

Making a measurable difference

OUR IMPACT



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

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

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



Dan Sandhu
CEO



Making a measurable difference at scale

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

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

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

Ilse Howling
Chair of Trustees

Our impact

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

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

Our reach

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

 Our regional offices

Geographical spread of large-scale projects or consultancy assignments undertaken this year.

How we measure our impact

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

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



Our work in early childhood education

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

In August 2024, EDT began work on **INSPIRED** (Institutional Strengthening of Policy Implementation to Reduce Educational Disparities). This three-year **UK-funded** programme is designed to improve the quality of ECE and foundational learning skills for 200,000 children in Kenya, including 100,000 of the most marginalised. The initiative is being implemented in the northern counties of Wajir and Mandera, and will focus on literacy, numeracy and executive functioning skills for children aged four and five. We will be delivering INSPIRED alongside our partners the Aga Khan Foundation, Sight Savers, the Wajir Peace and Development Agency, and Voice of Peace for All in the Horn of Africa.



Supporting workforce professional development

Starting school is a major milestone on the journey through childhood, and a pivotal time in a child's education. EDT provides professional development opportunities for the teachers and school leaders who deliver that education – which leads to school improvement and ultimately better educational outcomes for young people. Continuous professional development was a prominent part of our work across the Global South in 2023–24.

This year saw the successful conclusion of the **TARGET** (Technical Assistance to Reinforce GEQIP-E in Ethiopia) programme, which was funded by the **UK government** to support the World Bank-managed multi-donor trust General Education Quality Improvement Programme for Equity (GEQIP-E). TARGET focused on school leadership and system strengthening and aimed to improve the quality of education in Ethiopia, with an emphasis on inclusion and equity for marginalised learners. Over a four-year period, the programme provided training and support to over 9,800 school leaders and reached over 5.5 million learners across the country.

The competencies-based National School Leadership Training (NSLT) initiative, which we delivered in partnership with the Ministry of Education, was one of the key pillars of TARGET. There is evidence that, as a result of the NSLT programme, gender and disability inclusion has significantly improved in Ethiopia; school-based foundational learning assessment scores have increased; and nearly 100% of school leaders have improved their practice. As the NSLT came to an end, we made a number of policy recommendations in a series of learning papers, to ensure that the programme continues to have a long-term and sustainable impact on education reform across the country in the years ahead.

An independent evaluation of the TARGET programme in 2024 showed that it had significantly boosted the enrolment of students with disabilities in intervention schools.

Between 2018–2019 and 2022–2023 the enrolment ratios of students with disabilities in grades one and two rose by

303% and 502% respectively, a much higher increase than in non-intervention schools.

“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, Minister of Education, Ethiopia

In Zimbabwe, we are currently delivering the teacher professional development component of the **UK-funded TEACH** (Teacher Effectiveness and Equitable Access for Children) programme. This four-year initiative, led by the **Ministry of Primary and Secondary Education**, is designed to enhance the quality and effectiveness of teaching – leading to school improvement and better learning outcomes across the country.

The professional development training delivered through TEACH focuses on supporting teachers and leaders to improve foundational literacy and numeracy skills among students from grade two onwards, including the most marginalised girls and children with disabilities. Since the programme began, we have engaged with over 70,000 teachers and 5,800 school leaders across 42 rural districts, indirectly impacting approximately one million children overall.

We carefully monitor the impact of the TEACH programme in our bi-annual reviews. In July 2024, we found that the number of teachers above the ‘developing’ level of proficiency on the teacher competency framework had increased from 47.5% to 78.2% in six months, while school leaders working at or above the ‘competent’ level had risen from 65% to 78.2%. Furthermore, the TEACH programme scored an ‘A’ overall in the UK government’s annual quality assurance review and was found to have met or exceeded all expectations; we were awarded the highest possible grade (A++) for our reform of school inspection, and A+ for our professional development work with teachers and school leaders.



“All continuous professional development activities implemented by EDT met or exceeded expectation. These activities are commended by stakeholders at all levels.”

UK government annual review of **TEACH** in Zimbabwe (2024)



Moses Mhike, Permanent Secretary of the Ministry of Primary and Secondary Education, Zimbabwe


Meanwhile, we have been running an innovative professional development programme in the Middle East since 2017, to support **Ministry of Education** supervisors who manage the performance of classroom teachers. Our approach is known as **Evidence-Based Supervision (EBS)** because we help supervisors use the best available research-based evidence when coaching teachers to improve their pedagogical practices. In 2023–24, we delivered EBS training in Egypt, Lebanon and Jordan, using funds from our own **Alexandria Schools Trust (AST)**. This work enabled these three governments to build the capacity of teachers and supervisors to use English as a medium of instruction – while improving their teaching strategies and techniques.

In **Egypt**, for example, we worked with the **Ministry of Education** to train 150 supervisors responsible for the quality of English teaching in schools serving almost 40,000 students. As a result, the supervisors reported improvements in their coaching skills, fostering more positive relationships with teachers and a shift to a more collaborative approach. Most of the teachers appreciated the supportive nature of the coaching, and said they felt more empowered after the training. Overall, 99% of participants would recommend the programme to others.

In **Lebanon**, we trained 25 English counsellors and 46 teachers on behalf of the **Ministry of Education** – reaching 4,000 students, including Syrian refugees. Despite challenging circumstances, the programme achieved a high completion rate of 96%. Positive outcomes included better relations between teachers and counsellors, enhanced observation techniques, and improved teaching practices. Feedback also indicated that teachers adopted new strategies such as improved lesson structuring and student engagement techniques, leading to improved learning outcomes.

In partnership with the **Ministry of Education in Jordan**, we provided EBS training to 85 English language supervisors, supporting 86 teachers and indirectly impacting approximately 2,500 Jordanian and refugee students across all governates. We also partnered with the United Nations Relief and Works Agency (UNRWA) to train 39 supervisors, which supported 450 teachers and indirectly impacted 5,000 refugee students across the country. All the participating principals and vice principals said they would recommend the programme to others, and 96% of the teachers reported increased student engagement in classrooms after taking part. We also trained a further 39 teachers in teaching English for large class sizes.

“Even the top leaders in the ministry realised how this programme is useful, and they even recommended that it could be applied in other subjects. As for the supervisor, the impact was the change in their mindset which was shown in the improvement and development that was obvious in their teachers and students.” EBS delivery partner, Egypt

100%
of participating principals and vice principals said they would recommend EBS to others

96%
of teachers reported increased student engagement in classrooms after taking part in the EBS programme

Whole school improvement

While in full-time education, children and young people develop socially, personally and academically in many ways. And we recognise that their individual learning experiences are affected by the organisational, pedagogical and cultural norms that exist throughout their whole school. Therefore, in addition to providing professional development opportunities for teachers and leaders, we also approach school improvement at an institutional level. Across the Global South, one of our key focus areas is the work we do with system-level partners to raise school standards through inspections, accreditation and accountability.

We provide assigned consultant support and school quality assurance through our **International Schools Quality Mark (ISQM)** accreditation programme, and we are one of only three agencies authorised by the UK Department for Education to conduct **British Schools Overseas (BSO)** inspections. In 2023–24, we worked with over 2,000 teachers and leaders in schools across the Middle East and Asia; we were proud to partner with the **Government of Thailand** through the ISQM accreditation programme, while our BSO work extended to **Thailand, Malaysia and Vietnam**.

During this period, six new schools were accredited with the ISQM, and we supported an additional 49 through consultancy assignments. School representatives expressed a high level of satisfaction during our inspections and accreditation visits, with 86% agreeing or strongly agreeing that the experience had made a positive impact on school improvement.

We also put our knowledge of school improvement into practice through our ownership and management of three independent schools. Our **International School of Cape Town** in South Africa is one of the highest performing in Cambridge IGCSE and A level results in the whole of Africa; one student recently achieved the highest overall scores across eight IGCSE subjects of any student in South Africa.

“We wanted an international benchmark that would put us on a level playing field with other international schools in the region. The accreditation / reaccreditation process helped us to streamline the work we do, making us look at procedures and outcomes more keenly, by linking these with data and evidence.”

ISQM accredited school, Malaysia



Employability, skills and careers

We believe that people of all ages, abilities and backgrounds should have access to opportunities for meaningful work, and we are proud of the impact we make in the UK by improving people's life chances through employability, skills and careers guidance. We are now bringing our expertise to international markets too, by developing a future readiness portfolio to help tackle the many challenges facing the global workforce. We advocate for an interdisciplinary approach and work closely with governments, clients and partners to meet the needs of individuals and employers, by developing evidence-led solutions informed by country-specific priorities and educational needs.

We are currently developing and piloting our innovative **Lifelong Learners** programme in Jordan, with AST funding and in collaboration with the **Crown Prince Foundation and UNRWA**. This initiative is designed to empower high school students from Jordanian government schools and Palestinian refugee communities by preparing them for the future in a rapidly changing world, using English as the medium for instruction.

Lifelong Learners incorporates all the essential elements of EDT's future readiness approach: its young participants will learn about digital technology, climate action, financial literacy, navigating the job market, and looking after their own wellbeing. They will also develop their creativity and critical thinking capabilities, their ability to collaborate and adapt, and their communication skills as fluent English speakers. We are still in the early stages of delivering this groundbreaking programme, and we look forward to reporting on its impact across the Middle East and Asia in the months and years to come.



Strengthening education systems

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

This year, we started work on a programme funded by the **UK government** as part of the **Sierra Leone Secondary Education Improvement Programme**. This involves supporting the Central Ministry of Education in Freetown to build capacity, with a particular focus on data-driven policymaking and implementation. This work contributes to the government's policy commitment to 'radical inclusion' and to transforming the education system across Sierra Leone in the coming years, to ensure that children from vulnerable backgrounds have access to quality education.

Research and consultancy

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

In 2024, we began work on the **UK-funded SCALE (Scaling Access and Learning in Education)** programme, which aims to improve foundational learning outcomes at scale in low- and middle-income contexts in the years ahead. We support the provision of technical assistance to the FCDO overseas, while helping to shape and deliver the UK government's international education development strategy. Assignments so far have included studies of education policy issues across sub-Saharan Africa and central Asia and the Asia-Pacific region – providing technical support to government officials and policymakers.

“[I have] never felt more prepared for a mission.”

Senior diplomat, following a SCALE scoping study briefing

This year we also launched a new partnership with the **Bill and Melinda Gates Foundation** to manage **Engeza** – a technical assistance hub for foundational literacy and numeracy programmes in Sub-Saharan Africa. Engeza is accelerating progress in foundational learning outcomes, mainly through large-scale donor supported programmes. This project is rooted in the understanding that specialist technical assistance is key to strengthening these programmes and maximising their impact, by ensuring that they are based on evidence and adapted to specific contexts.

Another notable milestone in 2023-24 was the completion of a six-year partnership with **IIEP-UNESCO** (the United Nations Educational, Scientific and Cultural Organisation's International Institute for Educational Planning). Funded in part by **Dubai Cares**, this project investigated promising policies and practices for teaching in refugee settings. This year we focused on contributing to the global body of evidence on education by disseminating our findings. Over the lifetime of the project, we published four country case studies – in Ethiopia, Jordan, Kenya and Uganda – along with policy briefings to provide guidance for supporting teachers of refugees at national and regional levels.



Some of our many other research and consultancy projects in 2023-24 (along with our funders and partners) include:

- conducting an Association of Southeast Asian Nations (ASEAN) **education policy and market evaluation** (UK government and Malaysian High Commission)
- developing a national policy on **learning through play in Rwanda** (UNICEF)
- enhancing **access to education** for out-of-school children (Educate a Child Foundation, Qatar)
- supporting **teacher training in Saudi Arabia** (Talemia Agency, Kingdom of Saudi Arabia)
- reporting on **education system resilience** and the **refinement of thematic priorities** (GPE Knowledge and Innovation Exchange, and International Development Research Centre).

Education technology

A key component of the TARGET programme in Ethiopia was **Data for Delivery (D4D)** – an innovative education technology platform designed to provide real-time, accessible and reliable data across the education system. D4D collected data in schools and provided feedback to district officials in real time, and it was accompanied by training in data literacy and strategies for taking rapid remedial action in underperforming schools.

D4D has transformed teaching practices and learning outcomes in Ethiopia by improving the quality and availability of school management information; increasing data system competencies; enabling system-wide capacity building; and supporting leaders and teachers to make evidence-informed decisions. Following the success of an initial pilot in 310 schools, the platform has been integrated into the Ministry of Education system and database, and is being rolled out nationwide to 18,000 schools with funding from the **World Bank**.

Our global research programme

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

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

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

To read these and all our other research reports, please visit edtresearch.org

Looking forward

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

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



Keep in touch

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