

Annual Impact Review

2022-23





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Vision, purpose and values

Our vision

A world where everyone's life is transformed through excellent education.

Our purpose

We change education for good around the world, supporting leaders to raise standards, improve school performance, develop great teachers and open career pathways.

How we work

We have been improving education around the world for over 50 years, transforming lives and futures in contexts as diverse as Brunei, Kenya, England, Rwanda and Dubai. We deliver effective programmes – underpinned by our expert research – designed to transform education systems, schools and lives. Our delivery expertise spans from early years education right through to post-school careers, and we invest in research and development to create globally leading and innovative methodologies. Through our work and expertise, we help to make ambitions for better education systems a reality.

Our values

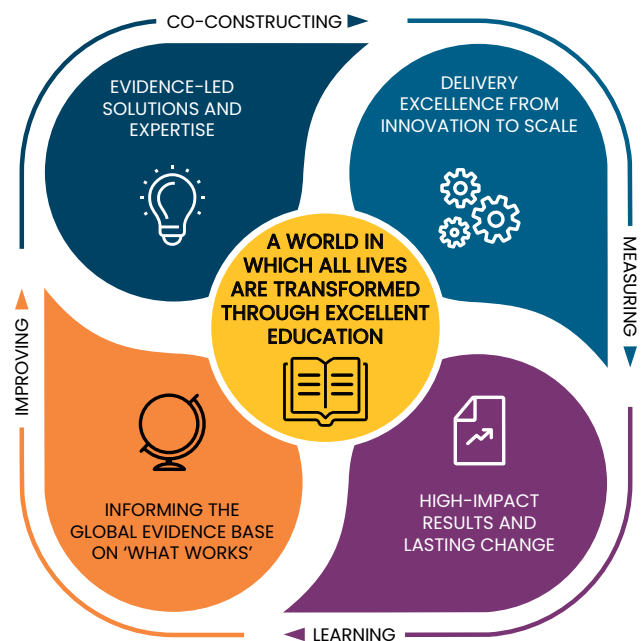
EXCELLENCE in learning outcomes, our people, our solutions and our delivery

INTEGRITY in the way we build trust in and bring purpose to our work

ACCOUNTABILITY through rigorous and transparent assessment of our performance

COLLABORATION by working together across teams and in partnership with clients and customers to build capacity

INCLUSION both by encouraging diversity in our organisation and by serving those for whom education can have the most transformative impact





Foreword

I am delighted to introduce this review, which describes the impact of EDT's global portfolio of activities in the period 2022–23. As an organisation, we seek to improve life chances wherever we work, and this review is testimony to our success in making a measurable positive difference to millions of young people and adults. The review documents our 'reach' and the remarkable number of people who have been involved in our programmes. Just as importantly, we present here some rich data about the changes for the better that have resulted from our interventions.

EDT is unusual in that we work in so many contrasting contexts including the UK, the Middle East and Asia, and countries in Sub-Saharan Africa. Regardless of the setting, we seek to provide evidence-based solutions to educational problems. There have been so many notable success stories this year: transforming the climate for learning in England's government schools through the Behaviour Hubs programme, completing the highly successful Girls Education Challenge project in some of the most disadvantaged neighbourhoods in Kenya, improving outcomes in core subjects across all the primary schools of Rwanda, exceeding national targets for our adult careers guidance service in several UK regions, and providing cutting edge thought leadership support for education reform in several countries through the What Works Hub project. This just a selection of this year's achievements and I could have chosen several others.

What is particularly heartening about the stories of impact presented here is the way that the review is underpinned both by hard numbers and by many examples of participant 'voice' – authentic and representative comments from those who have benefitted from our work. We need to prove that we are making a difference, and to do this properly we need both robust measurement and we need to listen to our partners and beneficiaries. This approach is exemplified well in our account of the story of the girls' clubs we have been supporting in Rwanda. It is great to know that 94% of participating girls now feel that they are equally as skilled as boys in science and technology, compared to 29% at baseline. It is equally heartening to hear the voice of one individual Rwandan girl who was involved and told us that because of the club, "I feel that I'm able to do anything now".

I hope you enjoy reading this review and thanks to everyone who had made the inspiring stories of change described here possible.

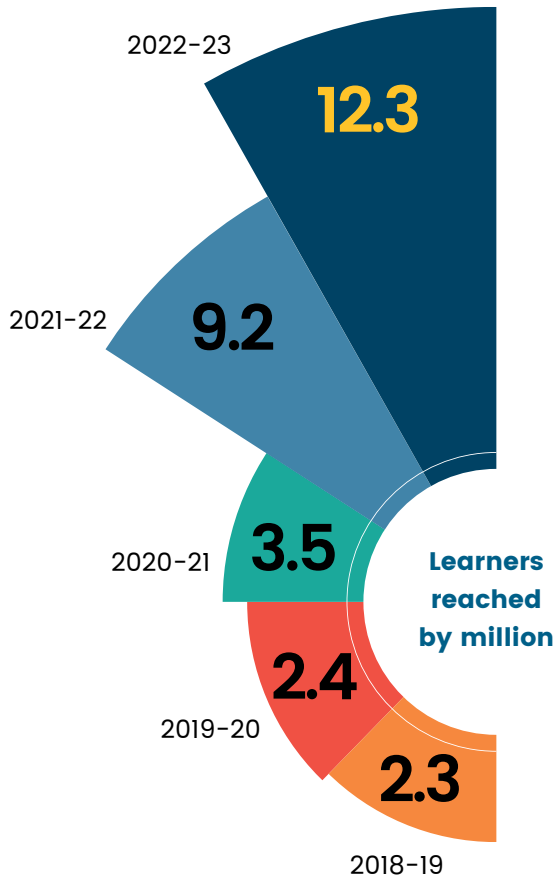
Ilse Howling

Chair of Trustees
Education Development Trust



Lives we touched this year

In comparison to last year



School-age learners

12.3 m

up from 9.2 million
+ 35% increase

Adult learners and jobseekers

89,000

up from 77,000
+ 15% increase

Teachers and 10,200 other education practitioners

300,000

up from 133,000 teachers and 181,000 total
+ 126% increase in teachers, 71% increase overall

School leaders

48,000

up from 36,000
+ 14% increase

Schools, colleges and TVET providers

40,500

up from 25,800
+ 91% increase

Employers

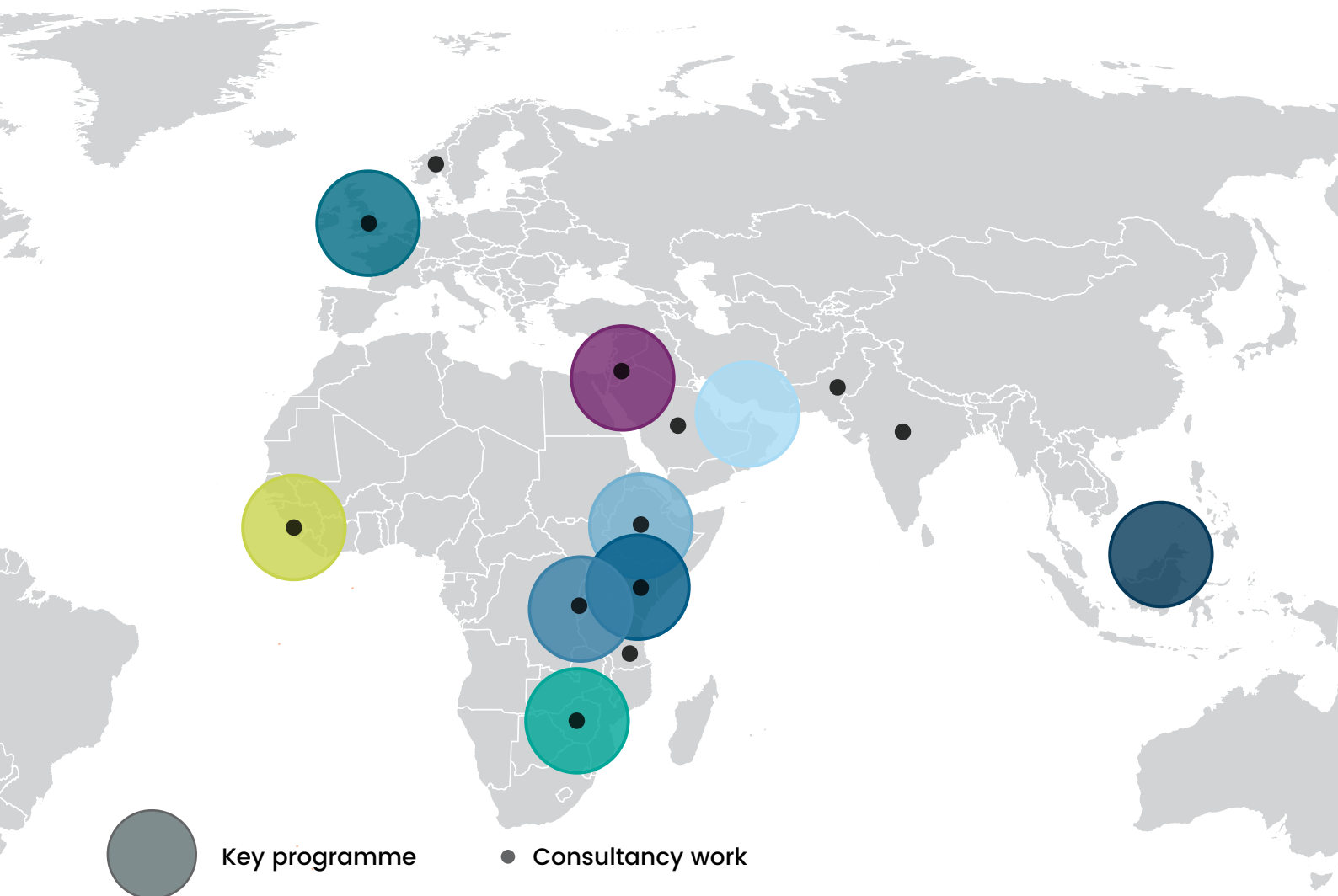
1,300

up from 714
+ 88% increase



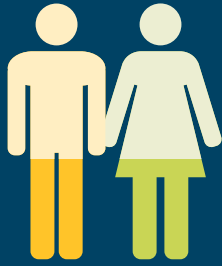
We run key programmes and undertake consultancy work across the UK, Middle East, Asia and Sub-Saharan Africa.

- | | | |
|----------|------------|----------------|
| » UK | » Ethiopia | » Zimbabwe |
| » Kenya | » Lebanon | » Sierra Leone |
| » Rwanda | » Jordan | » Brunei |





Improved teaching, reading, and maths in Sub-Saharan Africa



47% more

learners reached than last year

9.6 million vs 6.6 million

Across Sub-Saharan Africa, we have supported teachers' and leaders' development and connected education professionals across schools and communities to improve learning outcomes for all of their students – including some of the most marginalised. This year, we have worked at scale in Ethiopia, Sierra Leone, and Zimbabwe, in addition to completing large-scale programmes in Rwanda and Kenya, impacting millions of learners.

Supporting teacher development for foundational literacy and numeracy

Teachers are central to improving learning outcomes: high-quality teaching is the single biggest factor in students' learning and attainment. In all of our programmes across Sub-Saharan Africa, improving support, training and development opportunities for teachers is a key priority, ultimately resulting in better teachers and better learning.

Our **Building Learning Foundations (BLF) programme** in Rwanda, which concluded in August 2023, reached 1700 teachers with continuous professional development courses and 32,000 through our communities of practice, impacting 2.5 million learners this year and 5 million over the lifetime of the programme. The ultimate goal of BLF was to improve foundational learning outcomes for lower primary pupils by improving teaching practice after a switch to English as a medium of instruction (EMI).

230,000

teachers
impacted

21,000

school leaders
impacted

20,000

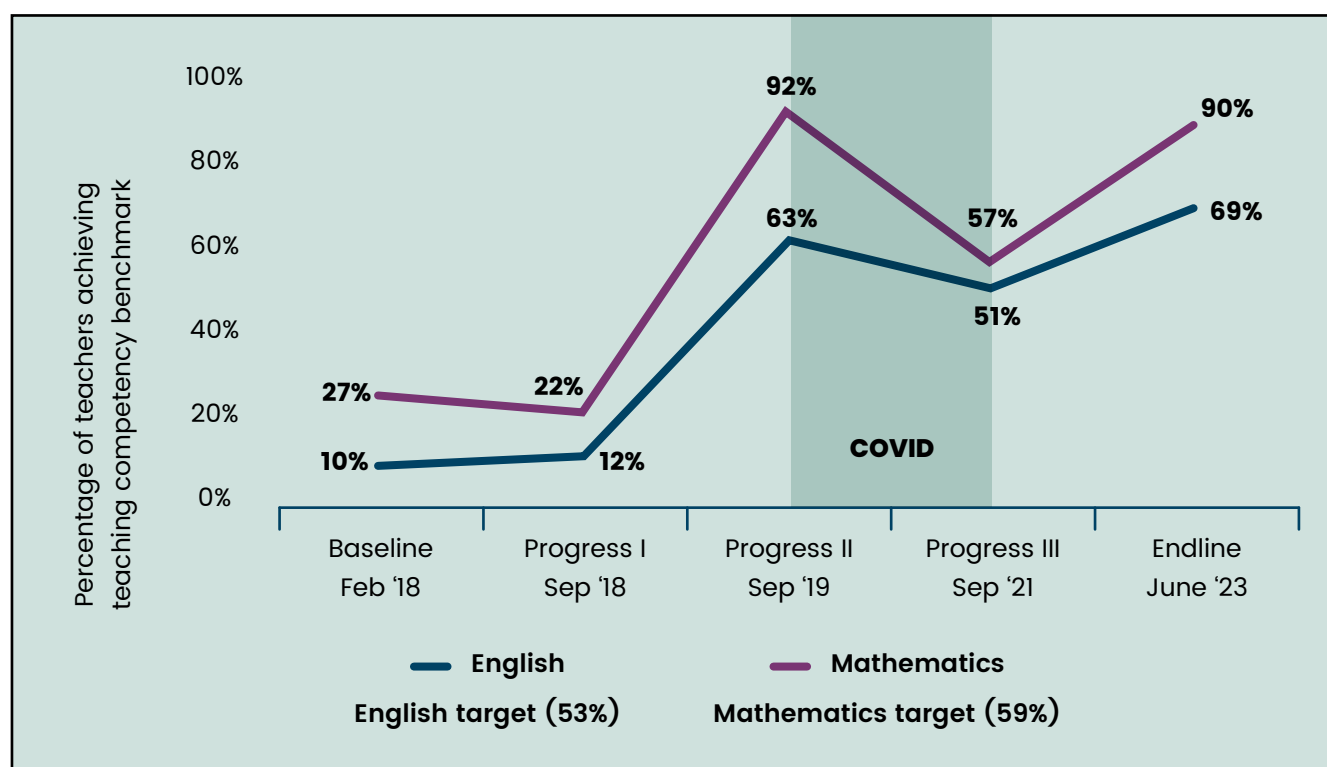
schools
impacted

We reached nearly three times as many teachers in Sub-Saharan Africa as last year (232,000 vs. 84,000)
We had a 67% increase in the number of schools reached in SSA (20,000, up from 12,000)



‘I am heartened to see that Rwanda is making progress on advancing the acquisition of these foundational skills for all children. The endline results from the BLF programme show significant improvements in the English and Maths learning outcomes of pupils in early primary in Rwanda over the last six years.’ – **Andrew Mitchell, UK Minister of State for Africa and Development**

By the end of the programme in 2023 – despite the disruption of the Covid-19 pandemic in preceding years – we had seen a 47 percentage point increase in the number of teachers reaching benchmark competency in English, and a corresponding 63 percentage point increase for mathematics. 59% of Primary 3 pupils were achieving grade-level proficiency in English by endline in 2023 (up from just 17% at baseline) and 46% were achieving this proficiency in mathematics (up from 22% at baseline).



‘I have never had an interesting training course like this one offered by BLF since I joined the teaching profession 24 years ago. I could not imagine myself being able to hold a ten-minute conversation in English with such confidence, but now you can hear how we can converse in English.’ – [Xaverina, English teacher, BLF programme](#)

‘The activities [taught as part of the BLF programme] influence learners to change their behaviours and they cope with the attitudes of driving their own learning. Learners have developed sharing and cooperating attitudes... they were fully engaged and participated in Mathematics lessons.’ – [District Training Advisor, Nyamasheke District, BLF programme](#)

‘There has clearly been progress since the last time I was here (2018) and it’s really good to see progress in terms of children being able to communicate in English as a medium of communication.’ – [Alicia Herbert OBE, UK Special Envoy Gender Equality, visiting in July 2023](#)

Meanwhile, in Zimbabwe, we have been delivering the teacher development component of the UK Foreign, Commonwealth & Development Office (FCDO)’s **TEACH (Teacher Effectiveness and Equitable Access for All Children) programme**. In the past year, we have facilitated training for almost 22,000 teachers and school leaders, who were trained at cluster level to cascade training in their schools to coach and mentor other teachers on foundational literacy, numeracy and pedagogical techniques. Following initial training, the teachers and school leaders we have worked with have started implementing what they have learned in their schools and classrooms, helping them to identify students who are unable to read and to provide remedial activities and lessons tailored to their needs, and reaching one million learners.

‘As a school we have reduced the percentage of non-readers from 54% to 41% in July 2023.’ – [Teresa Kumbirai Sibanda, School Head, St Matthew’s Primary School, Insiza District, Zimbabwe](#)

‘After the training we introduced reading games and competitions every Thursday of each week. Pupils are enjoying themselves, parents come to witness these. In some instances, winners receive pens, books, pencils among others as prizes. This has boosted the reading culture among pupils in the school. As a result, the number of non-readers has significantly decreased.’ – [Sidelani Ndiweni, Teacher at Duhamzondo Primary School in Nkayi District](#)



In Sierra Leone, we have also been working to improve foundational skills through teacher training, this time through our **Early Grade Reading and Mathematics programme**, delivered in partnership with UNICEF. This year, we trained over 5,600 educators, including over 200 Lead Trainers – mainly lecturers, headteachers and school quality assurance officers – who were equipped to facilitate and cascade training to teachers across the country, and to run professional learning communities. The impact of the training is already being seen: teachers have been encouraged and empowered in their teaching methods, there is strong gender parity in students' grades, and schools in marginalised communities are showing promising improvements in grade proficiency levels. In grade one, 69% of girls and 67% of boys are performing at grade-proficient level in numeracy, and in literacy, these results are higher at 85% of girls and 72% of boys.

“We do not want EDT to go... We see them as collaborative and trustworthy partners who have done a wonderful job and the impact has effected a lot of passes at the National Primary School Exams and in reading and numeracy.” – **Emily Gogra, Deputy Minister, Ministry of Basic and Senior Secondary Education**

“We have started seeing immediate impact of the interventions during our monitoring visit in schools.” – **Dr. Aiah Mbayo, Education Specialist, UNICEF Sierra Leone**



In Kenya, our **Wachisana Wetu Wafaulu (WWW) programme**, part of the UK Aid-funded **Girls' Education Challenge**, engaged with over 2000 teachers in across more than 500 schools to provide training and professional development designed to improve learning outcomes. Following this training, pupil assessment scores have improved in both literacy and numeracy – endline reports from spring 2023 showed there was an overall increase of 11% in average literacy scores in the intervention group from baseline to endline, alongside an increase of 12% in mathematics.

‘I feel more confident [in my teaching] because the students are more open to me and ask questions and some even volunteer to answer questions in class. I feel more confident because I have more strategies on how to teach. The change has been brought by the training that I got from EDT and the Ministry.’ – Teacher, Tana River, Kenya



In Nairobi, an experienced mathematics teacher described substantial changes to his teaching practices due to training he had received. One key change was in the way he encouraged and motivated his students to study mathematics and related mathematics lessons to real life. He explained:

‘Most children tend to think that mathematics is a very difficult subject, but through the new methods of teaching, they have improved their attitude... [and] have now started seeing that mathematics is just a normal subject like any other subject.’



Strengthening school leadership

Education leadership is second only to the quality of teaching in terms of impact on learning outcomes. Across Sub-Saharan Africa, we have been supporting school and system leaders to become agents of change beyond their own school or district, driving efficient and effective school reform.

In Ethiopia, our **TARGET programme** has provided leadership support to 97% of the country's school leaders through its National School Leadership Training. This has included face-to-face training, peer learning communities and specialised coaching provided to over 9,800 school leaders.

‘I can see that my teachers are more confident and are working together even more as a team to take care of us, this makes me feel excited to come to school.’ – **Grade 10 student, Oromia Region, Ethiopia**

‘I wish I had more years at my school instead of graduating so I could have fully experienced the new changes and improvements that are coming to my school because of TARGET.’ – **Grade 12 student, Sidama Region, Ethiopia**



The TARGET team has also supported a national drive to increase the proportion of female school leaders, co-creating a strategy and implementation plan with the Ministry of Education.

‘TARGET’s NSLT training should not be a one-time event but a transformative catalyst for change that equips school leaders with essential skills and knowledge to enhance teaching capabilities.’

– His Excellency Professor Berhanu Nega, Federal Ministry of Education, Ethiopia

‘Because of TARGET we now have the magic formula to enhance our school leader training.’ – Dr Tolla Berriso, Regional Education Bureau Head, Oromia Region, Ethiopia

In Rwanda, our Building Learning Foundations programme has provided school leadership training, both through continuous professional development and professional learning communities for school leaders, facilitating collaboration and peer learning across schools and district. As a result, the percentage of school leaders meeting expected levels for head teacher competency has increased from 45% at baseline to 90% at endline in August 2023. The BLF team also supported the reform of the National School Inspection Framework to provide a sustainable blueprint for leadership for learning to continue progressing after the wrap-up of the BLF programme this year.



‘The CPD course enhanced my knowledge, skills and understanding in relation to the effective leadership of teaching and learning. It was a different way of learning because we were learning while working at the same time – as well as getting support from BLF’s School Leadership Advisors. I would create a portfolio of evidence that articulates clearly learning events and I would critically analyse the significance of that learning to my professional development, transforming what I have learnt into action.’ – Immaculee, Headteacher, Rwanda





Supporting girls to stay in education

Our experience has taught us that to maximise the return on investment in girls' education, we need to combine general interventions – that increase the quality of teaching and learning for all children – with girl-specific interventions, which address unique barriers girls in different contexts face.

One of the key goals of our WWW programme in Kenya, which concluded this year, was to help girls to transition through the education system and to go on to have productive, positive lives. While the preferred pathway for girls in the programme was for girls to transition from primary to secondary education, we have also supported girls who have dropped out of school to either enrol into alternative learning pathways, such as apprenticeships, or to re-enrol into primary or secondary school. This year, by the end of the programme, transition rates remained high at 96.1%, an increase of 5% from the start of the project, despite the disruption of the Covid-19 pandemic.

‘I’m more than grateful to Wasichana Wetu Wafaulu project and what they did for me and my schoolmates at Viriko Primary. I have friends who benefitted from solar lamps, others from school uniform and I have seen how it changed their lives in so many ways.’

‘For me personally, my mentor helped me when I thought all hope was lost for me to remain in school especially after my parents separated. She would constantly advise me to attend classes, work harder, and score high marks, which will enable me to join a good secondary school.’ – **Martha, WWW beneficiary, Viriko Primary School**



Percentage of confident girls
at the **start** of the project

68.5%



compared to **2023**

87.9%



In addition to reducing drop-out rates, the WWW project has been helping girls to thrive in school. As a result of the project's interventions, girls have demonstrated higher confidence in their learning abilities, positive attitudes towards their success in school and pursuit of higher education opportunities. The percentage of girls reporting feeling confident in their schooling increased from 68.5% at the start of the project to 87.9% by 2023. In addition, girls participating in the project scored highly on the life skills index (88%, up from 83%), which was driven by improved attitudes towards success at school, continued pursuit of education, and self-confidence.

Within these improvements to girls' attitudes to schooling was a particular improvement to girls' attitudes to STEM subjects. The number of WWW girls interested in STEM careers has doubled in the past two years, and by the end of the project, there was a significant decrease in the percentage of girls who stated they disliked STEM classes because they were difficult.



“ ‘I used to get 9 or 11 out of 30 marks in maths. But after undergoing the mentorship training, I got a new drive to improve my grades. We live next to a pub where they play loud music and have frequent fights, so when I have exams, it is difficult to revise. I mostly stay late in school to revise. Now I get 25 out of 30 and I am among the best in my class.’ – **Atieno, WWW participant, Soweto, Nairobi, Kenya** ”

A further component of our approach to girls' education is helping to drive community engagement and support for girls' education. This year, after several years of EDT's work in Kenya, more communities reported undertaking formal initiatives to support girls' education than had ever previously been the case. Furthermore, almost two-thirds of caregivers reported that girls had received community support for education.

Our Building Learning Foundations programme in Rwanda also demonstrated significant achievements in relation to girls' education. Not only did the programme result in high levels of gender parity in grade proficiency in both English and mathematics, but BLF also supported in the development of gender-responsive pedagogy. At sector level, 97% of district training team members stated that they were committed or totally committed to supporting schools to continue embedding gender-responsive pedagogy, and 100% of the children surveyed reported that they felt they received fair treatment in class. In addition, BLF's activities on school leadership to support gender-responsive pedagogy resulted in 95.9% of 4,870 schools having a code of conduct that includes the prohibition of school-related gender-based violence, sexual harassment and discrimination.

'The community is now enlightened on the importance of girl-child education and they are now educating their girls not like before. We have lady teachers in this school who come from this community and this shows how positively the community have embraced girls' education.'

– Teacher, Kilifi county, Kenya

'Through our monthly Professional Learning Communities, we discussed the need to establish mechanisms to support girls to enjoy studying and make our environment friendly. In our School Improvement Plan, we put more focus on building and equipping the girls' safe room, electing one parent and one female teacher in charge of supporting girls who have specific issues at school. We also established a girls' club to discuss issues relating to reproductive health. Our school has registered a significant decrease in girls' drop out.'

– Olive, headteacher, Rusizi District, Kenya

We have supported the girls' education agenda at a ministerial level. BLF led the revision of Rwanda's Girls' Education Policy, working closely in partnership with the Ministry of Education to ensure the new policy reflects governmental priorities and is based on the needs of girls in Rwanda. The draft policy was approved by the Ministry in March 2023.

In addition, the BLF programme team completed the second phase of a girls' club pilot, specifically designed to include some of the most vulnerable learners. These clubs sought to increase knowledge about sexual and reproductive health and rights, raise awareness about abuse and reporting mechanisms, enhance confidence in STEM subjects, and foster higher academic and leadership aspirations. 88% of girls in the pilot reported noticeable changes in their lives as a result of club participation and 77% felt completely confident in their ability to achieve their educational goals (up from 48%). There was also positive change in attitudes towards girls' ability to achieve in STEM: at endline, 94% of club members believed that girls are equally as skilled in STEM as boys, up from 29% at baseline.

Some of the girls' comments included:

'I feel that I'm able to do anything now.'

'It helped me to know that I am capable and that I can do everything in life.'





Inclusive education

Our people are passionate about inclusive education – maximising real learning opportunities for groups who have traditionally been excluded or marginalised. This has fed into several of our programmes in Sub-Saharan Africa this year. In Rwanda, for example, our BLF programme team has helped to embed the role of Special Needs Education Coordinator (SNECO) within Rwandan schools, helping teachers and school leaders to more effectively support children with disabilities and additional needs within mainstream schools.

“Before the SNECO came in, teachers were not sure how to support children with disabilities. During classroom observations, the SNECO provided us with feedback on how we can effectively support children with disabilities to allow them to learn in the classroom.”

– Head of studies, Rwandan primary school

“My child, Samuel, has improved his performance up to 70% in the last two terms of the year. I used to think he would achieve nothing. However, due to the support provided by the school, my child made tremendous progress in his performance, and this has changed my view.”

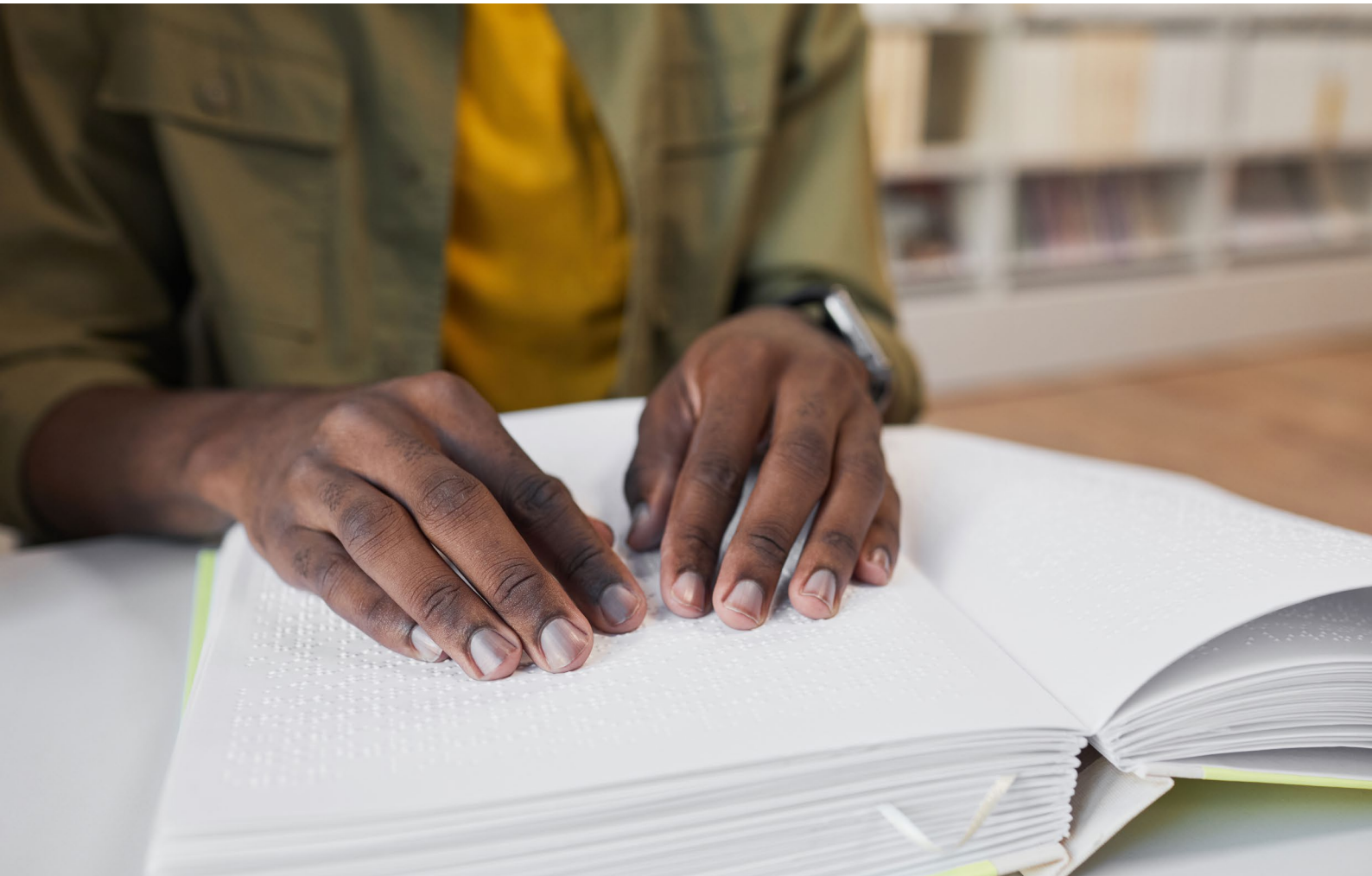
– Parent of a child with disabilities



In Ethiopia, inclusivity forms an important part of the school leader training on our TARGET programme. This year, the TARGET programme has trained 35,745 teachers on how to be an inclusive school leader, bringing the total number of teachers trained in this area to over 124,800. The TARGET programme has also piloted its Equitable School Improvement Fund, aimed to support education interventions specifically targeting the barriers faced by the most marginalised learners – specifically girls, those living in pastoralist communities and children with special educational needs. The interventions included efforts to drive community engagement, improve teacher performance, promote inclusion and ensure school leaders' continuous professional development. These pilot interventions directly reached 99,000 beneficiaries.

Meanwhile, we have ensured that training for our WWW programme in Kenya has included relevant elements for inclusive education, helping to ensure that teachers are equipped to meet the needs of learners with disabilities, special educational needs, or other diverse needs, such as girls over school age and young mothers. Our teacher training manuals have integrated adaptive content on special needs education (SNE), and we have also provided SNE equipment to learners and increased textbook accessibility for learners with visual impairments through the use of orbit readers to convert print material into braille.

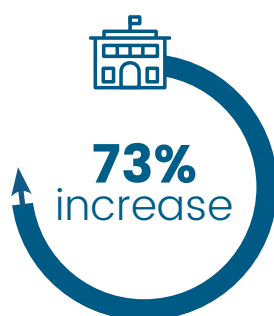
‘Now we have braille tests and books and we have lab equipment so we can read and we can touch the lab equipment like other print users.’ – [Patience Nalih, student, Likoni School for the Blind, Kenya](#)



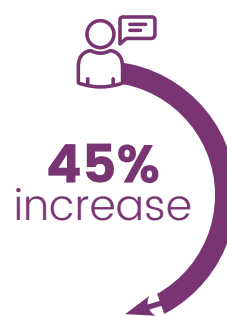
‘We benefitted [from the EDT training] as a special needs school because it touched our learners. I remember when we had been going to the other seminars... most of the time we realised that the organisers were not considering [the learning environment of disabled learners], until the time we went to [the EDT training] and I was introduced to somebody who really helped us.’ – [Teacher, special needs school, Mombasa, Kenya](#)



Reforming systems and classrooms in the Middle East and Asia



in number of schools
reached in MEA
(685, up from 395)



in number of school
teachers reached in MEA
(19,000, up from 13,000)

Raising standards through school inspections, accreditation and accountability

In 2022–23, we worked with system-level partners including the UAE Ministry of Education, Dubai's Knowledge and Human Development Authority (KHDA), the Qatar Foundation and the UK Department for Education (for British Schools Overseas) to provide inspection services to over 300 schools, impacting over 400,000 students and over 18,500 teachers.

We worked with 270 schools and education settings on school inspections and accountability in the UAE alone, impacting over 360,000 students and almost 17,000 teachers. These inspections, which follow the UAE School Inspection Framework, are designed to help improve teaching and learning outcomes for students, but this year, there was also a focus on improved care guidance and support. This was the first year that wellbeing was formally inspected within the Dubai school system. Schools in Dubai have shown improvement in recent years: this year, 77% of students attended private schools rated 'good' or better, compared to 70% in 2018/19.

We have also seen improvements in schools thanks to our British Schools Overseas (BSO) inspections and EDT's own International Schools Quality Mark (ISQM) accreditation programme. Schools reported a high level of satisfaction during the inspection and accreditation process: 91% of schools agreed or strongly agreed that the inspection or accreditation had a positive impact on school improvement three months afterwards.

One BSO school head said, 'I wish to express our profound appreciation for the British Schools Overseas (BSO) inspection and our collaboration with Education Development Trust. The BSO inspection served as a valuable lens, allowing us to view our institution from an unbiased, external perspective. It pushed us to introspect, affirming our strengths and pointing out areas of improvement with precision.'

Building the capacity of teachers

Much of our work in the Middle East and Asia focuses on developing teachers' skills and capacity, with a view to improving learning outcomes for students – including some of the most vulnerable in the region. Our **Alexandria Schools Trust (AST) programme** builds the capacity of English teachers and supervisors in Lebanon, Jordan and Egypt to efficiently use English as a medium of instruction and implement the best evidence-based English teaching strategies. This year we worked with the Jordanian Ministry of Education, the Lebanese Ministry of Education, the United Nations Relief and Works Agency (UNRWA) Jordan, and three Syrian refugee organisations in Lebanon.

As part of our AST focus in 2022/23, we have conducted several pilots on evidence-based supervision in Jordan, Lebanon and Egypt, delivering both online and face-to-face training. The evidence-based supervision programme trains supervisors in how to diagnose cause and effect during lesson observation, with a focus on giving clear diagnostic feedback to improve teaching. In Egypt, we have initiated training on evidence-based supervision with 100 Ministry of Education supervisors. These supervisors have now begun conducting classroom observations and coaching sessions for selected English teachers.

In Jordan, 96% of participants reported being satisfied with the training they received. 77% of teachers reported that their interactions with supervisors were different after the training, with more emphasis on two-way discussions and the introduction of evidence-informed techniques that they were not previously aware of. 99% of teachers reported acting on the strategies agreed with supervisors following the training, and all reported a positive change in learning outcomes as a result.



‘We thank you for this wonderful and distinguished training, and we hope to reap its fruits through the trainee mentors who competed to bring out the best of their competencies and distinguished experiences, with refinement and excellence through this serious and wonderful training.’ – **Giza Governorate, Ministry of Education, Egypt**

‘My supervisor focused more on the learning of my students. She listened more to me and to my areas of development and strengths.’ – **Teacher, Evidence-Based Supervision Pilot, Lebanon**





In addition to our work on evidence-based supervision, our AST team has worked with other EDT teams on a project to enhance the gender-responsiveness of English language teaching practice (and teaching of subjects through the medium of English) in AST-supported schools across Lebanon and UNRWA schools in Jordan – reaching all children in target classrooms with more gender-responsive education.

Meanwhile, in Brunei, our **CfBT Education Services** team has continued to work across 85% of government schools across the country, helping to enhance the English language proficiency of all learners and improve the quality of English language teaching among Bruneian teachers. We have worked closely with the Ministry of Education to develop curricula, resources and practices that are used on a national level, as well as running national-level training events and programmes. This year, this has included a National Research Symposium on Lesson Study – an approach to lesson observation and improvement – which was attended by over 150 individuals, including key ministerial officials. 208 teachers engaged with the lesson study, with positive impacts on their practice: 97% felt they had been effectively supported by their CfBT mentor. The Lesson Study project was also featured in the Impact Journal from the Chartered College of Teaching, furthering the impact of this professional development approach in the thought leadership space.

Our 198 teachers have worked directly in classrooms with approximately 17,000 primary, secondary and Sixth Form learners, and 194 of them have also engaged with CPD for Bruneian teachers in their school or cluster. Through this CPD, we have impacted approximately one third of the Bruneian teaching workforce. Learning outcomes for Bruneian students have also improved, with the lexile level (measuring students' reading abilities) rising from 35% to 60% among primary-aged students.



“The most beautiful thing to see was the strong friendships that have been built and the learning that has taken place by collaboration.” – **Bruneian English Teacher**



Developing teachers and leaders in the UK

Reach summary



1.4 million learners



14,000 teachers



18,000 school leaders



5,000+ other education professionals

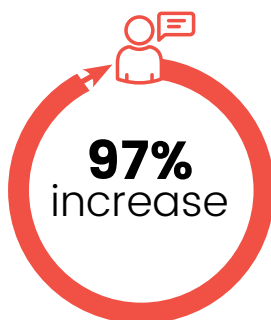


10,800 schools

Across the UK, we empower teachers by providing high-quality professional development opportunities for educators at all levels – from those in early years settings right through to those working with school leavers. We support educators and leaders at all stages of their professional lives to improve teaching and learning outcomes and transform school cultures.

Providing high-quality professional development

Our programmes offer teachers evidence-based, flexible training, helping them to thrive. This year, through our **National Professional Qualifications (NPQ) programme**, we have provided targeted support to over 4200 educators, helping leaders and aspiring leaders to create positive change and improve pupil outcomes. Participants' feedback has been consistently positive: 96% of participants on our first specialist programme reported satisfaction, alongside 98% of those in our first leadership programme.



We reached 97% more teachers through our employability and careers portfolio in the UK than the year before (3,600 vs 1,800)

‘It’s been brilliant – career changing!’

‘It’s been a great experience... Lots of knowledge to embed in my day-to-day role which will benefit our academy and our students.’ – NPQ candidate, England



Meanwhile, we have been working on our **National Tutoring Programme**, funded by the Department for Education, through which we deliver specialist training in tutoring best practice to educators working to help children catch up after the Covid-19 pandemic. 93% of participants who responded to our survey told us they intend to apply what they have learnt from the training with their students and 90% confirmed that they actively apply the knowledge gained from their training to their daily practice. The tutors we worked with expressed high levels of enjoyment and job satisfaction, as well as a better understanding of evidence-based tutoring best practices after completing the training. Among their pupils, they observed increased attainment, increased self-efficacy, increased engagement, and increased motivation.



‘The tuition is really valuable to the children.’

‘I loved taking part in this course and being given the opportunity to make a difference.’

– NTP participant, England



Supporting new and early career teachers

We have particular expertise in supporting new and early careers teachers through our **Early Career Professional Development Programme (ECPDP)**, delivered to 9,190 early career teachers and 6,850 in-school mentors across over 3,000 schools this year. The ECPDP delivers the Early Career Framework (ECF) that builds the confidence and skills of early careers teachers, leading to higher teacher retention and better learning outcomes for pupils. This framework also enables mentors to strengthen essential skills that they can use throughout their careers.

92% of surveyed respondents in our second-year cohort felt that their learning had impacted positively on pupils' progress and attainment, motivation and engagement or closing the gap for disadvantaged students. School leaders also reported that participating early career teachers are resilient, confident, and ready earlier for positions of responsibility as a result of the quality of learning through the programme.

'I always come away with a practical new idea to try in the classroom.' – Early career teacher, ECPDP participant, England

'This [training] allowed myself and the ECT to become increasingly reflective in our respective roles and helped look at how the needs of individuals can be better met in a large class.'
– Mentor, ECPDP programme, England

Meanwhile, our **Future Teaching Scholars** continue to excel, providing much-needed high-quality new teachers to the maths and physics subject areas in English schools. 100% of the Scholars who have completed their initial teacher training have now accepted a qualified teaching post for their fifth year of the six-year programme. Our scholars are also consistently approximately one or two terms ahead of an average teacher trainee not supported by the programme in terms of their classroom performance. Evidence to date demonstrates that, crucially, 94% of scholars who completed their initial teacher training earlier in the programme have remained in teaching for three years – compared to the national average of 76%.





Helping school leaders to enact meaningful change

Our support, training, and advice not only helps individual educators to thrive, but also helps school leadership teams to improve school cultures and generate lasting change, especially through facilitating peer review collaboration, enabling schools and leaders to support each other.

This year, our flagship **Schools Partnership Programme (SPP)** has supported almost 8,900 senior and middle leaders in UK schools. The programme provides continuous professional development training to these leaders within clusters of partnership schools to help them engage in a continuous cycle of self-review, peer review and school improvement. In a three-year evaluation of the programme, released by the Education Endowment Foundation in March 2023, 91% of survey participants rated the SPP resources as being of very high quality. The evaluation highlighted that participating in the SPP increased school leaders' confidence and capacity to make improvements to their school.



“Setting up shared joint values at the beginning, everyone knowing what we were trying to achieve and going into the reviews with our eyes open completely, getting to the point where you're developing and enabling a school team to come up with its own solutions has been phenomenal at lots of different levels. It really has created the opportunities for genuine culture and practice for self-improvement. It's been brilliant.” – **Headteacher and SPP Partnership Lead, England**

“The SPP process is showing that we can do it for ourselves, and do it in a critical way, and a way that gives accountability, rather than previous models which are just possibly either too extreme, Ofsted-based, or not enough rigour. It's that middle ground of us being in control of our school improvement but doing it with other professionals in a way that gives us critical accountability.” – **Head of School, England**

Feedback from post-training evaluations has been excellent: 95% of participants reported that the session developed, embedded or extended their understanding of peer review.

Meanwhile, our **Behaviour Hubs** teams worked with 474 schools this year, reaching over 1,700 leaders at various levels and facilitating connections between lead schools and partner schools to share their experiences and successes. The programme seeks to improve student outcomes, teacher wellbeing and retention, and national inspection ratings for schools experiencing challenging behaviour. Since joining the programme (although not exclusively because of it), over 20 partner schools have gone from a 'requires improvement' to a 'good' Ofsted judgement – one of which received its first Ofsted 'good' rating in 22 years. 100% of participating schools surveyed agreed that the programme had led to positive change and a positive impact on pupil behaviour.

Developing expertise among early years practitioners

Our **Early Years Professional Development Programme (EYPDP)** supports early years practitioners working with children in pre-reception settings, helping them to improve their practice and children's outcomes in communication and language, mathematics and personal, social and emotional development – essential foundations to their success in later life.

In October 2022, we were awarded the DfE's contract to continue to deliver the EYPDP, now moving into its third phase and available throughout England. Since then, we have reached over 4,400 practitioners and 2,800 leaders of early years settings, impacting 500,000 children. After completing the programme, 99% of practitioners agreed they were able to apply their new learning to improve their everyday practice, with 98% feeling more confident in supporting speech, language and communication, 95% more confident supporting personal, social and emotional development, and 94% more confident in supporting development in mathematics.

‘I have already shared content with my colleagues and was even asked to deliver some training back to my colleagues... I have definitely found myself making changes to my practice.’ – **EYPDP participant**

‘The communication and language section has allowed me to improve the overall practice I provide for children.’ – **EYPDP participant**

‘We are seeing a massive improvement in children's understanding and mathematical language.’ – **EYPDP participant**



Opening career pathways for young people and adults in the UK



Supporting young people with their career choices and transitions

We know how important it is that young people receive expert, informed advice and guidance as they make the critical transition from school to further learning and employment. This year, our employability and careers teams have worked with over 100,000 young people, alongside almost 3,500 educators to support them as they make critical decisions about their lives and futures.

The **Inspiring Careers programme** has this year worked with the largest number of schools and college in its history, with over 116 different contracts. The team has worked directly with over 18,700 secondary school and college students. 99% of the young people we worked with agreed that they were happy with the support they had received from their careers advisor.

Student comments included:

'This has really helped me plan for my future and given me ideas of what career to go for.'

'I feel I'm going to achieve something in the future and [the advice] helped me to feel as if I can do what I want to do.'

'I feel more confident about my career.'

'All schools should have this service.'

We have also directly supported over 100 school and college governors, senior leaders and teachers to help them understand what a stable careers programme looks like and how to embed this within their school system, while also providing parents with essential information to support their children's career decision-making. All of the schools and colleges we have worked with said that they would recommend the service to others.

This year, we also supported over 1500 disadvantaged and vulnerable students in London through our **Careers Clusters programme**, which came to a close in July 2023. Working across approximately 40 schools and colleges, our teams worked to help students develop their employability skills, and to support decision-making on next steps and career choices, with a view to reducing the number of young people becoming NEET (not in employment, education or training) after leaving school or college.



“What a term! We have without a doubt changed these students' lives. Without your support I'm not sure we would have managed this. I am so grateful, that you and your team continued to have faith that we would be able to do this.” – **Careers leader**

“The support has been excellent and has had a massive positive effect on our students and their engagement with the working world.” – **Careers leader**



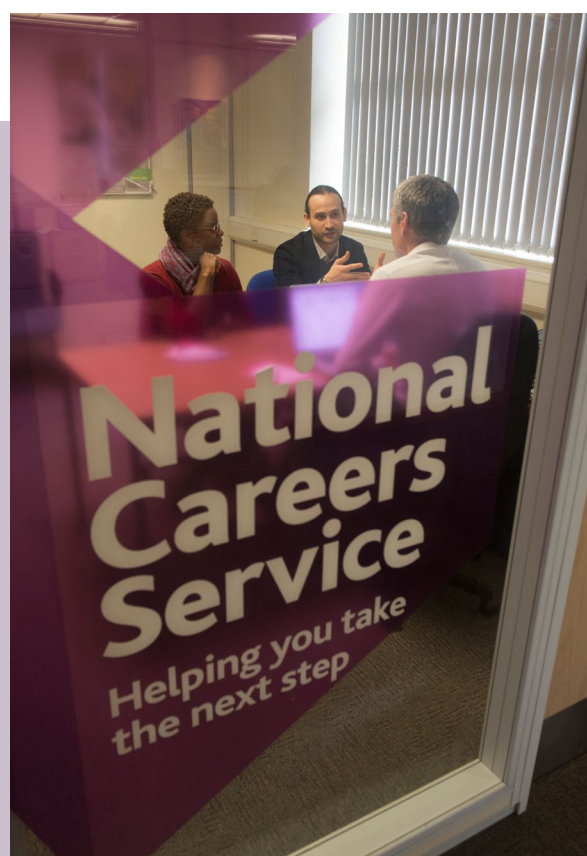
Meanwhile, we continued to raise awareness of and encourage the uptake of apprenticeships among young people through our **Apprenticeship Support and Knowledge (ASK) programme**, which provided over 100,000 students with a greater understanding of the options available to them through apprenticeships, traineeships and T-levels. As a result of the programme, the percentage of students rating their knowledge of apprenticeships as 'excellent' or 'good' rose from 26% to 73%.

Our **West London Careers Hub** has also supported 173 schools and colleges, including 32 special educational needs and disabilities (SEND) institutions and seven alternative provision institutions across West London to help bridge the gap between schools and local businesses.

Helping adult learners and jobseekers in their journeys into work

In addition to helping young people to plan their career trajectories, we also work with adult learners and jobseekers in many parts of the UK through other elements of our employability and careers portfolio. Through our work with the **National Careers Service**, for example, we help address social inequality by empowering thousands of customers with the skills and information they need to navigate the learning, employment and skills landscape and become aware of the wide range of learning and work opportunities available to them. This year, we have worked with over 82,000 individuals through the National Careers Service, helping them to independently manage their careers, identify opportunities and respond to challenges in the employment and training market. From October 2022 to August 2023, our conversion rate of moving our customers into jobs and/or learning increased to an average of 60% combined across the regions we work in. This is 15% higher than the national 45% target.

“Without this service I don't think I would have been as successful. I was so nervous and didn't even know where to start but the service gave me all the information I needed to be successful and positive about the career change. If anyone is considering contacting the National Careers Service I would 100% recommend doing so. Ringing this service has changed my life.”
– NCS Customer



Meanwhile, our **Making a Difference programme** in the northeast, southeast, and Leeds City Region of England has been supporting unemployed and economically inactive individuals to achieve employment, a basic skills qualification, or to progress from economically inactive to actively job-searching. We have worked with over 5,000 such individuals across the three regions this year. 96% of participants in the northeast and 99% of participants in the Leeds City Region would recommend the programme to others. Participants said of the programme:

'The programme has helped me raise my low self esteem.'

'Everything has changed in me. I haven't got a job yet but I can feel the confidence is there. I feel like I have no more barriers in my life. Making a Difference gave confidence to a man who was about to lose direction in his life.'

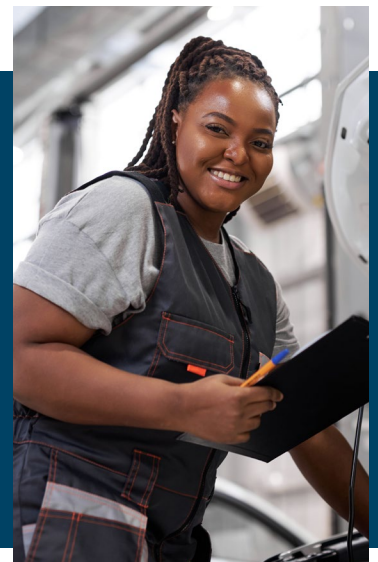
'The programme gave me the skills and confidence needed to apply for the jobs I wanted. I ended up getting exactly the job I was after.'

In addition, through our **North East Ambition programme** we have been supporting and advising small and medium-sized enterprises (SMEs) in the northeast of England who are experiencing skills gaps and shortages. This year, 340 businesses and organisations had registered with and received support from the team. The programme is also helping women to enter sectors where they are currently under-represented and supporting SMEs whose work aims to benefit certain groups, such as ex-offenders and families with SEND.

Tailoring our services to support inclusion for vulnerable individuals

Many of our careers and employability services in the UK work specifically to support inclusion for vulnerable or disadvantaged individuals. In Leeds, for example, our **REACH Youth Pathways programme** has worked with over 600 young people aged 16-24 who are not in education, employment or training (NEET), many of whom face additional challenges as single parents or due to homelessness. The programme provides tailored employability support on a one-to-one basis as well as connecting individuals with local employers who are willing to offer them a chance to begin a life-changing new career.

'I really found the programme helpful in finding work. I gained confidence in searching for jobs and with the application forms. I now have a good CV, I know how to apply for jobs and how to prepare for an interview. I feel very proud I was offered my first job after my first ever interview!' – REACH Youth Pathways programme participant





Case study: Azer

Azer joined the programme after visiting the REACH stall at a jobs fair. He struggled with interviews as he had not been employed before and he also has autism, making the interview process difficult for him. Whilst on the REACH programme, his adviser, Sophie, went through the interview workshop with Azer to enable him to understand new techniques and how to answer interview questions effectively. He then completed mock interviews to put his knowledge into practice. Azer went on to successfully interview for a new role, and also got accepted onto a biomedical course at a local university.



Several of our programmes have also specifically supported refugees in the UK. The Making a Difference programme has been providing onsite employability support for Afghan refugees. In addition, in September 2022, we launched our Ukrainian support team to help those who had been granted the right to live and work in the UK into employment. Our teams identified a need for translation services. After partnering with English for Speakers of Other Languages (ESOL) course providers and community groups, we have now helped over 200 refugees on their journey towards work.



Putting our knowledge into practice

Global consultancy

Our global research and consultancy team has continued to provide high-quality support, expertise, guidance and capacity building in many countries for a range of clients this year, including the Foreign, Commonwealth & Development Office (FCDO), UNICEF, Dubai Cares, the European Union, the UK Department for Education, and the Tatweer Company for Educational Services.

Beneficiaries of our consultancy work include our direct clients, governments, system-level decision-makers, education organisations, NGOs, donor organisations, members of the education workforce, schools, and learners around the world. Our support to clients in 2022-23 focused on impact reviews, evaluation, research outputs, material development, quality assurance and improvement, and knowledge and skills development.

Our work this year has ranged from working with the UK Department for Education on teacher workload reduction to training UNICEF consultants on the first unit of the 'teacher of the future' course, to publishing influential research on teacher management in refugee settings.

One of our key projects was on the **What Works Hub for Global Education pilot**, which received an 'A' rating in FCDO's Annual Review, with acknowledgment that EDT met all milestones and exceeded them in numerous areas. Along with our partners, we produced over 65 new evidence products, including reports, blogs and training resources, which can be used by governments and civil society organisations to improve programming, develop policies and increase evidence uptake around foundational learning issues. As part of the pilot, we provided technical assistance to the Presidential Working Party on Education Reform in Kenya, providing international and national perspectives on 'what works'. We also co-hosted ten evidence exchanges – opportunities for researchers, policymakers, donors, implementers and high-level government officials to discuss the use of evidence in education reform. These exchanges included the African Evidence Forum for Foundational Learning in Kenya, the Decade of Learning in Pakistan, and a ministerial meeting at the Education World Forum attended by over 20 African ministers of education.



Knowledge-sharing, events and engagement



This year, we have continued to further our impact by engaging with ministers, research partners, NGOs, and other organisations around the world, including through key events and partnerships.

Events and conferences

In May 2023, we attended the Education World Forum (EWf), where we met with policymakers and ministers from a range of countries to discuss our impact, research and programmes. Over 100 ministers attended the conference. We also offered an EDT-sponsored school visit to experience EDT UK programmes in action.

We were proud to co-host the East Africa Learning Policy Forum alongside the Rwandan Ministry of Education, welcoming officials from the Kenyan, Ugandan and Ethiopian ministries of education. The forum included evidence-sharing workshops focused on making accelerated education work at scale, drawing on the work of BLF in Rwanda. Delegates included the Director General of the Rwanda Basic Education Board and key development partners in Rwanda, such as UNICEF, FCDO, World Bank and USAID.

The BLF team furthered thought leadership on girls' education in Rwanda by hosting the second National Symposium on Girls' Education in Kigali. This high-profile event brought together policymakers and development partners to discuss how to address barriers that prevent girls from learning and achieving.

In the UK, we showcased our work and expertise in teacher and leader professional development at several shows including the Schools and Academies Show. Our Employability & Careers team also presented at the UK's All-Party Parliamentary Group on Women and Work, drawing on our work on youth transitions to highlight the importance of overcoming gendered stereotypes in careers guidance.

Key research partnerships

This year, we have continued to work with key partners to produce impactful, influential research on pressing issues facing education systems around the world. We worked especially closely with our partners IIEP-UNESCO this year to produce a further report, a research brief and a series of documentaries on our project on ‘Teacher management in refugee settings’, in close collaboration with the United Nations High Commissioner for Refugees (UNHCR), IIEP-UNESCO, and Dubai Cares. This research has seen strong engagement from government ministers, with several Kenyan Ministry of Education officials seconded to the project, and a strong turnout at both regional and national level at the launch event of the research brief. We also had strong government participation at a regional knowledge-sharing event in Uganda, with ministerial representation from Uganda, Kenya and Ethiopia. The work also received strong engagement from regional refugee bodies, notably the Intergovernmental Authority on Development (IGAD) and UNHCR, culminating in UNHCR inviting us, alongside IIEP-UNESCO, to present at a UNHCR ‘retreat’ – an internal learning event for UNHCR officers from 11 countries.

We concluded a large-scale research project in partnership with IIEP-UNESCO, exploring the role of a critical but too often neglected set of actors in addressing the teaching and learning crisis worldwide: those working in the ‘middle tier’ of education systems. Alongside a full report, we published five country case studies and a short series of research briefs distilling our learnings and takeaways on the role and potential of the middle tier. We also co-hosted a two-part webinar series with IIEP-UNESCO to celebrate the launch of the report.





Our independent schools

We put our knowledge, gained from our work in teacher development, into practice through our ownership and management of three independent schools: St Andrew's School and Oakfield Preparatory School in England, and the International School of Cape Town, South Africa.

St Andrew's School has been ranked 29th in the annual Sunday Times 'Parent Power' survey of the top 100 UK independent schools and was the winner of the 'Best Educational Environment 2023 (Kent) Award' at the Lux Life Education Awards. The judges acknowledged the exceptional standards of teaching, the family-friendly nature of the school and the wide supportive community of parents, teachers and pupils, which together create "an educational environment that has quality learning at the centre of its being." The school once again achieved excellent results: Year 6 pupils' results in Key Stage 2 SATS were 20% higher in reading, 22% higher in maths and 23% higher in spelling, punctuation and grammar than the national average. In addition, St. Andrew's was awarded the prestigious NaaceMark, which is given to schools that demonstrate outstanding use of technology to support teaching, learning and school administration.

Meanwhile, Oakfield School was rated as 'excellent' by the Independent Schools Inspectorate in relation to both the quality of pupils' academic achievements and the quality of their personal development. The quality of teaching has been reflected in pupils' achievement - including for those of varying abilities or who face additional challenges. Most of the school's SEND pupils and all English as an additional language pupils have met or exceeded age-related expectations. Moreover, most pupils between Year 2 and Year 6 demonstrated higher or significantly higher performance than average: between 7.75% and 18% of pupils scored in the 'very high achievement' band against the Standard Age Score.

Collaboration between staff members at Oakfield and St Andrew's, including regular safeguarding meetings, is firmly established, with benefit to both schools in sharing and supporting excellent practice.





How we do business

Inclusion and diversity

This year, we have maintained our focus as an organisation on inclusion and diversity. Throughout the year, we have had additional focus on our efforts to be an anti-racist organisation, including by offering anti-racism training to colleagues at all tiers of the organisation. The course focused on what it means to be an anti-racist ally and on the impact of unconscious biases. We also provided training on micro-aggression, its impact on individuals, and how we can all become more self-aware and mindful of our attitudes and behaviours.

All awareness-raising activities have been well received and membership of our Inclusion and diversity taskforce continues to grow. Our inclusion and diversity groups – each focusing on a specific topic of gender, disability, neurodiversity, LGBTQ+ issues, or race – ran throughout the year, with good levels of membership and participation from across the organisation. Outputs from the groups include changes to recruitment procedures, and an increasing awareness and understanding of colleagues' lived experiences.

This year, we were awarded Disability Confident Employer status (level two in the three-part scheme) and are actively working towards reaching Disability Confident Leader status (level 3).

Understanding our gender pay gap

Our UK gender pay gap for this reporting period is a mean of 12.6%, or a median of 7.2%, compared to the education sector averages of 16.1% and 22.2%, respectively (ONS 2022). Although we have seen the gap grow slightly in our schools (reflecting the higher level of female staff in our support roles), our data from the past five years shows an overall trend towards closing our gender pay gap. Across our major delivery areas in the UK – in Employability, Careers Guidance and Education Programme delivery – we have seen a significant decrease in the gender pay gap.



Safeguarding

Safeguarding underpins all that we do at EDT, ensuring that everyone who comes into contact with us feels safe and respected. This year, our safeguarding work has had an impact on several areas in particular.

Firstly, the International Schools Quality Mark (ISQM) framework safeguarding requirements were strengthened to assist participating international schools in their commitments to improving safeguarding arrangements. This includes the safer recruitment of staff, responses to mental health and wellbeing concerns of pupils, and the training of school staff in responding to child protection concerns.

Meanwhile, our TARGET programme in Ethiopia assisted local delivery partners working in schools to develop and implement safeguarding and child protection policies, which on one occasion, enabled a young female pupil to disclose that she was to be married to an older man and removed from school. The pupil felt safe in sharing this with the school, which worked with relevant agencies to ensure that she was able to remain unmarried with her family and continue with her education.

Throughout the year, the continuous safeguarding training and enablement provision for EDT staff ensures that we are confident and competent in responding to concerns and disclosures raised with us by pupils and programme participants in a prompt and effective manner.

Staff morale and wellbeing

The wellbeing of our colleagues remains a key focus area for us. We utilise the PERMA (Positive emotions, Engagement, Relationships, Meaning, Accomplishment) model of wellbeing, which takes a proactive, holistic approach to maintaining positive wellbeing. For example, this year we have achieved FLEXA accreditation as a flexible employer, hosted external subject matter expert-led seminars on financial wellbeing and menopause awareness, and provided access

to more than 80 wellbeing-focused resources (videos, eLearning, articles, podcasts etc) via our internal learning platform.

We also provide access to a number of Employee Assistance Programmes to all colleagues globally, and continue to provide membership of the leading wellbeing app Headspace to all colleagues.

Environment and sustainability

This year, we updated our UK Carbon Reduction Plan, which set out our commitment to UK Net Zero by 2040. UK emission data for this year shows a 35% reduction in emissions from fuel combustion (gas and fleet vehicles) and a 35% reduction in emissions from electricity purchased and used by EDT, compared to the previous year, saving 47 tonnes of carbon emissions.

We have procured electricity generated by wind and hydro assets matched to Renewable Energy Guarantees of Origin (REGOs) for our UK sites since April 2020. In 2022-23, 98.8% of EDT's UK electricity was from 100% renewable sources. This has saved a further 249 tonnes of carbon emissions since September 2020.

UK travel increased by 96% between 2021-22 and 2022-23, which is reflective of business operations normalising after the Covid-19 pandemic. However, emissions have remained 49% lower than pre-pandemic levels. We continue to operate hybrid working for as many employees as possible and where travel is required, we encourage car sharing and the use of public transport.

We have recognised the need for wider emission reporting and have increased dedicated reporting capacity through a central Environmental Lead role.

A growing number of our programmes across the world also follow bespoke sustainability plans, to track and reduce negative environmental impact, and share good practice with employers and partners.

Looking ahead

As CEO of EDT, it is deeply encouraging to see the amazing impact that the organisation has had over the past year. In 2022/23, we achieved not just incredible growth in numbers – reaching over 3 million more school-age learners than we did last year – but also real, tangible impact on people's lives and futures, from teachers in Brunei to vulnerable girls in Kenya, learners with SEND in Rwanda, and NEET young people in the UK. The stories presented in this review clearly demonstrate that our people can be exceptionally proud of the fantastic work they do and the ways in which their efforts – directly or indirectly – positively affect millions of lives around the world.

As we look ahead to 2024, I am incredibly excited about the opportunities we have to grow EDT's impact still further, with huge potential to transform more lives, reduce social inequality and build brighter futures across the globe. We are always keen to hear from governments and other organisations around the world who share our passion for improving lives through education and look forward to continuing working with like-minded partners in the year ahead. I can't wait to see what we will achieve next.



Dan Sandhu

CEO





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