

# Annual Impact Review 2018/19



# Transforming lives

We are an organisation that uses the power of education to transform lives, providing millions of people with greater opportunities to learn and thrive.

As an international not-for-profit, we make 'best global practice local'; we combine our understanding of what works around the world with our deep knowledge of the contexts where we work to reform and improve education. This year, we embarked on a new strategy to drive even greater impact and we are doing just that, with new programmes of work won and established and more lives being changed by the work we do.

To achieve our objectives, our work focuses on:

- the improvement of school systems at scale with specific expertise in system change, accountability, teacher development, leadership development and school-to-school collaboration
- the provision of employability and careers services
- a programme of public domain/public benefit research
- the ownership and management of a portfolio of private schools

Our work means that 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; marginalised girls in Kenya are going to school and receiving a quality education; 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 journey.

This year's annual report is a milestone for us as an organisation as we are able to reflect the significant work we have been doing to truly measure our impact consistently across our diverse portfolio of work – beyond client KPIs. We will continue to measure, refine and adapt in the coming year so that we can always be positively impacting on as many lives as possible.

I am incredibly proud of what we achieve and of our people who work with expertise, enthusiasm and compassion around the world.



Ilse Howling  
Chair of Trustees, Education Development Trust



**Impact** Through our flagship education programmes we provided support to schools, education practitioners, system leaders and policymakers. Either directly or indirectly, we engaged:

2.3 MILLION LEARNERS



INCLUDING

140,000

adult learners

19,800

Syrian refugee children

AND REACHED

96,000

practitioners, from teachers and headteachers at school level to supervisors and coaches at district level

5,800

schools, colleges and other educational establishments

1,400

system level decision makers at local, regional and national levels.



**Impact** We worked with policymakers to help them deliver school reform at scale.



IN RWANDA

We worked on a national scale engaging directly with all

2,517

state primary schools and building the capacity of leaders at district and national policy level.

We reached

ALL

P1-3 teachers.

IN JORDAN AND LEBANON

We worked with nearly

300

teachers, supervisors, education councillors and school leaders providing specialist English Language Teaching professional development.

IN KENYA

We provided targeted support to

63,000 GIRLS

helping them to stay in education after primary school.

Our school-based engagements also benefited

70,000 BOYS

IN DUBAI

Our team of 91 international and regional inspectors evaluated the performance of over

155

PRIVATE SCHOOLS

IN BRUNEI DARUSSALAM

200

English Language Teachers worked directly in classrooms with over

13,000

primary, secondary and Sixth Form learners.

We worked directly with

500

Bruneian teachers in Professional Learning Communities (PLCs).

**Impact** Our innovative and evidence-based solutions ensure that no child is left behind.

**53%**  
OF GIRLS  
SUPPORTED

by the programme Education Challenge Transition in Kenya were able to transition to secondary school in autumn 2018 – which puts the programme in a strong position to reach the end of the project target of 60% well ahead of April 2023.

**IN KENYA**

'...The work with community health volunteers (CHVs) is a particularly strong component of the project as it has supported girls who have dropped out to re-enrol into primary education. Several cases of such sorts have been recorded during the FM (fund manager) monitoring visits. The work with CHVs is not only effective but also cost-efficient and sustainable.'

DFID LETTER FOLLOWING THE FUND MANAGER'S ANNUAL ASSESSMENT OF PROJECT PROGRESS AND PERFORMANCE, GIRLS' EDUCATION CHALLENGE TRANSITION



**IN LESS THAN A YEAR**

of our Building Learning Foundations programme in Rwanda, the number of primary teachers reaching benchmark competencies in inclusive teaching methodologies increased in the following subjects:

**ENGLISH UP 5%**  
FROM 28% TO 33%

**MATHS UP 8%**  
FROM 45% TO 53%

**OUR CAREERS TEAM PERFORMANCE**

in improving the prospects of young people in Hammersmith and Fulham in London, UK, has excelled year on year. By February 2019 Hammersmith and Fulham was the highest performing local authority nationally, with only 1.38% of young people 'Not in Education, Employment or Training' or whose destination from school is 'Not Known', compared to a national average of 5.5%.

**Impact** Improving the quality of teaching and learning at scale.



A survey of early career teachers enrolled in our Accelerate programme in England revealed

**93%**

rated the overall programme in the first year as good or above

**70%**

expected their participation in Accelerate to improve classroom practice

**64%**

expected to improve motivation and engagement of their students.

**BLF SCHOOLS IN RWANDA**

The inspection of 1,087 BLF schools in Rwanda in July 2019 found that

**76%**

of teachers engaged in school-level collaborative professional development activities (BLF internal evaluation)

**2,095**

headteachers representing 84% of schools regularly attend monthly professional learning communities for school leaders.

**99%**  
OF TEACHERS

supported by our London CLC say that the work they've done with us will have a positive impact on learning outcomes for pupils.

'I can see my students becoming more confident, especially in dialogic teaching. They are good at reasoning and good at questioning back.'

LOCAL TEACHER, BRUNEI, JUNE 2019

In Jordan, professional development provided by our Alexandria Schools Trust to English teachers of refugee children in 2018–19 led to steady progress in teacher performance. The average teacher assessment score, on a 6-point scale, increased by

**+2 POINTS**

Our excellent National Careers Service teams in the English regions help people to secure employment.

Diana was keen to find employment but felt that she lacked the confidence to market herself effectively to employers. Her work coach suggested she meet with Rachel, her local National Careers Service Adviser. Diana attended a

CV workshop and while she was nervous about attending, she found the experience really positive – after the session, Diana and Rachel met up and did some work on reviewing and developing her CV, which provided a lift to her confidence. They also looked at ways to promote her skills and experience to prospective employers. Diana also explored opportunities to help ease her path back into employment.

As a result of the advice she received, within a short period of time Diana secured an administrator position with a local school. She says: 'I would probably still be looking for a job if I didn't ask for help. The advice and support helped me realise areas that required improvement, but it also highlighted what I am good at. I managed to get a permanent position in less than three months.'

**70%**  
OF GIRLS

supported by our Girls' Education Challenge-Transition programme attained 200 marks and above in the Kenya Certificate of Primary Education (target 40%). Reported January 2019.

**TOP TEACHER PERFORMANCE APPRAISAL**

**80%**  
OF LOCAL TEACHERS

**100%**  
OF INTERNATIONAL COACHES

reached the 'good' benchmark or above in their (TPA+) by May 2019 in Brunei Darussalam.

## Our vision

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

## Our mission

is to provide evidence-based sustainable solutions that transform lives through education.

## Our values

We believe in the power of education to help individuals to fulfil their potential and benefit society. In conducting our work, we seek to embody four core values:

**Excellence**  
in learning outcomes, our people and our solutions

**Accountability**  
through rigorous and transparent assessment of our performance

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

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

## Our organisational priorities

### 1

Deep relationships with clients as knowledge and learning partners

### 2

R&D that creates distinctive, innovative, high-impact methods

### 3

The skills needed to undertake design and delivery at scale, often in challenging circumstances

### 4

Our ability to attract and retain talented staff within a positive and safe working environment

### 5

Highly effective commercial expertise

### 6

Support for our schools and the Anthem Schools Trust

Our work is in support of six organisational priorities – all designed to increase our reach and our impact, to be able to transform even more lives by improving education around the world.

'We would like to express our gratitude to Education Development Trust for being a genuine critical friend and helping us learn as we embarked on this scaling journey. Its intellectual leadership in shaping the design and implementation of the study resulted in rich insights that have been fundamental to STiR's journey, and we look forward to continuing to ensure that we incorporate findings from the study in our strategy going forward.'

SHARATH JEEVAN, CEO, STiR EDUCATION

## Organisational Priority 1

### Deep relationships with clients as knowledge and learning partners.

It matters to us that we are values-led: committed to excellence, accountability, integrity and collaboration. We work closely with our clients and prioritise the sharing of knowledge and ideas to build system-wide capacity for sustainable school improvement. We also contribute to the global education debate, sharing expertise and insights to influence broader policy and practice.

#### Convening a Global Dialogue

In October 2018, we convened a 'global dialogue' on the issues that matter in education: reforming school management, governance and organising structures; accountability and school improvement; and teacher workforce. Led by us and in partnership with the UK's Department for International Development and the Department for Education, we hosted 14 ministerial delegations in London for a day of workshops, seminars and talks as well as an add-on programme of school visits and bi-lateral talks. It was a first for us and required careful and significant investment – and it was hugely successful. Our Global Dialogue event played a key role in propelling forward our relationships with both longstanding and new clients and our Global Dialogue brand will continue to facilitate and inform education discussion and debate through our communications programme leading up to the next major Global Dialogue in autumn 2020.

#### Education Development Trust on the world stage

We shared our knowledge and furthered relationships elsewhere on the international stage, attending major events such as Education World Forum bringing together education ministers from around the world; presenting a keynote session at Innovation Africa in Zimbabwe where Chief Executive Patrick Brazier shared the findings from our research looking at the secrets to Vietnam's success; showcasing our work in Rwanda at eLearning Africa in Kigali; and inviting some of the world's leading academics and brightest minds in education research to Oxford University to find a way forward to evaluating teacher quality.

#### Learning for all

For the first time, we formalised our role as 'learning partner'. We published our findings in July having acted as a critical friend to STiR Education as it rapidly took a small successful pilot of its teacher intrinsic motivation model in India to scale. It was a privilege to build a transparent and constructive relationship with STiR to ensure that the evaluation was as valuable as possible, not only to STiR's work in Delhi but also to ensure lessons were captured for scalars everywhere.

Extending our learning partner role, we were also tasked by Mastercard Foundation to undertake mid-term reviews of three flagship education programmes across five countries: Senegal, Kenya, Tanzania, Cote d'Ivoire and Uganda. We have been working on fulfilling our role to: provide an objective and independent review of programme achievements and challenges; generate critical lessons learned; and foster input for improvement and scaling. We are due to complete this work in December 2019.

#### Passing on the knowledge in Brunei

We deepened our longstanding partnership with the Ministry of Education in Brunei as we not only continued to place and support teachers through our ongoing English Language Teaching programme, but also concluded the final phase of our Literacy and Numeracy Coaching Programme. During this phase we worked at all levels of the Bruneian education system – from school to the Ministry of Education – building its capacity to successfully transition the jointly operated programme to sole ownership of the local stakeholders.

Passing on our knowledge to local staff and colleagues to ensure our interventions are sustainable is a fundamental aspect of how we work. The programme is fully embedded in the Ministry of Education, with Ministry staff engaging in programme governance and decision making. Our endline evaluation shows that the programme:

- significantly outperformed against its target of training 600 teachers: a total of 789 teachers have been trained, including 173 as Local Coaches and 616 as Learning Partners
- has built the confidence and capacity of Local Coaches which supported their ongoing improvement in their roles – 149 Local Coaches received ratification and full accreditation
- successfully built the capacity of system level stakeholders and became fully embedded in the Ministry of Education, with Ministry staff engaging in and then leading programme governance and decision making
- has been successful in providing the necessary resources to help make transformational change, including the deployment of 60 international coaches and 8 international mentors, who have added substantial value by introducing knowledge and skills, and sharing best practice.

### Schools: better together

Collaboration, peer review, learning partnerships and knowledge sharing are at the heart of our Schools Partnership Programme. Our evidence-based collaborative school improvement model builds the capacity of school leaders to facilitate rigorous and outcomes-focused peer review and school-to-school support. To better understand the impact that collaborative school improvement can have, we are in the final year of our two-year Education Endowment Foundation-funded trial working with 406 primary schools and we are expecting to publish the results in spring 2021.

Recruitment to the programme continues to go well with a number of new clusters starting in the next year, and delivery at scale continues to be successful with very positive feedback.

**'I feel it has been really effective for myself, my staff and for school improvement. It is one of the best pieces of CPD I have undertaken in a long time.'**

SALLY DRECKMAN, HEADTEACHER, STEDHAM PRIMARY SCHOOL

### Award-winning London CLC

London Connected Learning Centre is our centre dedicated to extraordinary learning with and about technology in south London. Through the centre, we offer a contemporary programme of dynamic workshops and training sessions for primary school teachers and pupils to ensure that today's schoolchildren are equipped with the skills for tomorrow's world – programming with Scratch or geography through Minecraft to name but two. The emphasis placed on building deep relationships with the schools and partners we work with was recognised when we won a prestigious industry Bett Award for support and service in January.

**'London CLC is the best technical and curriculum support team I have worked with in the 15 years I have been involved in education. Their expertise, enthusiasm and patience has led to them creating a safe, supportive environment for our children and staff to develop and learn. They manage to make the complex world of technology as simple as possible!'**

TECHNOLOGY LEAD, LONDON PRIMARY SCHOOL

### Rapid response consultancy where it is needed most

We retained our place on several frameworks enabling us to deliver rapid response specialist technical assistance around the world on behalf of clients such as the EU, the Norwegian aid agency NORAD, Unicef and DFID. We continued to provide specialist education consultancy via the DFID EACDS and K4D frameworks, researching and leveraging our expertise to advise and support education systems, and in April we were awarded a place on the newly formed International Multi-Disciplinary Programme.

We worked on more than 30 projects:

- We were commissioned by DFID to review the literature and tools and develop guidance on teacher monitoring tools in lower and middle-income countries and presented our work at a DFID education advisers' professional development day in January 2019.
- We were part of a mixed internal/external team that helped to research and investigate low learning achievement in early grade numeracy in Malawi to influence the design of a new DFID education programme.



**90%**  
**OF CLIENTS**

who responded to our 2019 Impact Review of Consultancy work reported impact on their capacity to collaborate for improved outcomes.



## Helping teachers of refugees

We continued our life-changing work with teachers of Syrian refugees in Jordan and Lebanon. Our small-scale but high-impact programmes are committed to improving the English Language Teaching skills of teachers of refugees so that displaced children are able to receive a quality education and gain global skills.

In Jordan, this is only possible thanks to our relationship with the Queen Rania Teacher Academy, while in Lebanon we have developed a pioneering partnership with NGO Jusoor supporting teachers in non-formal education settings. Our work with Jusoor has been selected as a case study of promising partnerships in education for emergencies by the Lebanese American University on behalf of Dubai Cares.

This work is funded by ringfenced funds following our merger with Alexandria Schools Trust in 2014. In April, we published a companion report that shone a spotlight on our work in this area that includes not only working on the ground with teachers, but also at 'whole of Syria' policy level.

'This year, the children are absorbing everything we give them. They find the videos fun. We did projects, like related to nature, which the kids would work on. There was a big improvement. The kids loved it, they would wait for the English lesson to come to class and see what new thing they would be doing.'

TEACHER

'Coaching is a different concept for me as a supervisor. You have given us something wonderful. How to deal with the teachers after observation, such as through questioning. I take the teachers' words and the teachers' notes and I don't give solutions, I ask questions.'

SUPERVISOR, JORDAN

- We successfully completed the 5-year Global Learning Programme in Wales exceeding the KPI and reaching 56% of schools in Wales with global learning. A survey of 915 teachers involved in the programme reported gains in cross-curricular planning and pedagogical approaches to global learning.
- We finished providing sustained technical assistance for the Asian Development Bank by supporting the rollout of a new two-year senior high school cycle, and a new USD 300 million results-based loan programme that equips youth with the essential competencies and skills for lifelong learning and employability. This aims to improve outcomes for 5.9 million students and learning environments for 3.6 million students.
- Specialist educationalists Anna Riggall, Ruth Naylor and Serena Rossignoli played a key role at UNESCO's International Expert Meeting in December on public policies supporting the right to education of refugees.
- We helped to organise and led the stream on forced displacement at a UKFIET one-day conference in October on Education for Children Affected by Emergencies.

## Our people are special

With the support of the Education and Skills Funding Agency in the UK, we shone the spotlight on our Ofsted outstanding careers work. As part of our research and development programme, we funded an external evaluation of our National Careers Service delivery and published the findings of what makes us good in *Putting people first*, available on our website.

We are also proud to be one of only two national careers service prime contractors in England to be judged 'outstanding' by Ofsted, the English regulator for education standards.



'We completed a high profile piece of research on behalf of the Education Commission, looking at the future of the education workforce. The research took a system-wide view, using the latest evidence to recommend how education workforce roles across school systems – from policy level to classroom level – could be reshaped to deliver improved outcomes for learners.'

CHARLOTTE JONES, GLOBAL HEAD OF R&D

## Building capacity

How we work is dictated by our four underlying principles – one of which is to build capacity and sustainability. We have a focus on co-creation with our clients and lead by example by instigating and fostering collaborative working across stakeholder groups. To put this to the test, in May and June we funded an external impact review of how we build client and education system capacity through our consultancy work.

It concluded that Education Development Trust adds value by focusing on deep relationships and building capacity throughout the consultancy process. We are strongest on building cultural capacity, closely followed by our ability to improve leadership capacity, collaborative capacity and adaptability and resilience.

- Clients rate our work highly – on average they rated our work 'very good' or higher on all five dimensions surveyed (average score 4.5/5).
- 100% of clients say they are likely to use our services again – on average clients scored us 9.2/10.

'Education Development Trust has been integral to setting up Haringey Education Partnership. The insight and analysis you have provided are the bedrock for HEP's governance and business model, while the strategic analysis and connecting to developments across the country have helped us to refine what we focus on and how we work with our schools. We are now very well placed to deliver.'

CEO, HARINGEY EDUCATION PARTNERSHIP

## Organisational Priority 2

### R&D that creates distinctive, innovative, high-impact methods.

We invest in an ongoing R&D cycle to ensure we continuously learn and improve the quality of our education solutions work. Each year this includes investments to review the impact and learnings from our own programmes, generate new evidence on what works and share insights to support broader debate and policy.

'All of the work that we have been trusted to carry out with education ministries around the world means that we are in the unique position of being able to see what works where. Added to this, the programme of R&D that I have been driving, as well as our published education research programme, ensures that our approaches continue to be proven, distinctive and based on evidence. The result is that we design effective solutions that will make an impact and we have put a framework in place to systematically and rigorously measure our impact.'

'Our programme of external impact reviews continued with reviews of our careers programmes in the UK and of our consultancy portfolio internationally. By commissioning an objective subject-matter expert, we were able to evaluate all aspects of these areas of work and improve our design process and operations accordingly. In line with our commitment to sharing best practice, we published three reports so that others can learn from what we do well.'

**Charlotte Jones, Global Head of R&D**

#### Distinctive approaches which strengthen systems and cultures for long-term change

In our drive to continually research and reflect on effective school system reform, we continued our evaluation of the effectiveness of our coaching model in improving teacher pedagogy in Brunei, and building system-wide capacity for improved literacy and numeracy. We conducted our endline evaluation by interviewing and surveying policy level actors, coaches, teachers and students. Early results show that in a short amount of time, the Literacy and

Numeracy Coaching Programme has had a significant impact on the education provision of English and mathematics in Brunei. The programme has created high-quality professional development programmes and introduced effective structures that are able to sustain long-term change.

We also have evidence of some positive shifts in teacher mindsets: our analysis found a statistically significant increase in programme participants' perception of self-efficacy in relation to their teaching. This is a promising finding, as it demonstrates how teachers and coaches are increasingly confident in their ability to do their jobs well and to affect student learning.

#### Taking international best practice approaches to scale

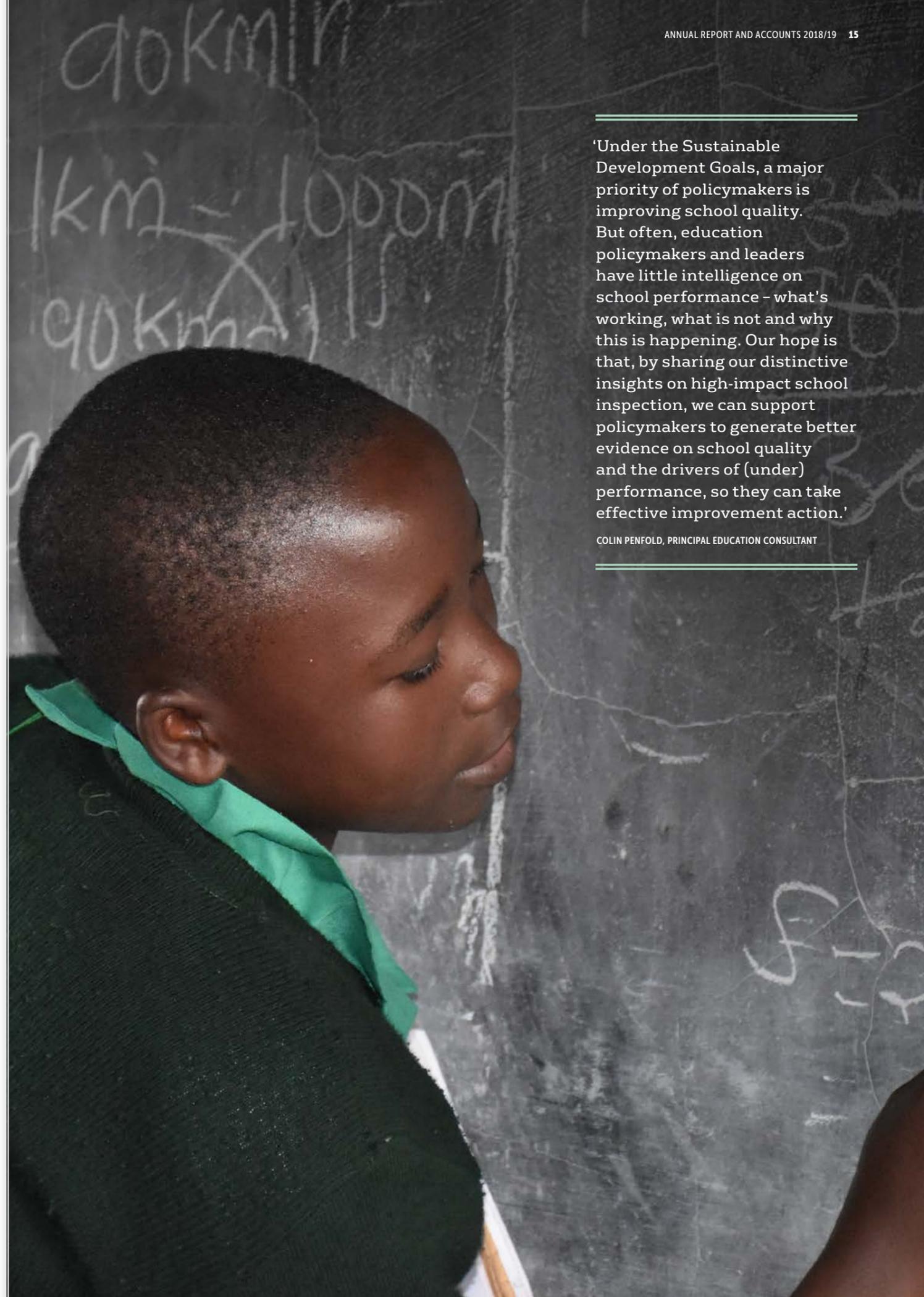
At Education Development Trust, we are passionate about identifying high-impact practice internationally, and taking the best innovations to scale in new contexts.

#### National Leaders of Education (NLE) in Kenya and Rwanda

In 2017 we ran a successful small-scale pilot in Kenya and India. Learning from best practice approaches in England, we worked with high performing school leaders, supporting them to act as system leaders to share their practice with peers. Following the success of the pilot, this year we have continued to take our NLE model to scale in Kenya and Rwanda. In Rwanda we have recruited 480 of the highest performing school leaders nationally and trained them as system leaders. They are providing collaborative leadership of area-wide school improvement plans to improve literacy and numeracy outcomes for primary school students.

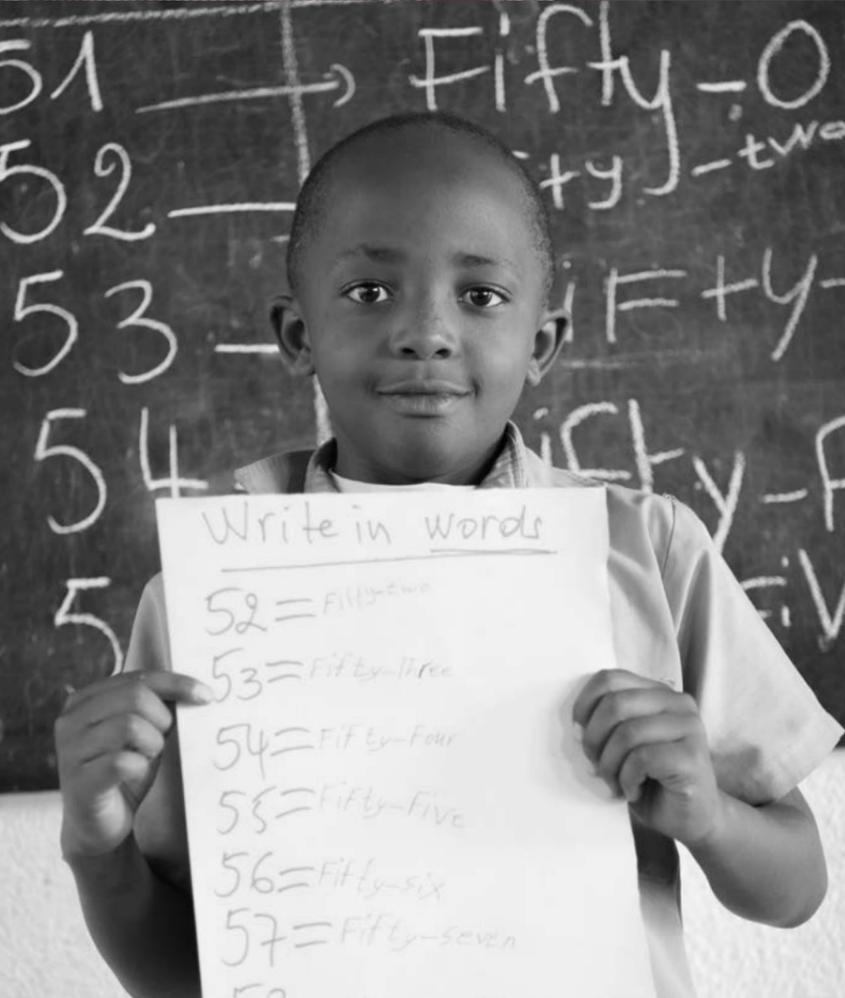


Impact reports:  
*Our response to the Syrian crisis* and  
*Let all girls learn*



'Under the Sustainable Development Goals, a major priority of policymakers is improving school quality. But often, education policymakers and leaders have little intelligence on school performance – what's working, what is not and why this is happening. Our hope is that, by sharing our distinctive insights on high-impact school inspection, we can support policymakers to generate better evidence on school quality and the drivers of (under) performance, so they can take effective improvement action.'

COLIN PENFOLD, PRINCIPAL EDUCATION CONSULTANT



We have also identified best international practice in school inspections, transferring lessons to new jurisdictions internationally based on our distinctive inspections expertise from England and the Middle East. This year, following the success of a small-scale successful pilot in Ghana, we shared our expertise and insights with policymakers in Zimbabwe and Ethiopia.

**Generating new evidence: teacher communities of practice**

In England, communities of practice are a key element of our Accelerate programme – delivering specialist continuing professional development to new teachers to improve teacher retention. International evidence shows that well-run communities of practice are effective in improving teacher self-efficacy and motivation and in reducing early career teacher drop out. Teacher-led communities of practice also play an important role in our Building Learning Foundations programme in Rwanda (see page 20) and in our Girls' Education Challenge programme in Kenya. In both contexts, they are effective ways to deliver teacher professional development at scale in a cost-effective way.

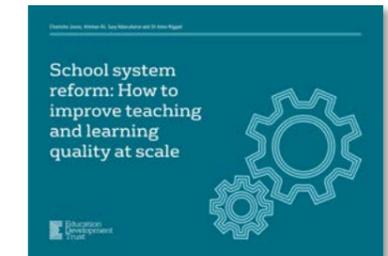
As part of our commitment to improving the impact of our education solutions, we launched *Teachers Learning Together*, a new 18-month research project in Rwanda and Kenya which investigates the effectiveness of communities of practice on the ground. In May, Education Development Trust's Senior Researcher led a comprehensive data gathering exercise from 278 teachers from 97 schools across all 30 districts in Rwanda. Analysis of the baseline data was completed in July and initial findings were presented at the UKFIET conference in September.

'The international evidence shows that communities of practice offer high-impact teacher professional development. But there is little evidence about how to take them to scale, and under which conditions they flourish. Without this evidence, a brilliant intervention can fail. That is why we are investing in *Teachers Learning Together*, a new research project which uses our live programmes in Rwanda and Kenya as learning labs. The research will generate fresh evidence on "what works" in teacher communities of practice.'

CHARLOTTE JONES, GLOBAL HEAD OF R&D

**System reform: how to lead school improvement at scale**

In August 2019, we published our school system reform model offering policymakers insights into how to accelerate school improvement. The model is highly distinctive, building on more than five years of research from our public research programme, and insights from our own experience of delivering school improvement internationally. The model reflects our commitment to sustainable education solutions and strengthening school systems.



'Education policymakers face a bewildering array of policy options - with more than 450 policy choices recently identified by the OECD. Our system reform model cuts through the noise to set out a blueprint for rapidly improving education systems, based on the best international evidence. What is clear from the latest evidence is that policymakers need to focus on strong implementation and building core capabilities across the system - it is not enough to simply select the right policy prescriptions. I am delighted to shed new light on what success looks like in this new model to offer policymakers a practical guide to action.'

SUSY NDARUHUTSE, HEAD OF EDUCATION REFORM (DEVELOPMENT)

## Organisational Priority 3

### The skills needed to undertake design and delivery at scale, often in challenging circumstances.

One of our key strengths lies in our experience of delivering at scale and overcoming the challenges that inevitably follow. Our methodology when it comes to rapid mobilisation, sensitive contextualisation and adaptive programming has been refined through decades of experience.

#### Changing girls' lives in Kenya

In December 2017, DFID published an independent evaluation of its Girls' Education Challenge Step Change Window programmes – of which our four-year Wasichana Wote Wasome (Swahili for 'let all girls learn') was one. It revealed that our comprehensive, multi-dimensional approach was one of the most effective programmes of its type in the world. This, along with data and findings from an external impact review, led to the publication of *Let all girls learn* in November. This report analyses our success and shares what we learned as we achieved improvements in both literacy and numeracy for Kenya's marginalised girls. Working in urban slums as well as with remote, nomadic, pastoral communities, the programme increased enrolment and retention and improved the quality of teaching by looking at the girl herself, the girl at school, the girl at home and the girl in the community.

We mobilised Wasichana Wetu Wafaulu (Swahili for 'let all girls succeed') in 2017. This follow-on programme supports the same cohorts of girls to help them transition either to secondary school or an alternative pathway. Having concluded its second year of six, our adaptive programming and contextualised solution design continues to use such interventions as teacher coaches, community conversations, financial assistance and specialist support for teen mothers to ensure that some 72,000 girls can broaden their opportunities and choose their future. We were given an A grade for our year two performance across the six output indicators, which include evaluating teaching quality, student engagement, community outreach and ministry collaboration.

- We distributed 2,475 desks, 1,764 girls' school kits, 374 solar lamps, 967 cash transfers, 858 bursaries and 121 travel grants.
- We distributed 2,446 tablets and 540 projectors to schools.
- 6,785 girls attended school clubs designed to improve self-confidence through peer-to-peer mentorship, and 576 girls enrolled in catch-up centres with 81 already having rejoined mainstream education.
- 83 secondary school teachers were given literacy and numeracy training using the DIM coaching model, while 184 heads of department were trained on gender responsive pedagogy in science.

**'...the project has been quite successful in implementing the various mentorship forums - this includes the clubs at the schools, the community mentorship and the holiday mentorship which brought in almost 13,000 girls itself. The quality of the clubs and holiday mentorship classes has generally been observed to be good.'**

DFID LETTER FOLLOWING THE FUND MANAGER'S ANNUAL ASSESSMENT OF PROJECT PROGRESS AND PERFORMANCE



**'In our club we meet every Monday. We learn so many things: we learn about our rights, female genital mutilation, how to improve our self-esteem, how to stop drug abuse, to love each other, to be confident and work together and how to help other pupils in the school. It helps us to have high self-esteem and work hard in school.'**

NASHIPAE, SAMBURU COUNTY

'The BLF programme is equipping me to make my English lessons very interesting and make pupils love the English language. I am optimistic that with the tools availed to teachers of English, we will in a very short time improve the learning outcomes of our pupils at P1 to P3.'

YVONNE MUKANYATANYI, ENGLISH TEACHER, RWANDA



### Improving literacy and numeracy in Rwanda

Working with every government school in Rwanda means tackling challenges of all kinds: from practical and logistical to economic, geographic and linguistic. We began our ambitious, DFID-funded programme Building Learning Foundations in July 2017.

In partnership with the British Council and VSO, we are working with every government primary school in Rwanda to improve learning outcomes in English and mathematics. Our innovative programme is structured around three interdependent components: improving teaching quality; strengthening school leadership; and improving management systems – all supported by a commitment to inclusive education and rigorous monitoring and evaluation.

- We orientated and provided self- and peer-learning toolkits to 32,069 teachers, as well as to 4,027 Local Coaches.
- We selected 476 headteachers as National Leaders of Learning (NLLs) and Local Leaders of Learning (LLLs) meaning that as well as coaching, they benefit from accredited, modular, workplace-based CPD courses led by the University of Rwanda College of Education.
- We deployed ten Special Needs Education Coordinators across the 83 target schools.
- 2,949 headteachers across 30 districts have continued to participate in Professional Learning Communities and coaching.

- We trained 409 Sector Education Officers and provided tools to use when strengthening the capacity of newly elected School General Assembly Committees.
- We placed three technical experts at the Rwanda Education Board to support and advise on learning and teaching materials, as well as monitoring and evaluation.

Aptis tests were conducted in October 2019 on a sample of 137 Phase 1 teachers, of which 50% met the B1 level of English proficiency set as a minimum standard by BLF (2017 baseline was 37%). This exceeded the milestone set of 40%.

The independent progress assessment of the BLF programme found that pupils in Phase 1 schools who have started receiving BLF intervention performed better than pupils in Phase 3 in all areas assessed in mathematics and English; they also showed greater improvement compared to the baseline.

### Ethiopia

On 1 August we began mobilising our DFID-funded TARGET programme in Ethiopia, supporting a nationwide initiative to improve education quality for all. We will be providing technical assistance to an ongoing World Bank-funded programme, General Education Quality Improvement Programme for Equity (GEQIP-E), and will focus on four main areas of activity.

#### Four main areas of activity for our Equity (GEQIP-E) programme in Ethiopia

1. Improving the effectiveness of education authorities at federal and regional level.
2. Reforming the national school leadership training system.
3. Enhancing school improvement planning and activity.
4. Strengthening the monitoring, evaluation and research capacity of GEQIP-E.

In 2018-19 we provided education support to and helped find employment for

# 93,148 JOB SEEKERS

The proportion of customers who found our careers services beneficial was

# 97%



'@Accelerate Teach Inspiring weekend that might just mean I stay in this profession. Thank you.'

'A great weekend at #Accelerate Manchester and without doubt the best CPD I've had.'

Tweets received following Accelerate Manchester CPD

### A good education needs great teachers

We continued our work on a national scale in England supporting the Department for Education in addressing teacher recruitment and retention challenges. Our **Future Teaching Scholars** programme – attracting the brightest and best maths and physics students to pursue a teaching career – recruited its fourth and final cohort while simultaneously securing teaching posts for the first cohort. At the same time our **Accelerate** team faced an intensive mobilisation phase, hitting our target to recruit 1,500 eligible early-career teachers to receive fully-funded specialist training designed to help new teachers manage workload and challenging behaviour, as well as improve pedagogy.

In May we won a new contract to support early years practitioners working with disadvantaged 2-4 year olds. The purpose of the **Early Years Professional Development Programme** is to improve the quality of practice within pre-reception settings to ensure that children are better prepared for moving onto school, particularly through improved language, literacy and numeracy skills for those children likely to find the transition to school most challenging.

### Careers count

Our footprint delivering the National Careers Service significantly increased towards the end of the financial year 2017-18 thanks to successful tendering and so this year has seen the focus on integrating these new regions.

Our service is founded on the precept of having qualified careers advisers delivering highly contextualised advice and guidance based on the latest labour market information – all closely networked in with local agencies and, importantly, employers – to ensure the best possible results for our customers. We operate in hugely diverse regions from a post-industrial north-east England to the predominantly rural south-west. We achieved exceptional results in our established areas and in the new areas we worked intensively through the year on integrating staff and driving up service performance.

# Organisational Priority 4

## Our ability to attract and retain talented staff within a positive and safe working environment.

It is our people that make us different and that make us who we are as an organisation, so attracting and retaining good people remains a fundamental priority for us. Aligned with this is our continuous and singular focus on safeguarding for all across the organisation.

'We continued to invest in our employee brand and made significant improvements to how we recruit and onboard new employees – we marked a year on from the introduction of our new recruitment software and continued to streamline and refine processes. This work is of particular benefit to our specialist expertise in rapid mobilisation and we are extremely proud of the calibre of candidate that we are able to reliably place on our myriad projects around the world.'

'Developing and supporting our employees was a continued focus for us and we grew our online resources for L&D as well as to support our line managers. We invested further in our specialist CPD for careers advisers having opened our OCR-accredited training centre in April 2018 – open to employees and external candidates; our first cohort gained their Level 4 qualifications in June 2019.'

'We brought on board a host of talented trustees including our new Chair of Trustees Ilse Howling and fellow trustees Yetunde Hofmann, Tanya Barron and Joy Hutcheon. We have already seen how their varied and complementary skillsets, as well as their fresh perspective, are hugely beneficial to the organisation and we continue to work closely with our board of trustees to deliver against our corporate strategy.'

'We furthered our commitment to ensuring a positive and safe working environment through the appointment of Corporate Safeguarding Adviser Marisa Sefton. She works with Designated Safeguarding Leads across the organisation to instil a culture of vigilance that begins with

safe recruitment. Equally, we worked on further refining our agenda for diversity and inclusion to ensure that Education Development Trust is a positive place for everybody to work.'

'That a continued focus on our people is one of our organisational priorities is incredibly important. We do not, and cannot, take for granted the talented people who make the organisation what it is and we will continue to invest whatever resources we can into getting and keeping the best so we can continue to impact on as many lives as possible.'

**Hilary Isham, Global Head of HR**

### Action taken as a result of last year's staff survey:

- investment in materials for employees
- programme of activity to launch corporate strategy handbook
- launch of online learning hub and line manager portal
- introduction of employee forum in Brunei
- change of regional meeting structure
- streamlined finance processes in sub-Saharan Africa.



Our 2019 staff survey says

# 75%

of employees are satisfied with Education Development Trust as a place to work.

From September 2018 to August 2019

# 308

new starters joined Education Development Trust; over half of those to work on our National Careers Service contract, others joining to complement our teachers working in Brunei, and others joining as the earliest members of a new contract win in Ethiopia.

# 209

expert consultants were deployed.

# 28

countries were host to an Education Development Trust consultant.

# Organisational Priority 5

## Highly effective commercial expertise.

We are a business with charitable status – and a strong social purpose – and to fulfil our mission we need to be commercially effective.

We want to positively impact as many lives as possible and we want to invest annually in our research programme and R&D work to inform the global education debate.

‘Our solution design is fundamental to our commercial success. We design programmes which are informed by our own experience, our R&D and our research programme, and we carefully select complementary partners to ensure the very best results on the ground. We work hand in hand with clients to share our knowledge, ensuring value for money and long-term positive change and we adopt an adaptive programming approach to ensure that our solutions achieve optimum impact with the funding available.

‘Thanks to the combination of our strong solution design and commercial expertise, we enjoyed a strong win rate this financial year with TARGET in Ethiopia and our Early Years Professional Development Programme in England particular highlights.

‘We have faced challenges this year as we took on National Careers Service contracts in new regions. Taking structures and models from previous providers and adapting them to fit our methodology has been more difficult than

expected which has meant the income we have earned has not been sufficient to cover all attributable costs. Ongoing mitigating actions include a comprehensive restructure in the new-to-us areas, as well as intensive recruitment to bring new careers advisers on board.

‘Elsewhere in the business, we restructured our consultancy work to ensure it complements our large-scale contract work. This is under ongoing review to ensure this offer is financially efficient.

‘We continued to invest in our programme of education research (see page 28) and in our R&D work. This resulted in the publication of six research reports and the kick-off of an R&D evaluation into the effectiveness of communities of practice. All this will inform not only our own work around the world, but also the global dialogue about education and effective education policy.’

**Bob Miles, Finance and Corporate Services Director**



## Organisational Priority 6

### Support for our schools and the Anthem Schools Trust.

We have four independent schools – three in the south east of England and one in South Africa – providing an excellent education that helps each and every child to flourish. We also sponsor Anthem (previously CfBT Schools Trust), a multi-academy trust comprising 16 primary and secondary schools in England.

Our UK schools were once again listed in *The Times top 100* prep schools while our International School of Cape Town achieved another year of consistently high student results. In the highly competitive prep school market in England, two of our schools faced challenges with a small decrease in pupil numbers. Plans are in place to increase pupil numbers going forwards. We are also currently recruiting for a new headteacher to lead Oakfield into the future.

Our UK independent schools encourage their children to be adventurous learners, confident in taking risks and embracing challenge.

Character education sits alongside the academic focus, as children, supported by highly skilled and creative teachers, develop resilience, perseverance, communication and collaborative skills which prepare them for their futures as global citizens.

To read more about the schools, please visit their websites, where for the UK schools you will also find their ISI (Independent Schools Inspectorate) reports.

**Danesfield Manor School**  
danefieldmanorschool.co.uk

**Oakfield Preparatory School**  
oakfield.dulwich.sch.uk

**St. Andrew's School**  
st-andrews.rochester.sch.uk

**International School of Cape Town**  
isct.co.za

#### Support for our schools and the Anthem Schools Trust

CfBT Schools Trust officially changed its name to Anthem on 2 July as part of a new strategy for the multi-academy trust.

Anthem now serves over 8,500 children and young people in 16 schools across the East Midlands, London and the Thames Valley.

There is rich diversity among the schools in the trust; however, they all have a common aim. All schools are places where everyone has an opportunity to learn and grow and to be valued for what they bring to the community of schools. The trust works with them to create ambitious and successful schools, providing opportunities for both children and adults to work together and thrive.

All staff are challenged, inspired and supported to make every lesson count, and work collaboratively together to spread good practice – peer to peer and school to school.

To find out more about Anthem, please go to its website ([www.anthemtrust.uk](http://www.anthemtrust.uk)) where you can also find its annual report.

**anthem**



# Our research

We invest annually in our programme of education research that is free to download and publicly available on our website. Our research informs policymakers around the world as well as our own work on the ground and all of our research supports our aim of transforming lives by improving education. In our research, we endeavour to shine a light on promising practice. By methodically and systematically analysing 'bright spots' through quantitative and qualitative research, we identify lessons that can offer insight for other education systems. Equally, we conduct much-needed research in areas where there is little evidence and where there is a need for evidence that can support policy and reform.



### Technology-supported professional development for teachers: lessons from developing countries

This report captures what might be learned from a selection of the world's most interesting examples of technology-assisted in-service professional development in lower-income countries and from wider reflections about the potential of technology to enhance the professional learning of teachers.



### Sustaining success: high performing government schools in London

In 2014, we sought to document and provisionally explain the London transformation – in the space of ten years, London schools went from being the worst performing schools in the country to the best. Since then, much has happened in England including changes to the way that school performance is measured. We look at London schools using the new performance measures to see if the story has changed and what other factors, if any, can be attributed to their success. The report highlights learnings for policymakers.



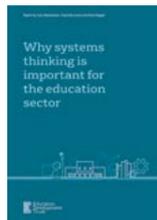
### Innovation and achievement: the work of four not-for-profit school groups

We studied four not-for-profit school chains in low-income contexts that have succeeded in reaching marginalised students and expanding access to hard-to-reach groups. Evidence suggests that students at these schools outperform those in traditional government schools. How have they done it and what can international policymakers learn from them?



### Careers and labour market information: an international review of the evidence

This report reviews the existing evidence around labour market information (LMI) and its central role in effective careers advice. We draw lessons from the evidence to enable policymakers to create excellent careers services, supported by excellent LMI; we also assist the providers and users of LMI with insight into what constitutes good practice in its creation and use.



### Why systems thinking is important for the education sector

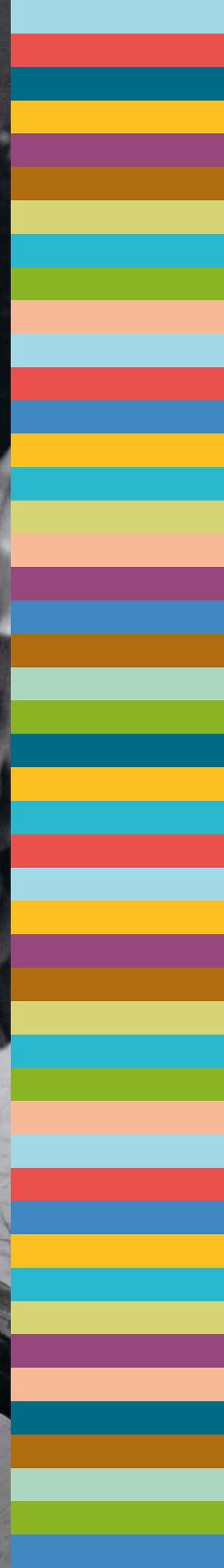
Focusing on systems thinking and its place in education transformation, this report reflects on key published literature and on specific outputs from our own programme of research, which has placed emphasis on system reform over the past five years.



### Promising practice: government schools in Vietnam – key findings

We published a summary of the key findings from our major report *Promising practice: government schools in Vietnam* to ensure that learnings for policymakers are as accessible as possible.





**Education Development Trust** Highbridge House, 16–18 Duke Street, Reading, Berkshire RG1 4RU  
T +44 (0) 118 902 1000 E [enquiries@educationdevelopmenttrust.com](mailto:enquiries@educationdevelopmenttrust.com) W [www.educationdevelopmenttrust.com](http://www.educationdevelopmenttrust.com)

Education Development Trust is a registered charity (No. 270901) and company limited by guarantee (No. 867944).  
Registered in England and Wales. Registered office as above.