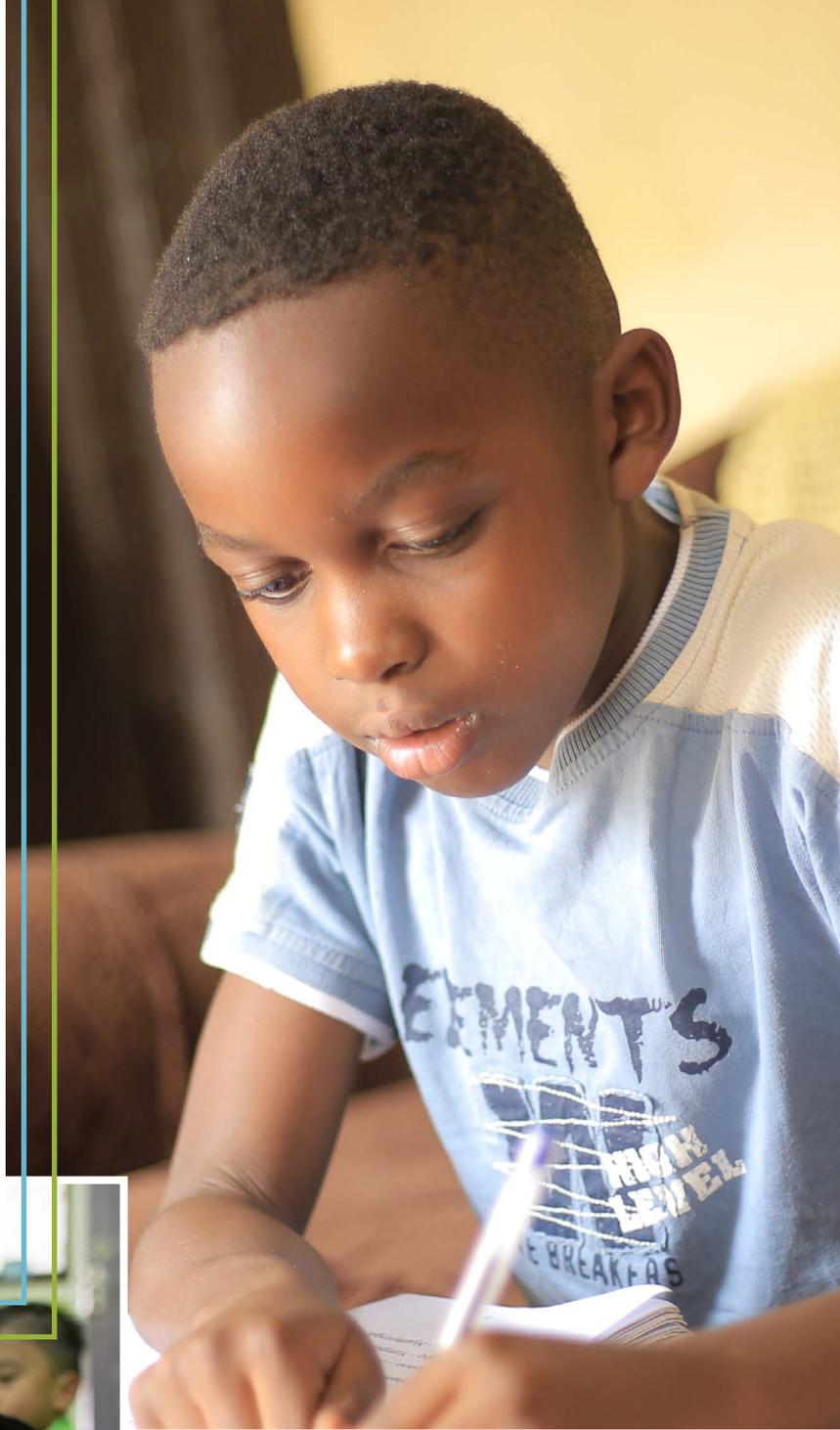


Annual Impact Review 2019/20



This has been an extraordinary year in education the world over. 1.6 billion learners have faced disruption as the pandemic has forced schools to close and lessons, where possible, have been provided remotely, supported by whatever technology has – or has not – been available. Education policymakers, teachers, pupils and parents have faced challenges on a scale never seen before. Throughout, we have focused our research to lead thinking on how best to continue – and restart – education through the crisis. Around the world, our researchers and consultants have fed into leading global institutions to build up the global knowledge base on remote pedagogy and education in emergencies.

We have harnessed the learning from our research to make a real difference in people's lives. In Kenya, vulnerable girls have continued learning as our teams adapted to distribute essential education materials to them. In England, our Careers teams have helped thousands of people impacted by the pandemic. In Lebanon, we have helped teachers of Syrian refugee children to improve their skills, despite political upheaval and the pandemic.

This year, the importance of technology in education – and of low/no-tech 'safety nets' – has

been clearer than ever. We have seen this in our research and our delivery. In our UK independent schools, we ensured all children were equipped with laptops to enable creative remote learning. In Rwanda, we helped develop radio broadcast lessons supporting millions of children.

Over the last year, we have reached 2.4 million learners and 96,500 education practitioners worldwide – 100,000 more learners and 500 more educators than in 2018/19. We reached over 80,000 young people in the UK through our world-class careers and enrichment services. We also launched and piloted exciting new programmes: in Ethiopia, we are supporting over 400 school leaders; in the UK, our ASK apprenticeship careers programme completed its pilot. In Jordan, we are working with UNICEF and the Jordanian Ministry of Education to deliver on blended learning.

In a year which has so vividly exposed inequalities, we believe our programmes are our most powerful tool to impact disadvantaged groups. Internally too, we have increased our focus on inclusion and diversity. A new global task force is working to strengthen inclusion in everything we do.

I am incredibly proud of what our people have achieved in such an exceptional year. My heartfelt thanks to them for their expertise, enthusiasm and dedication. My thanks too to our excellent partners and stakeholders for their support. As the world emerges from the pandemic and looks to the still wider challenges of this century, education will be more important than ever. At Education Development Trust, we will continue to champion our mission – improving education to transform lives around the world.

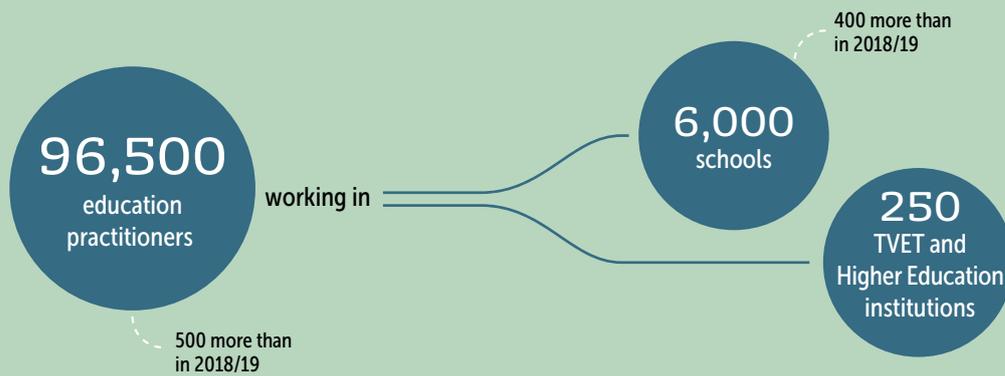
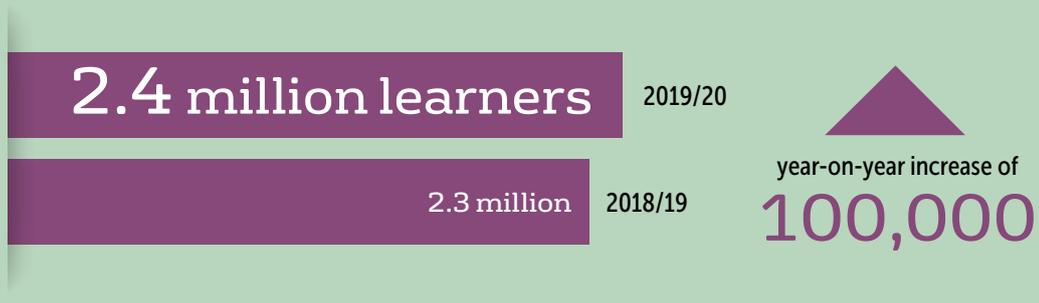
2.4m
learners reached
worldwide



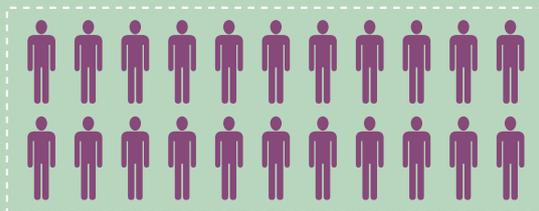
A handwritten signature in black ink that reads "Ilse Howling". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Ilse Howling | Chair of Trustees
Education Development Trust

Our reach and impact

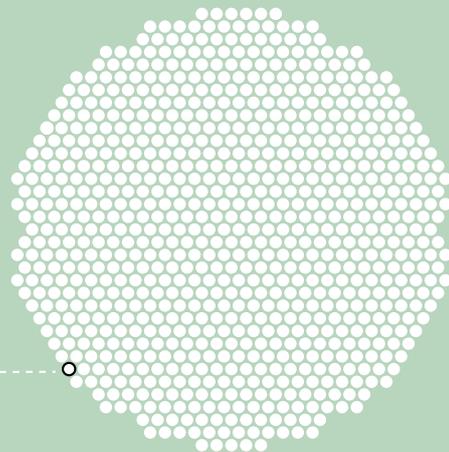


800 system leaders, including representatives from 22 international NGOs and donor agencies



100%

of our **808** partner organisations, with whom we collaborate in delivering our education services, are locally based, which helps us to build local capacities and leave sustainable impact.



UK

- **80,500** young people benefited from our careers and enrichment services in school and community settings. We also supported **1,750** educators through our careers programmes, and over **14,000** individuals during Covid-19 through the National Careers Service.
- Across all of our programmes in UK schools (including careers), we supported over **14,000** education professionals.
- Throughout the pandemic, we have developed an extensive selection of resources to assist remote and blended learning, delivered remote professional development for education practitioners, and facilitated virtual communities of practice for schools.



Lebanon

- During the Covid-19 pandemic, we established virtual teacher learning communities among refugee teachers.

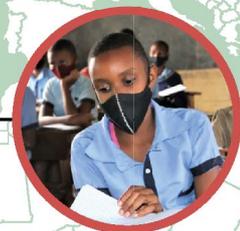


Jordan

- We provided support for online learning for the Ministry of Education's 'Education During Emergency Plan'.
- We were commissioned to help launch an innovative blended learning programme, to help over **1 million** learners to sustain and accelerate their learning while adjusting to blended learning, and help over **80,000** educators to develop skills in online teaching.

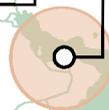
Rwanda

- We have been accelerating system-level reforms, including upskilling over **500** system leaders, more than **2,600** school leaders and nearly **34,000** primary teachers.
- We rapidly developed **38** radio lessons and established remote teacher learning communities to support learning continuity through the Covid-19 lockdown.



UAE

- During the pandemic, we formed a new partnership for quality assuring and evaluating remote learning in **223** schools in Abu Dhabi.



Ethiopia

- We launched a new programme, which will lead to improvements for **1.2 million** learners.
- The FCDO Annual Review for Ethiopia scored an 'A', which our feedback from FCDO credits largely to the success of our TARGET programme team.
- During the Covid-19 crisis, we provided virtual coaching for education professionals and developed specialist training content for school leaders to support schools reopening.



Brunei

- Our **200** teachers worked directly in classrooms with over **13,500** learners in government schools.
- We helped **500** Bruneian teachers to develop their skills in Professional Learning Communities.



Kenya

- We helped to improve learning outcomes and transitions for **52,000** girls in arid and semi-arid lands and urban slums.
- We established remote teacher learning communities and developed a new model for education continuity, which has kept **91%** of the vulnerable girls we work with in rural areas learning during the pandemic.



Our vision

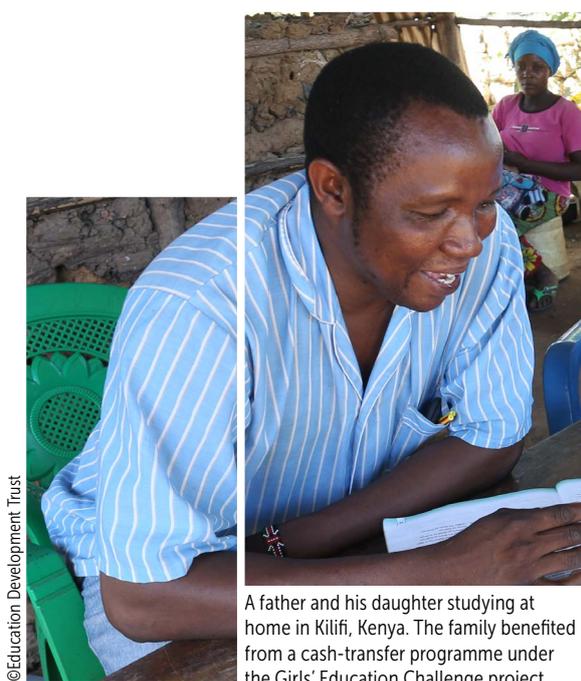
Education Development Trust is an international not-for-profit organisation working to improve education outcomes around the world. We combine global research and our longstanding expertise with regional knowledge to inform education policy and practice and deliver programmes around the world. Through our work and expertise – which spans from early years education right through to post-school careers – we seek to strengthen education systems, transform teaching and learning, ensure effective transitions into work, and contribute to global responses to key education challenges.

We have been improving education around the world for over 50 years, and everything we do is underpinned by our values of excellence, integrity, accountability and collaboration. We develop evidence-informed solutions – drawing on our continually refreshed body of research – to bring about real change, raise educational standards, and

support global efforts to address learning crises and reduce inequalities of opportunity.

We improve national learning outcomes by informing education policy and putting our knowledge into action in our programmes and consultancy work. We work in varied contexts all over the world, in education systems as diverse as those in **Brunei, Kenya, England, Rwanda** and the **United Arab Emirates**. This often includes challenging environments, hard-to-reach localities and marginalised communities where the need is greatest – not least in the context of the current global pandemic. In all the locations we work in, we use evidence-based methods to raise education standards, deliver innovation in schools, help teachers to improve their teaching quality, empower educators to effect sustainable and cost-effective transformation in their schools, and reduce disparities in educational outcomes.

We are a trusted partner of governments, academics and multilateral agencies across the globe. Our work helps to drive global understanding of education



A father and his daughter studying at home in Kilifi, Kenya. The family benefited from a cash-transfer programme under the Girls' Education Challenge project



We work in education systems as diverse as those in **Brunei, Kenya, England, Rwanda** and the **UAE**

solutions, and we support global dialogues among international policymakers on education system improvement.

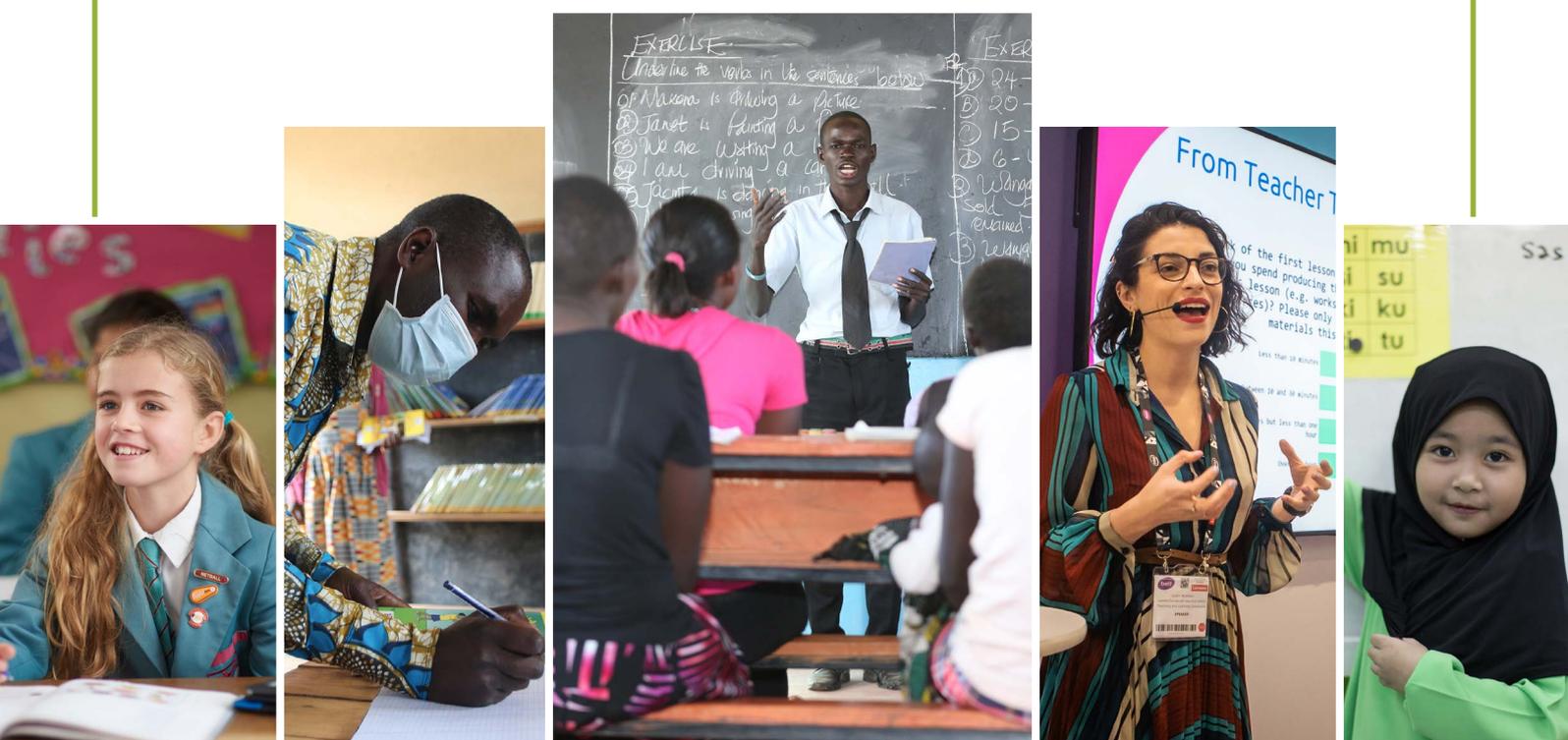
Our expert knowledge, programme design and implementation expertise are also deployed in delivering Ofsted-rated outstanding careers services in England, and in our family of independent schools.

To achieve all this, we draw on our programme of public domain research that highlights what works in education reform and we invest in research and development to create globally leading and innovative methodologies, helping to make government ambitions for better education systems a reality.

We also put our knowledge of what makes excellent education into practice in our ownership and management of our independent schools – Danesfield Manor School, Oakfield Preparatory School and St Andrew's School in the UK and International School of Cape Town in South Africa. While all very different in character, with unique identities as befit their strong roles in their local communities, all of our schools share deep-rooted common values and principles.

We are proud that the work we do has a tangible, positive impact across the world. Our work means that:

- **marginalised girls in Kenya** have been able to continue learning throughout the Covid-19 pandemic;
- **Syrian refugees** are receiving an education in informal settlements;
- **new teachers in England** are receiving specialist professional development to improve their performance and retention rates;
- **primary school children in Rwanda** are improving their numeracy and literacy outcomes;
- **adults in England** are receiving specialist careers advice;
- **teachers in London** are supported in their learning with and about technology; and
- **schools in England** are working together and helping each other on their school improvement journeys.





Our Covid-19 response

The global coronavirus pandemic disrupted education systems on an unprecedented scale, affecting almost **1.6 billion learners** in more than **190 countries**. School closures, remote learning, and reopening plans have created a host of new challenges for children and young people, as well as their teachers, parents and education leaders across the globe, while also exacerbating existing inequalities. National lockdowns and restrictions have also created challenges for our programme delivery and teams and the schools we own and run. However, in the face of such challenges, our people have demonstrated exceptional adaptability and responsiveness which have enabled us to continue to deliver our services, and to help ensure education continuity for children around the world.

We have made significant contributions to the global evidence base on remote learning and education in emergencies.

Through our rapid turnaround research, we have generated new lessons on urgent priorities, highlighting 'what works' in remote and blended learning, education in emergencies, and schools reopening from global responses to Covid-19. As part of our responsive research, we have drawn on the latest international learnings and synthesised existing evidence to produce eight rapid-turnaround reports for the EdTech Hub, a new global non-profit research partnership, as well as commissioned research for the K4D Helpdesk. We have also pivoted some strands of our research within our largest programmes to meet the need for immediate evidence in response to the pandemic: for example, in Rwanda and Ethiopia, we conducted rapid research to understand levels of technological capability and access for the purposes of remote learning.

We have adapted many aspects of our programme delivery due to Covid-19, working with local stakeholders to ensure we can continue to deliver key education services.

In doing so, we have sought to make use of the most appropriate available technologies – and no-tech safety nets – to ensure continued education provision for the most vulnerable.

In **Rwanda**, our Building Learning Foundations (BLF) programme has supported learning continuity for millions of Primary 1 to Primary 3 pupils by developing 38 high-quality radio lessons, in partnership with the Rwanda Education Board and UNICEF.

In **Kenya**, we redesigned the role of Community Health Volunteers (CHVs) to support learning during school closures, including by delivering paper-based study materials to the most vulnerable girls and facilitating feedback on their work.

In **the UAE**, we formed a new partnership with ADEK in Abu Dhabi for quality assuring and evaluating remote learning in 223 schools. In this fast-paced project, we mobilised and orientated a team of 24 school evaluators and QA reviewers in just one week.

We have created new modes of professional development and coaching for teachers and education leaders.

Throughout the pandemic, we have adapted our professional development (PD) offerings to create new models of remote provision, enabling education practitioners to continue to develop their skills despite national lockdowns and restrictions.

In our **BLF** programme in Rwanda and **TARGET** programme in Ethiopia, while we have provided virtual coaching for education professionals by phone and using social media, while we have also established virtual teacher learning communities in Kenya, the UK and Lebanon. Our work with refugee teachers in Lebanon, in which we have developed a remote community of practice, is to be included in an UNESCO database as a case study on the use of technology to support learning among refugee populations.

We have also worked to specifically support school leaders through this period of uncertainty. In Ethiopia, for example, we designed specialist training content for school leaders to support schools reopening.

We rapidly pivoted our UK programmes to enable remote provision and support the educators we work with throughout the crisis.

While Covid-19 has brought extraordinary challenges for schools, and necessitated new ways of working, our **Schools Partnership Programme (SPP)** has enabled its 2,000-strong national peer review community to build on their collective capacities, adapting and learning in a virtual environment to tackle the most pressing issues together, at pace. SPP Rapid Response is a blended model of peer review, supported by a growing suite of additional research-based enquiry frameworks specifically focusing on Covid-19 response and recovery at school level. 70% of the groups surveyed commented that their partnership has aided them in responding to the crisis and ongoing disruption.

“The core skills of the training, such as strategic thinking and evaluating evidence, have been particularly useful for leaders during Covid-19.”

– Jenny Ayles, Barnet Junior School Alliance

“I’m not sure how we’d have got through it without the collaboration.”

– Paul Quinton, Head Teacher, Caroline Haslett Primary School in Milton Keynes, discussing the Schools Partnership Programme

Moreover, in just a few short weeks, our **Early Years Professional Development Programme (EYPDP)** team converted all outstanding EYPDP practitioner training to virtual sessions, running over 150 sessions for 400 trainee CPD ‘Champions’. In addition, the EYPDP team produced a series of popular family-focused resources to help early years practitioners engage with families to best ensure children’s continued development.

We have adapted our careers services to meet increased demand and the need for remote delivery models amid national economic disruption.

“I have been working in this sector for well over 20 years and have a level 5, an honours degree and Early Years professional status and every session I learned something new and or came away with ideas to improve my practice.” – EYPDP participant

In the UK, we rapidly pivoted our careers services to provide remote services amid pandemic-related restrictions. The National Careers Service (NCS), delivered by Education Development Trust, has provided online and phone consultations to replace in-person appointments and has used its extensive experience and labour market information to advise furloughed workers, as well as those affected by redundancies and economic uncertainty. At the peak of the crisis, from April to August 2020, NCS supported over 14,000 individuals in the regions in which we are the prime contractor or key subcontractor.

In addition, the **ASK (Apprenticeship Support and Knowledge for Schools and Colleges) programme** launched a digital service to offer e-training, interactive sessions, online conferences and bespoke digital resources. Across our careers services for schools, we have developed and delivered a series of virtual employer encounters for students in lockdown, including 25 Zoom-based online workshops and a virtual work experience programme.

“I liked the idea I could interact with great employers from the comfort of my home, gain an insight into the industries and gain valuable skills.”

– Year 12 pupil participant of a virtual work experience session

Our independent schools have ensured high-quality provision throughout the pandemic.

Our school staff have worked exceptionally hard to ensure education continuity throughout the period of school closures. In the UK, in addition to securing individual laptops for pupils to enable creative remote learning, and to better equip them for potential future

closures, we are proud to report that all three schools were able to reopen on 1 June to the vast majority of pupils – the first legal date at which they could do so.

Pupil attendance on reopening was also significantly higher than the national average: 92% of pupils at Danesfield were back at school in the final week of June, and 88% of Oakfield students were back in the second week of July, compared to only 15.6% and 16.9% of regular pupils attending schools and colleges across the UK in the same weeks, respectively.¹

We have applied our research and consultancy expertise as part of the global response to Covid-19.

Nearly half (44%) of all our research and consultancy projects in 2019/20 were commissioned in response to the pandemic, and a further 20% pivoted delivery and activities, adapting to support new client needs. Throughout, we have conducted extensive research with our partners to understand the challenge, produce evidence briefings on urgent priorities, highlighting what works in emergency and remote education, and offering rapid research to support evidence-based policymaking in a variety of contexts.

We have developed new thinking on effective learning during the period of school reopening and beyond: our Learning Renewed framework.

The disruption of the pandemic and our responses have informed the development of new thinking. We developed a major think piece, **Learning Renewed: a safe way to reopen schools in the Global South**, over the summer of 2020, ahead of its launch in September as the first in a series of new reports, which reimagines what more effective, equitable and resilient education systems might look like in the wake of the pandemic.

Such thinking is necessary – not only to reduce the risk posed by future outbreaks – but because a return to ‘normal’ will fail to solve the learning crisis that pre-dated the pandemic. In this new thinking, we propose a holistic vision of education, with strong community buy-in and support, which makes use of appropriate technologies and a ‘no-tech safety net’. Learning Renewed has already featured at high-profile panel events with the Education Commission and IIEP-UNESCO.

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak/2020-week-7>



Through our rapid turnaround research, we have generated new lessons on urgent priorities, highlighting 'what works' in remote and blended learning, education in emergencies, and schools reopening from global responses to Covid-19



CASE STUDIES

VIDEO: BLF's remote learning support to schools in Rwanda**Radio lessons in Rwanda**

When schools in Rwanda closed in March, the **Building Learning Foundations (BLF)** team responded to the call of the Rwanda Education Board to support teaching and learning throughout the Covid-19 lockdown, using its knowledge and expertise to develop scripts for radio broadcast lessons, which reached over 2.6 million learners. Expert BLF content developers produced 38 scripts for English and mathematics lessons for pupils in Primary 1 to Primary 3 grades, in collaboration with UNICEF and the Rwanda Education Board. The lessons, which were aligned with the national curriculum, aired on five radio stations every week, enabling children to learn at home in a context where few households could access high-tech learning solutions.

"I usually follow the radio every morning and learn together with my children... Radio learning has been very important during this lockdown and has kept the children busy with homework."

– Charlotte, a mother of three in the Kicukiro District, Rwanda

Connected Learning Centre

The **Connected Learning Centre (CLC)**, part of Education Development Trust, has developed an extensive collection of resources to help teachers

adapt to remote and blended learning, and to make the best use of technology in teaching. It has also supported teachers and school leaders with specially developed remote PD sessions and virtual communities of practice, as well as helping them to implement digital strategies and utilise digital platforms in their schools. The CLC is supporting children and their families at home: lending over 30 laptops to schools with the most disadvantaged children who had no access to computers for home learning during the pandemic and supporting over 1,200 families in Lambeth with technical guidance under the UK government's 'laptop for parents' initiative.

The team used their online learning expertise to support the Jordanian Ministry of Education's 'Education During Emergency Plan', including delivering training materials for teachers and headteachers, and providing an online safety course.

Learning Bridges: UNICEF Jordan

In Jordan, we have been commissioned alongside UNICEF to help the Jordanian Ministry of Education launch an innovative blended learning project in response to the pandemic. This project, **Learning Bridges**, will reach over 1 million learners and 80,000 teachers.

"The client has called the PD course we developed a 'masterpiece,' and it will reach an estimated 80,000 teachers. Our global knowledge report (capturing the latest findings and best practices related to education responses to the pandemic) was presented in three workshops for UN agencies and donors, ministry officials across the MENA region, and the Jordan MoE office to inform policy and programming."

– Consultant's report on the UNICEF Jordan Learning Bridges project

Improving school systems at scale

From direct-to-school school improvement initiatives to the shaping of government educational policy on a national scale, we effect change within school systems. We deliver transformational programmes and advise national, regional and local governments on education reform that leaves a lasting legacy of positive change. We have continued to effect change at scale even amid the disruption of the past year – and are proud of the progress we have made since 2018/19.

We are driving improvements in teacher and leader professional development.

Teaching quality is the single biggest driver of student learning outcomes within a school environment. It is therefore hugely important to ensure that teacher professional development (PD) programmes are effective, and this is a core part of our work around the world. What's more, we believe teacher PD will be an area of increasing importance – with even greater demand – in the context of Covid-19 and its aftermath. We have made an outstanding impact in this area, reaching almost 100,000 practitioners across our programmes.

Rwanda

Our work through the **Building Learning Foundations (BLF)** programme has dramatically increased the number of teachers and headteachers meeting competency benchmarks in key areas.

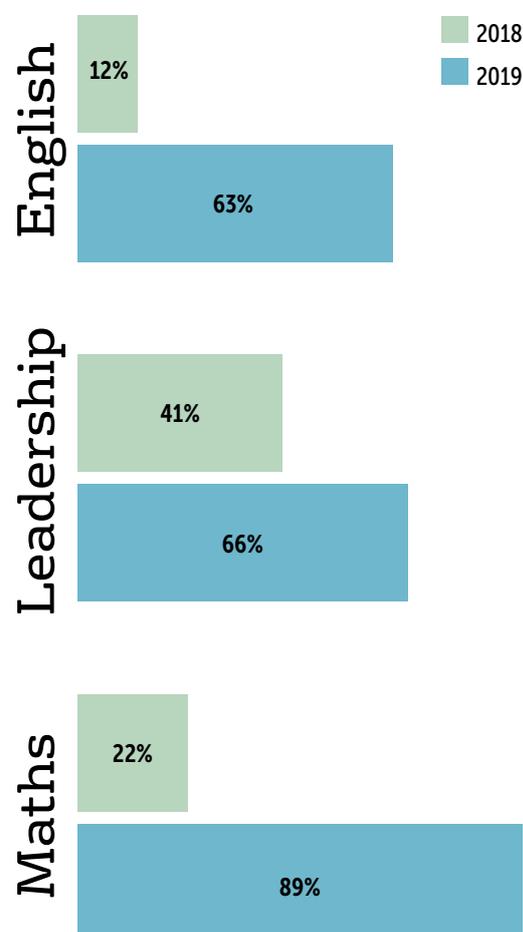
In mathematics, only 22% of teachers in Rwanda were meeting these benchmarks in 2018 – and in English, just 12% were meeting this standard. By 2019, however, this had increased to 89% in mathematics and 63% in English.

Moreover, we have enabled more headteachers to improve their leadership skills. In February 2018, just 41% of headteachers were able to demonstrate

competency in four key leadership standards. Following our intervention, by March 2020, 66% of headteachers were able to demonstrate these skills.

We have also built capacity in collaborative learning by increasing attendance of professional learning communities – 94% of Rwandan headteachers attended monthly professional learning communities as of February 2020, compared to 49% in June 2018.

Proportion of teachers and headteachers meeting key competency benchmarks





“This year, BLF has continued to deliver effectively nationwide, while managing a significant expansion and budget increase. Field visits confirmed the major contribution that BLF has already made to primary teacher capacity nationwide. Key milestones for competency in teaching methodology have been exceeded and the benefits are already seen in improving learning outcomes in English.”

– FCDO Annual Review on the Learning for All programme, to which BLF provides technical assistance



Learning maths at Ecole Primaire Kacyiru in Kigali, Rwanda



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Lebanon

We are helping refugee teachers to improve their proficiency and confidence in using English in the classroom.

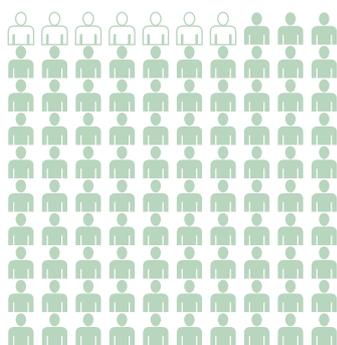
In our **Alexandria Schools Trust** programme, we have worked with teachers of 1,500 Syrian refugee children – many of whom are refugees themselves – to improve their skills and confidence in using English as a medium of instruction, easing children’s transitions into the Lebanese school system. Every teacher on the programme reported teaching their subject better in English, while 98% of participants felt more confident in doing so.

UK

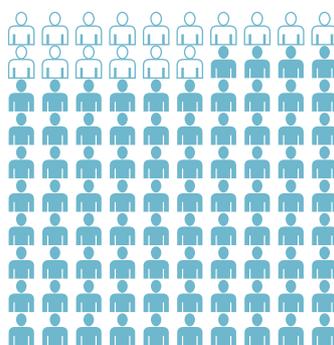
Our professional development programmes continue to demonstrate excellent impact.

Our **Accelerate** programme came to a close in March 2020, and its end-line report showed that 93% of participants recorded an improvement in their teaching practices. 84% of participants reported a positive impact for their students, while 64% felt more able to use evaluation and research to enhance their teaching.

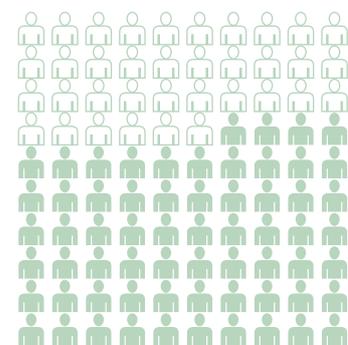
In addition, 100% of our **Future Teaching Scholars** who completed their initial teacher training in 2020 secured newly qualified teacher (NQT) roles for 2020/21. This is a particularly significant achievement in the context of the disruption to the education system caused by the Covid-19 pandemic, where the broader national picture has not been so positive. Moreover, our research showed that by the end of their first term in teaching, Scholars were already



93% of our Accelerate programme participants recorded an improvement in their teaching practices



84% reported a positive impact for their students



64% felt more able to use evaluation and research to enhance their teaching



Sarah Horrocks, Director of CLC (left), collects the BETT award for their service and support for schools

that their own teaching practice will improve following attendance at these events. In January, CLC won the BETT award for service and support to schools – for the second year running.

VIDEO:
Find out more about the work of London CLC



performing broadly in line with the performance expected of a teacher at the end of initial teacher training, placing our Scholars approximately one or two terms ahead of their peers.

Meanwhile, the CLC has maintained its exceptional track record of improving teaching and learning with 98% of teachers reporting that pupil learning outcomes improve following attendance at our curriculum support workshops and CPD sessions. A further 97% say

Brunei

We have been developing teachers' coaching skills to improve teaching and learning at scale.

The latest data, published in 2019/20, shows how our collaboration with Brunei's Ministry of Education – to design and deliver their flagship **Literacy and Numeracy Coaching Programme (LNCP)** – raised student achievement in literacy and numeracy across the country. Following this intervention, 172 local coaches are operative at 'accredited' level, 168 at 'specialist' level and 158 at 'expert level' – exceeding a target of 120 coaches.

“Central to the LNCP approach was a focus on developing coaching skills. The results of this study demonstrate the transformative potential of coaching used at scale across an education system. Based on the data so far, we have seen impressive changes, not only in teaching quality, but also in teachers’ confidence, and sense of self-efficacy. Moreover, we find that coaching skills are being used to good effect in other contexts outside the classroom, with a culture of coaching and ongoing professional development emerging throughout the system. I am sure that this will be important as we look towards the future because we have created a momentum for change.”

– Awang Aliuddin bin Haji Abdul Rahman, Deputy Permanent Secretary (Core Education), Ministry of Education Brunei Darussalam



©Education Development Trust

Children at Sekolah Rendah Haji Mohd Jaafar Maun school in Kiulap, Brunei



Girls' education and gender equality

Girls' education remains one of the challenges of our times. Levelling up educational opportunities for girls around the world is key to unlocking the potential of girls to lead more fulfilling lives and fully contribute to the economy and society. Our passion for girls' education is matched by our experience and expertise, with a deep evidence base and extensive delivery of programmes that benefit girls in different ways across the world. We also care deeply about gender equality and empowering women in education leadership, and are seeking to address this issue in several of our programmes.

In Kenya, the Girls' Education Challenge (GEC) programme is improving education outcomes for vulnerable girls.

Our **Wasichana Wetu Wafaulu programme (WWW – 'Let Our Girls Succeed')** builds on the success and experiences from the first phase of the project (2014-17) to support learning continuity for over 52,000 girls across 480 schools, 60 secondary schools, 23 TVET institutions and 35 catch-up centres. We work with schools, system leaders, health service workers, community volunteers and parents to ensure all girls – including the most vulnerable and those in remote communities – are able to keep learning and progressing in their education.

In Summer 2020, an independent evaluator highlighted that the schools we have worked with performed much better than comparison schools. As a result of our support to girls, educators and schools, attendance has increased and teaching quality has improved.



(1=1,000)

52,000 WWW girls in

480
primary schools

60
secondary schools

23
TVET institutions

35
catch-up centres

In mathematics, GEC interventions brought about consistent improvements in all regions. In mathematics, among basic learners, GEC girls' progress was +2.4 percentage points (pp) higher than their peers' in a comparison group, while advanced learners were +9pp ahead – the equivalent of an additional 1.5 months of schooling. In English, literacy gains were highly pronounced, especially in arid and semi-arid regions, where basic learners were the equivalent of 3.6 months of schooling ahead of their peers (+9.3pp higher). Meanwhile, in the urban slums, the GEC advanced learners had a +10pp advantage in English literacy progress – equivalent to an extra 2.7 months of schooling.

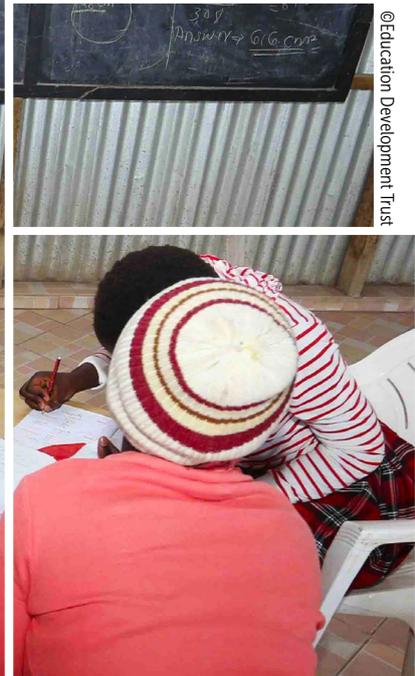
10pp
 advantage GEC girls living in urban slums have over their peers in advanced English literacy progress

72%
 of school subject leaders in Rwanda are female, in line with the proportion of female primary teachers in the country

We are working to support the development of female leaders.

In Rwanda, we have worked closely with the Rwanda Education Board to develop new career pathways for female teachers in lower-primary schools, leading to the creation of school subject leader (SSL) positions.

In February 2020, we completed the selection of candidates for these roles, with 72% of postholders being female – in line with the proportion of female primary teachers in the country. We also worked with almost 300 sector learning facilitators and district teaching advisors nationwide to raise awareness of gender issues.



©Education Development Trust

A teacher talking to girls who had dropped out of school but re-enrolled under the Girls' Education Challenge project in Nairobi's informal settlement of Kayole

CASE STUDY

Supporting vulnerable girls during Covid-19

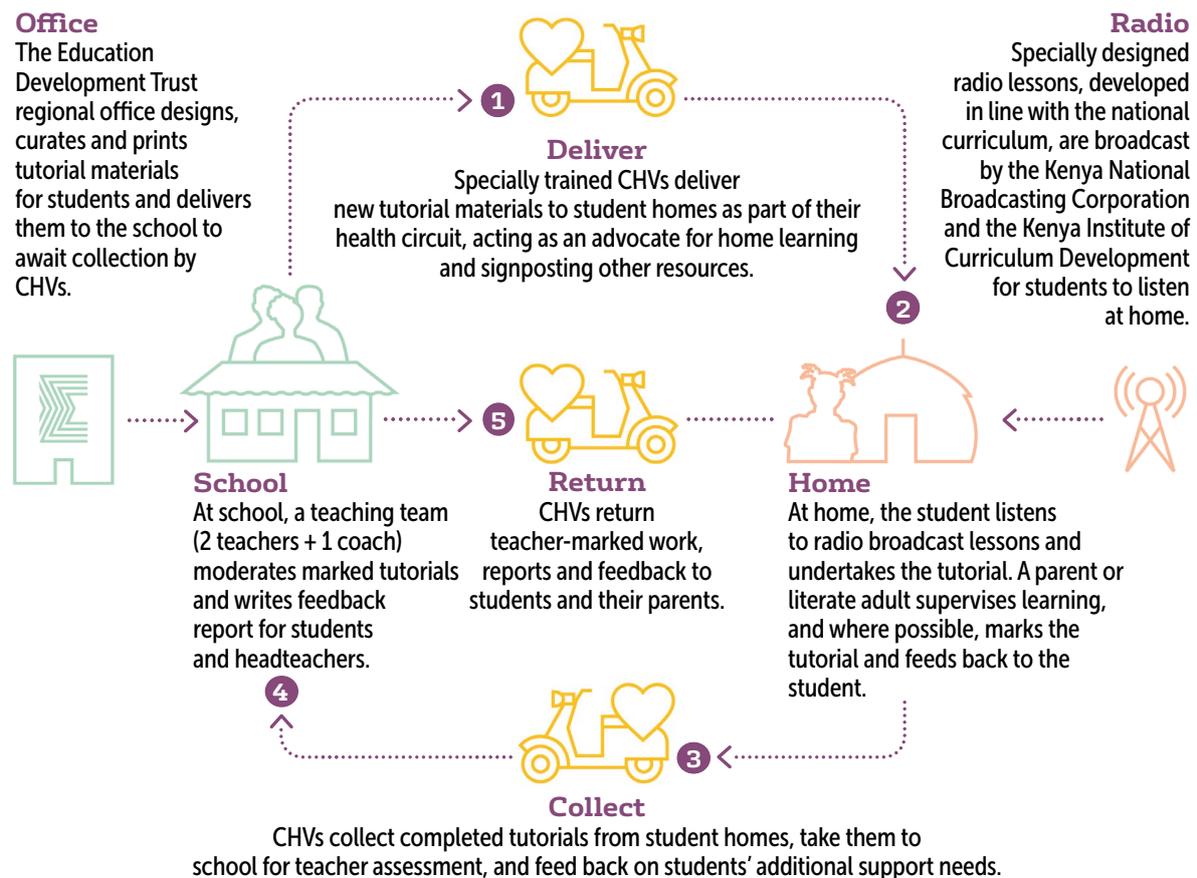
Previous crises have clearly demonstrated that vulnerable pupils in low-income settings, especially girls, are most at risk of disruptions to their education – and of dropping out of school entirely – due to financial pressures and increased rates of early marriage and pregnancy. It was therefore hugely important for us to support these girls when schools closed due to Covid-19.

In Kenya, we rapidly developed a new model for emergency education provision to help ensure that girls in our GEC programme could continue to be reached amid school closures. This new approach mobilises the community, leveraging the availability

of community health volunteers (CHVs) – who were already visiting individual households to provide health and wellbeing support – to reach individual girls and their parents with educational material, guidance, and teacher feedback in their homes and safe community spaces. In this way, we have been able to reach and track the most marginalised learners, helping us to gain insights into how we can continue to engage them in learning.

The deployment of CHVs has led to an impressive level of learning continuity for many disadvantaged girls, with over 90% of households surveyed making use of the learning materials they provided.

How our Community Health Volunteers (CHVs) help to maintain education continuity



READ THE FULL REPORT HERE:

www.educationdevelopmenttrust.com/our-research-and-insights/research/maintaining-learning-continuity-during-school-clos

CASE STUDY

WWW girls who spent more than two hours per day learning during school closures

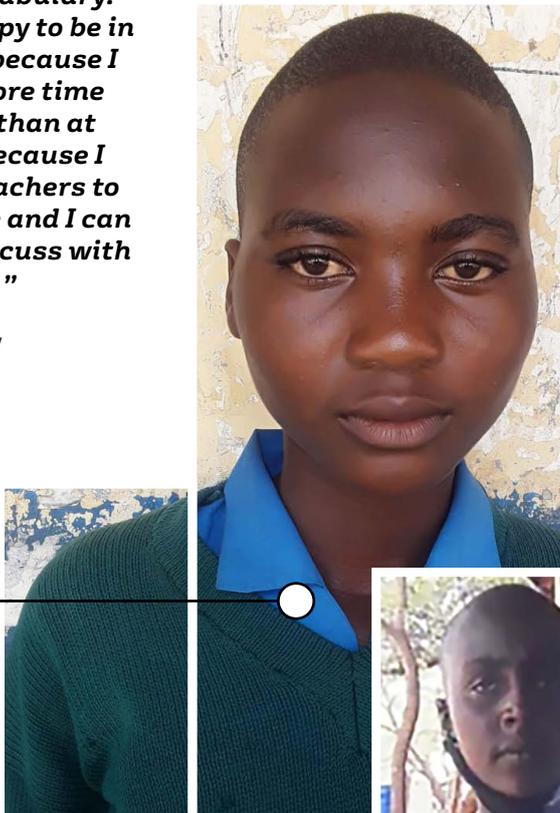


We have reached **30,000**  girls with paper-based tutorials | We have distributed **1,000**  solar radios to enable girls to listen to the lessons broadcast by the Kenya Institute of Curriculum Development...



“I received tutorials from the WWW project and also joined a study group in our village. This helped me a lot when schools were closed because of Corona. It helped me understand many things which I did not know like tenses, grammar and vocabulary. I’m happy to be in school because I have more time to read than at home because I have teachers to help me and I can also discuss with friends.”

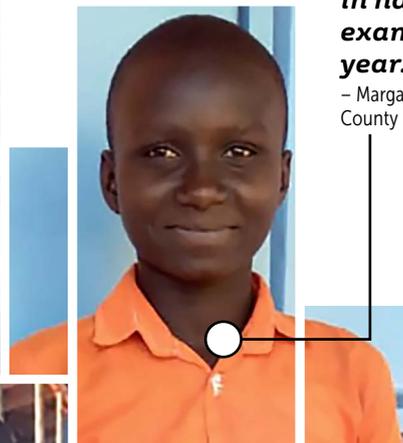
– Sidi, Kwale County



“I received a radio from the WWW project. I was able to listen to radio lessons which helped me a lot in my revision. I also took part in WWW study group where we helped each other in various subjects. I also received tutorials from the project which helped me a lot in doing practice. I’m now back to school and I want to do my best so that I recover lost time

and do well in national exams next year.”

– Margaret, Kilifi County



“I was able to continue with the learning even during the school closure period during the pandemic. I am glad I never stopped learning, the regular visits by WWW staff ensured that I continued learning.”

– Benardeter, Samburu County



Careers and employability

The Careers team at Education Development Trust manages a growing portfolio of educational programmes in the UK, including the National Careers Service, ASK, destination tracking services, and two new programmes: **Careers clusters** – a new European Commission-funded contract to support schools in London, and **Making a Difference**, an employability-focused programme in the South of England, funded by the European Social Fund. As described on page 9, our team has developed whole new remote delivery models in response to the pandemic to ensure that these vital services are accessible to as many people as possible in the face of economic disruption.

The National Careers Service

The quality of our delivery of the National Careers Service continues to grow. In 2019/20, we provided expert careers advice and guidance to more than 93,000 adults in a range of community settings

– the same number as in 2018/19, despite the disruption of 2020. Our provision has helped transform lives and provides lasting economic and social benefit to the communities in which we work. 97% of customers in Yorkshire and the Humber felt that they had benefited from the service, as did 94% of customers in the North East, South East and South West.

Our National Careers Service had its Merlin accreditation renewed and was rated as 'Excellent'. In its evaluation, it scored 86%, an increase from 80% ('Good') in our first accreditation in 2018. The assessment team commented that the trends in overall scoring never normally increase in this way, which is a reflection on the outstanding performance of the Education Development Trust Careers team. We also maintained our Matrix accreditation, following an assessment of the quality information, advice and guidance services we provide.



"I was hugely impressed with all the advice and support I have had from the National Careers Service. I wish I'd known the service was available when I was first made redundant as the information I gained was invaluable to setting me on a new career path."

– NCS customer

The ASK programme

Our London-based **Apprenticeship Support and Knowledge for Schools and Colleges (ASK)** programme is helping educators, employers and students to navigate the world of apprenticeships.

ASK has completed its pilot year (2019/20), reaching 44,530 students, 5,062 parents, 260 educational establishments and 207 teachers across London. This service exists to help challenge preconceptions and ensure that young people are equipped with

strong knowledge of the opportunities available to them. This is likely to be all the more important in the context of economic downturn following the pandemic, and we are delighted to have had a successful first year of the programme. In response to Covid-19, the ASK Digital Service launched on 27 April, offering e-training, interactive sessions, conferences and bespoke digital resources. Through these new online channels, we were able to work with almost 4,000 students and support over 150 teachers.

The ASK programme's reach in London in 2019/20



Research and consultancy

Our research and consultancy (R&C) teams continue to work alongside ministries, donors and non-governmental organisations (NGOs) to design sustainable solutions for education systems around the world. Among our clients in 2019/20 were the Foreign, Commonwealth and Development Office (FCDO, formerly DFID), the UK Department for Education, UNICEF, The Bill & Melinda Gates Foundation, The EdTech Hub, NORAD and the EU.

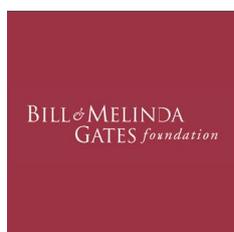
We have also partnered with major organisations including IIEP-UNESCO and UNICEF on research and consultancy projects. Our Development Consultancy team has also deployed its specialist experience in education reform in low- and

middle-income countries providing rapid-response technical assistance.

Our research and consultancy is helping our clients to build capacity.

Technical capacity was the main area of capacity development in our projects: 75% of projects reported this impact. In 2019/20, nearly 50% of R&C assignments began as 'surge support' work, with no capacity-building objectives specified by the client at the project onset. However, according to a recent assessment of our client work, in more than 80% of cases, we extended the intended impact to help clients build their capacities.

Our research clients and partners in 2019/20

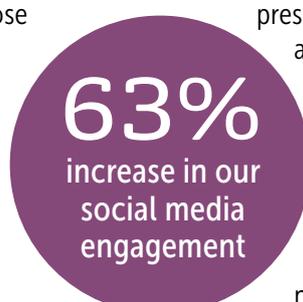


Furthering our impact

Thought leadership

Throughout 2019/20, we worked hard to extend the reach of our work, sharing our research, insights and commentary with our partners, a wide range of like-minded organisations, whose readers and members have therefore had much greater exposure to our work. This has helped our ideas to go further and have greater influence upon decision-makers. We have also achieved greater coverage in the press, particularly in the UK throughout the year, with commentary published on careers, employability, and early years provision. In this time, we have increased our social media engagement by 63% and reached 22% more followers than in 2018/19. We have also increased visits to our website by 12%, with an average of 8,239 visits per month, compared to 7,356 per month in the previous year.

We have also been proud to partner and collaborate with a range of organisations, including INEE, EACDS Heart, UKFIET, BEI, BETT, NORRAG, the Education Commission, IIEP-UNESCO, the Philanthropy Workshop and the Global Strategy Forum, for collaborations and content sharing, helping to reach more individuals with our knowledge and expertise. We have leveraged these partnerships in a variety of ways, creating multiple engagement points to raise



the profile of our work – from events and webinars, to commentaries, blogs and published research.

Prior to the disruption of the pandemic, we presented our work – including to ministerial audiences – at several high-profile events, including the Education World Forum (EWF), Innovation Africa, Innovation MENA, and UKFIET, each with hundreds of attendees from a diverse range of countries. We also hosted an EWF wraparound programme for ministerial delegations. Since the outbreak of Covid-19, we have moved our events online, co-hosting a digital event with the EdTech Hub and speaking in online forums and panels hosted by WISE and the British Council.

Safeguarding

We have also reviewed and adapted our safeguarding arrangements to ensure the continuing safety of the pupils and beneficiaries we work with through a period of online and remote delivery. The roll-out of our organisational safeguarding e-learning module provided a strong foundation from which teams could adapt their respective safeguarding arrangements. Every business area has engaged with their regional e-learning module or other online training, ensuring that knowledge and practice have kept up with the challenging wider context.

Key research outputs for the year



Learning Renewed



How to assess the potential to teach: FTS data insights report



Teachers Learning Together



Teacher management in refugee settings: Ethiopia

Inclusion and diversity

In a year in which the Black Lives Matter movement has highlighted ongoing racism, we are keenly aware of the importance of inclusion and diversity across our organisation and all of the work that we do. We believe that our programmes and interventions are the most powerful, though not the only, tool that we have to make a difference to lives of those in disadvantaged groups.

In the UK, where the disadvantage that BAME children experience is a systemic issue, many of our programmes disproportionately benefit BAME communities. For instance, 24% of our Future Teaching Scholars cohort recorded their ethnicity as BAME, compared to the national population of 14%.

In the last two years, our Schools Partnership Programme (SPP) has provided support to over

750 schools, in which more than 72,000 pupils (27%) are from minority ethnic groups, and our Early Years Professional Development Programme is working with 51 Local Authorities in England, which together provide residence to over 2 million people of BAME background, including 45% of all English primary pupils of BAME background living outside London.

Our CLC programme works primarily with schools in London, most of which are located in ethnically diverse boroughs where the majority of pupils are from non-White British groups. For instance, in 2019, over half of the schools engaged in activities were in Lambeth, where 82% of pupils are from non-White British ethnic groups.

Overall, in 2019, CLC provided STEM activities and teacher CPD

for over 80 schools where 73% of pupils are from minority ethnic groups, including over 30% from Black or mixed Black groups.

In addition, we have been highly engaged internally considering inclusion and diversity within our own organisation and leadership. We have created an Inclusion & Diversity Task Force, representative at all levels of the organisation, which has been working on solutions as to how we make our staff and leadership more representative of the communities we serve, particularly in the UK.

Our colleagues have been particularly engaged with the fact that our support for BAME communities needs to extend further beyond what we do, into who we are, and this is one of our six key strategic priorities for 2020/21.

24%

of our Future Teaching Scholars cohort recorded their ethnicity as BAME, compared to the national population of 14%

27%

of pupils in the 750 schools enrolled in our SPP programme are from minority ethnic groups

73%

of pupils in the 80 schools taking part in CLC's STEM activities and teacher CPD are from minority ethnic groups



It has always been a privilege to support Education Development Trust as a Trustee, never more so than in what has proven to be a turbulent year for education across the world. Education Development Trust has a mission to provide evidence-based sustainable solutions that transform lives through education. Through the Education Impact Committee, the Board of Trustees has oversight of the delivery of that mission.

In order to ensure that all work contributes to this mission, Education Development Trust has developed a unique impact model which is used to inform the

design, implementation and evaluation of all projects. It is a testament to the robustness of this model that it has proved valuable in projects as diverse as training teachers in Kenya to offering careers advice in England.

Education Development Trust's work is informed by insights evolved over 50 years of international partnership. This remarkable knowledge base allowed teams to respond to the particular challenges of 2020 in ways which preserved impact and capacity building as they pivoted projects to maintain delivery as Covid-19 disrupted the world's education systems. The creativity and inspiration exhibited in the process has been remarkable. The flexibility and speed of response has been a credit to all involved. New ways of working have made the synergies between research, development and implementation even stronger. The rapid evidence gathering by the research team has condensed learnings from our work and that of many other global actors to provide insights to those struggling to adapt policy and practice. These skills and achievements – of which all our teams should be very proud – stand us in good stead for continuing to make a meaningful impact in the year ahead.

Dr Angela McFarlane |
Chair, Education Impact Committee

This has been an unusual and challenging year in many ways, but we are proud of the excellent work of our organisation this year. What we have achieved in 2019/20 – from our Covid-19 response to our continued progress in raising educational standards around the world – provides us with a strong foundation to further our impact as we look to the future.

Looking ahead, we will continue to work to best enable education continuity throughout the ongoing period of uncertainty, to promote effective education system recovery, and to continue to improve teaching and learning outcomes worldwide. This will be evident not only in our programmes and consultancy, but also through our Learning Renewed programme of research, which reimagines what more effective, equitable and resilient education systems might look like. We look forward to another year in which we can make a tangible difference to the lives of people



around the world, as we continue to work towards our vision of a world in which all lives are transformed by education.

Dr Patrick Brazier | Chief Executive



www.educationdevelopmenttrust.com



www.linkedin.com/educationdevelopmenttrust



<https://twitter.com/EdDevTrust>

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