particularly those who are at risk of being not in education, employment or training (NEET).

In May 2024, we started onboarding students and arranging work experience placements lasting two to five days, to develop participants’ skills and understanding of employer expectations. During the first two months of the Get Ahead programme, 57 students registered and 20 completed their work placements. We also started engaging with local employers who are willing to make an impact on young Londoners by supporting them into work through this initiative.

# Adult employability, skills and careers guidance

The opportunity to support individuals to succeed in their working lives doesn't end when they leave school or college. Our UK employability, skills and careers team works closely with jobseekers and adult learners, especially individuals who are unemployed, vulnerable, marginalised or disadvantaged. In 2023–24, we continued to support people across the UK with their skills development, career choices, and transitions into work or further training.

One of the most impactful programmes we've delivered this year was the **National Careers Service**, which we deliver on behalf of the **UK government** in the North East and Cumbria, Yorkshire and the Humber, and across south-east England. This year, we worked with over 79,000 people in community settings, on the phone or online, providing free advice, information and guidance to help them manage their careers, identify work opportunities, and respond to challenges in the jobs and training market. Our customers include older people at risk of losing their jobs, those with special educational needs, single parents, young people who are NEET, and the long-term unemployed.

“It is down to your exceptional careers advice, guidance and continuing support that I have achieved a job offer. This position will truly be a ‘game changer’ for me. At the age of 64, I was not feeling positive about being able to have a career change.”

National Careers Service participant





We carefully measure the destinations of the people that we support on the National Careers Service. In 2023-24, the percentage of jobseekers who made a positive transition into employment or training was 58% across all regions – this is significantly higher than the national target of 45% set by the government – and over 95% of participants were satisfied with the service they received.

## 79,186 people helped



## 58% progression rate



**23,522** =  
Learning  
progression



**22,731** =  
Employment  
progression

**Exceeding the national target of 45%**



In 2024, we were awarded the highest grade (excellent) for how we manage our subcontractor network, in every aspect of the independent Merlin Standard quality assurance framework, with a 93% score – an increase from our previous assessment. We have held Merlin Standard accreditation since 2018 and this applies to how we work on a variety of programmes where we have a supply chain, including the National Careers Service, Pathways to Progress and Future Forward. The Merlin Standard isn't mandated, however the principles align closely with our values and, as such, we continue to hold ourselves to external evaluation.

As the **Making a Difference** programme came to a close in 2023-24, we and our delivery partners supported the last group of participants to start job-hunting or gain employment or skills qualifications. Making a Difference, which was funded by the **European Social Fund**, provided one-to-one coaching and mentoring to unemployed and economically inactive people across three regions; in the North East, more than two thirds had started work within four weeks of leaving the programme. Over a three-year period, we supported over 5,000 people and 96% of them were satisfied with the support they received. Meanwhile, the **North East Ambition** programme (in partnership with the **North East Local Enterprise Partnership** and funded by the European Social Fund) also came to an end, but our work of supporting businesses with their skills requirements continues with the Early Connect programme.



We continue to build on our success in the employability, skills and careers landscape by increasing our reach and launching new programmes across England. We are already seeing evidence of positive results coming through, and we look forward to sharing more on the impact of this work next year.

For example, we are now managing two programmes on behalf of **Cornwall Council** and the **Council of the Isles of Scilly**, funded by the **UK Shared Prosperity Fund (UKSPF): Refugee Assist** supports refugees in the area, and people whose first language is not English. We have worked with 60 participants so far – including refugees from Ukraine, Afghanistan and others who are economically inactive or at risk of social exclusion – helping them find work by identifying training options, applying for jobs, and preparing for interviews. The **Youth Engagement Programme (YEP!)** targets NEET 16-to-24 year-olds and offers training in life, career and digital skills, along with English and mathematics courses. Participants also gain work and volunteering experience, and knowledge of the labour market.

In 2023–24 we began delivering two programmes on behalf of **West Yorkshire Combined Authority: Pathways to Progress** has supported 331 people so far. The programme helps workless households who are disconnected from the jobs market and often have complex needs, including debt, housing issues or health concerns. Still in its early stages, **Future Forward**, funded through the **UKSPF**, seeks to engage young people aged 16 to 24 who are NEET, and help them make positive changes to their lives.

Meanwhile, **Rise2Thrive**, also funded through the **UKSPF**, has recently started supporting economically inactive people in North Yorkshire, along with working people who are struggling with neurodiversity, disabilities, and physical or mental health issues.

Alongside our partner Changing Lives, we delivered the **Gateshead Go Work Live** service to 100 economically inactive residents this year, on behalf of **Gateshead Council** in Tyne and Wear. Key workers provide one-to-one help and advice – particularly to people aged 50+ and those with health conditions or disabilities – to overcome barriers to labour market participation. Following the success of this programme, we also launched **Gateshead Go Volunteer** in August 2024.

Two other new programmes in the North East that have started to help economically inactive people build workplace skills and improve their employability include **Durham Skills Boost** and **Exploring Employment Hull**, both funded by the **UK government**.



# Strengthening education systems

To enable children to thrive as they progress through their early years and into school, and transition successfully into the workplace, the systems that they are part of must be strong and effective. In 2023–24, we supported policymakers in 32 countries with technical assistance, expert guidance, and planning for education reform. This made an impact on learners in many countries around the world by strengthening the education systems that their schools operate in, while improving educational outcomes at scale.

## Research and consultancy

Our global research and consultancy team supports systems reform worldwide, with a particular focus on capacity building at a government ministry level. In 2023–24, this work was funded by 14 different clients – including the **Foreign, Commonwealth and Development Office (FCDO)** of the UK government, **Global Partnership for Education (GPE)**, the **United Nations Children’s Fund (UNICEF)** and the **Bill and Melinda Gates Foundation** – and indirectly made an impact on learners all around the world.

## Our global research programme

As a not-for-profit organisation, we fund our own programme of publicly available research and have a highly skilled, dedicated research team. Our research makes an important contribution to the global evidence base on education. It helps us to understand what works and what doesn’t, it guides our approaches and solutions to educational challenges, and enables us to make evidence-led recommendations to policymakers. It also helps us to evaluate our own work, in continuous cycles of innovation, implementation and learning.

In 2023–24, we published the findings from our research into the impact of climate change on education in Kenya. We also explored how climate shocks have a negative impact on learning in low-income contexts worldwide, and how education can play an important role in tackling climate change through mitigation, adaptation and resilience building. As a result of our research in the increasingly important area of climate and education, we were commissioned to undertake several country-level studies of climate change preparedness in 2023–24, as part of the GPE programme promoting climate smart education systems. Our experts analysed the climate-related challenges facing school systems in Cambodia, South Sudan, Ethiopia and Bangladesh, to support the work of national governments and international development partners.

We also published two research papers on the subject of girls’ education this year. We examined girls’ learning in Cambodia and found that progress has been made in moving towards gender-responsive approaches to education, but more work needs to be done on addressing deep-rooted gender biases and safeguarding issues. We also published the second report from an ongoing multi-year research study into the transitions that Kenyan girls make from primary to secondary school and onwards into higher education and work. Our findings are making a significant contribution to the global evidence base on equity in education, and we will be publishing more in the years to come.

**To read these and all our other research reports, please visit [edtresearch.org](https://edtresearch.org).**



# Looking forward

We are proud of the measurable impact we make on people at the different stages of life: from the three-year-old entering education for the first time, to the student studying for their exams; from the young person wondering what to do when they leave school, to the adult wishing to upskill or change their career. To this end, we will continue to support governments and other partners to deliver professional development programmes, improve schools, provide employability, skills and careers guidance, and strengthen education systems at scale.

We have an exceptional team at EDT, and a clear sense of purpose. We are now building on the impact we made in 2023–24, and continuing our work of increasing the life chances of individuals by improving education and skills outcomes all around the world. As several exciting new programmes get underway, we are confident we will make an even bigger impact in the months and years to come.







## Keep in touch

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