



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 life chances by action intended to improve 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. We ask all our teams to track and measure the number of people reached and collect evidence that we have made a positive impact on their lives. This review draws upon the resulting data for 2023-24. 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 reach

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

We operate in many countries and much of our work in 2023-24 took place 'at scale' as measured by the number of people whose life chances we had an opportunity to improve. There are many examples of large-scale reach:



17,000 students

taught by our teachers in Brunei



Over 50,000 students

reached through our Evidence-Based Supervision programme



Over 100,000 young people

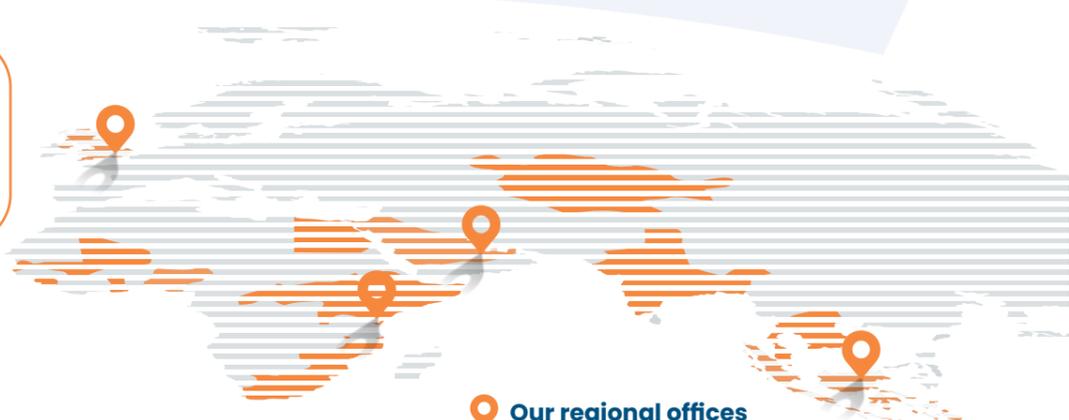
helped with apprenticeships in London

A few of our partners:



The consultancy assignments we undertake have the potential for even greater reach and impact because clients such as the Global Partnership for Education and UNESCO advise governments worldwide on education reform, especially in low-income countries; through our help for these agencies we can make a difference to hundreds of millions of school students.

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



Our regional offices

The multiplier effect

Often our immediate beneficiaries are members of the education workforce, and they have the power to transform the learning of many others, thereby giving us the opportunity to impact positively on millions of lives. In such circumstances there is a reach multiplier effect:

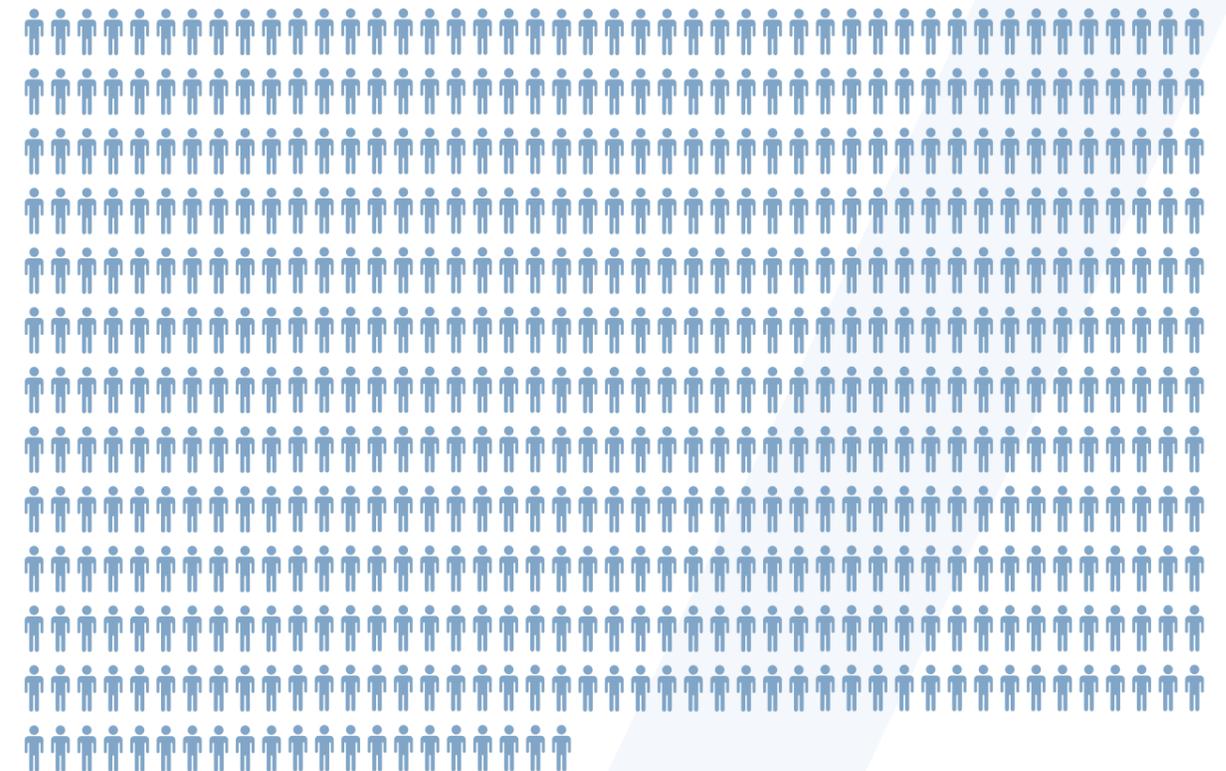
Over 23,000 educators in the UK received professional development with us.

This contributed to the education and careers progression of around **two million children and young people.**



9,800 school leaders in Ethiopia engaged with us through our school improvement programme over a four-year period.

This impacted **five and a half million children.**



Our work in early childhood education

In recent years, EDT has considerably expanded its presence in the field of early childhood education with new projects in Rwanda and Kenya in 2024. Our flagship intervention is the **Early Years Professional Development Programme**, delivered in England on behalf of the **Department for Education (DfE)** since 2019. In 2023-24 we provided high-quality professional development to approximately 8,000 early years educators, drawn from across every district in England, and thereby impacting on 140,000 children aged two to four. The overwhelming majority of participants who completed the course said they felt more knowledgeable and confident about supporting children's development in the three key areas of communication and language, early mathematics, and personal social and emotional development (PSED).

96%

reported confidence gained in 'communication and language' and 'PSED'

97%

reported confidence gained in 'early mathematics' and from the overall programme



Feedback from EYPDP participants:

“My confidence has grown, which in turn means I'm more comfortable and knowledgeable and means I can talk to my manager about the ideas I've seen and heard and explain how this will impact the children positively”

“The course has helped me to have more confidence as an early years practitioner. It has helped remind me of why I started doing this job. It has helped me to gain confidence in engaging in conversations with parents and how important our role as early years practitioners is vital in the development of the children we look after”



Supporting workforce professional development

EDT works worldwide on interventions that build the professional capacity of the education workforce. During 2023-24, training for teachers and school leaders was a prominent component of our portfolio in the UK, Sub-Saharan Africa, the Middle East and Asia.

In Ethiopia, the **TARGET Programme** (Technical Assistance to Reinforce GEQIP-E) aimed to increase school leaders' understanding of how to create an inclusive environment for all learners, and it was found to have significantly boosted the engagement of vulnerable and marginalised students. TARGET was funded by the UK government and was subject to an independent impact evaluation which praised our work and the way in which school attendance rates for children with disabilities had been transformed.

Independent evaluation of the TARGET programme 2024

Quantitative data relating to enrolment ratios revealed that TARGET significantly boosted the enrolment of students with disabilities in intervention schools. Between 2018-2019 and 2022-2023, enrolment ratios of students with disabilities in grades one and two rose by **303%** and **502%**, respectively, a stark contrast to the more modest increases in non-intervention schools.

The evaluation of TARGET attributed the atmosphere of greater inclusion in schools to a changed mindset on the part of headteachers following the training provided by our team. The evaluators conducted a survey of headteachers which confirmed that the great majority of the school leaders that we supported thought that they had made moderate or considerable progress as leaders of inclusive schools because of the intervention.

Independent evaluation data for TARGET: improvement in inclusive leadership competency as reported by headteachers

Leadership competency	No progress	Moderate progress	Considerable progress
Demonstrating a commitment to improving learning outcome and promoting inclusion	3%	43%	54%
Modelling and guiding leadership for learning for the inclusion and safety of all learners	2%	45.5%	52.5%



In Zimbabwe during 2023-24, EDT managed key components of **TEACH** (Teacher Effectiveness and Equitable Access for Children) – a national programme of support for professional development and school improvement, funded by the UK government. We provided training that focused on ensuring quality learning in a safe environment for all students, including the most marginalised girls and children with disabilities. An external quality assurance review in 2024 awarded the highest possible grade:

A++
for our reform of school inspection

A+
for our professional development work with teachers and school leaders.

In England, on behalf of the DfE, we provided training to several distinct groups of education workforce professionals in 2023-24. This included the professional development of over 7,400 newly qualified teachers and 4,800 mentors on the **Early Career Professional Development Programme**, in nearly 3,000 schools serving 320,000 students.

Over 90%

of participants surveyed said the training had a

'good' or 'very good' impact

on the learning of their students.



Ofsted inspected the programme in 2023 and **graded provision as Good**



We supported over 3,000 managers and school leaders studying for their **National Professional Qualifications**, on behalf of the DfE, and 98% of participants said they were 'satisfied' or 'very satisfied' with the training. Meanwhile, the new mathematics and science teachers who started their initial teacher training on the **Future Teaching Scholars programme** were much less likely to drop out of the profession:

Retention rate after three years in post =

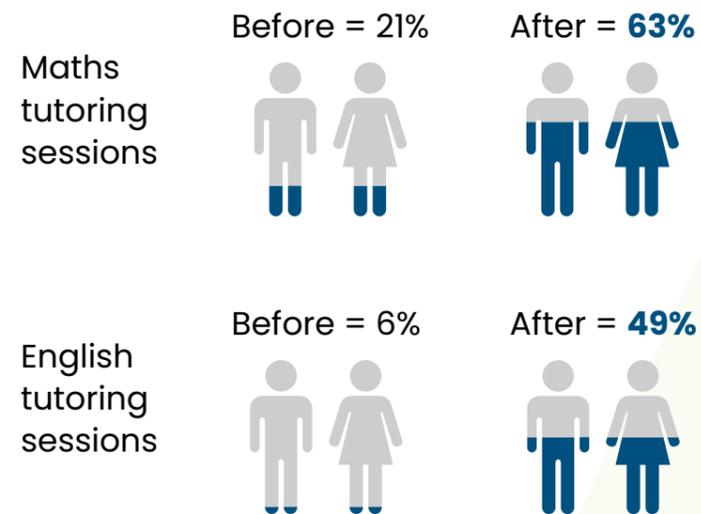
90.5%

compared to the national average of 74.1%

Between 2021 and 2024, as part of the **UK government's** Covid-19 pandemic recovery programme, EDT provided specialist training for school-led tutors and academic mentors to provide catch-up sessions, on the **National Tutoring Programme**. We trained 1,096 tutors and mentors in 2023-24 and nearly 99% reported that catch-up tuition support was helping their students make academic progress. An independent assessment of the programme concluded that students supported by these tutors achieved notably higher levels of learning gain than similar students who were not tutored.

External evaluation by ImpactEd of the National Tutoring Programme in 2024

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



2024 marked

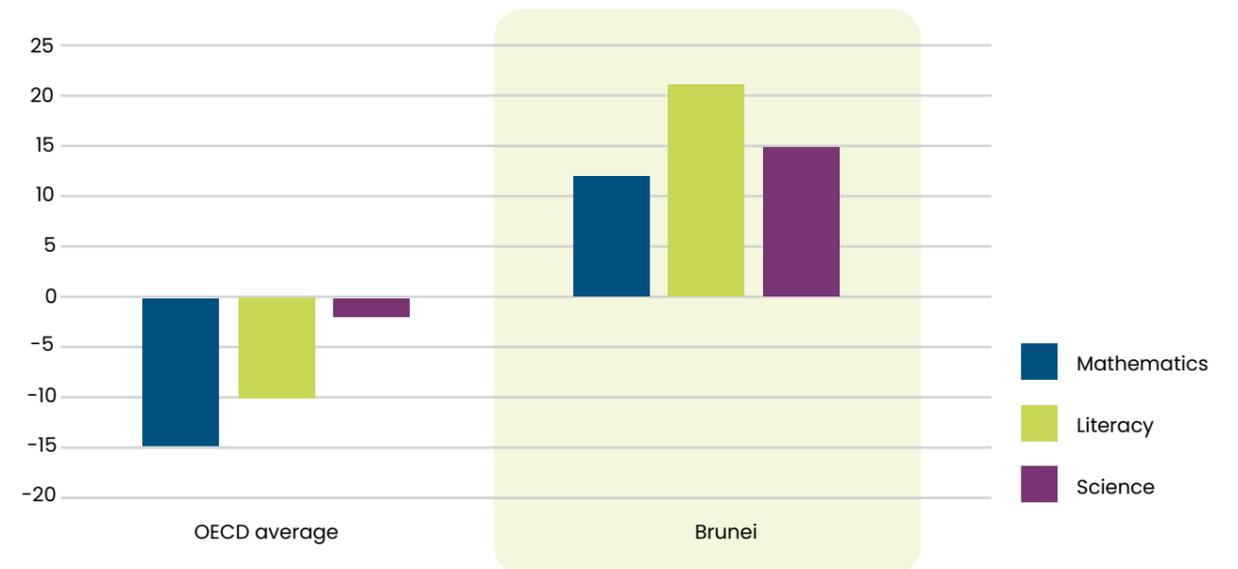
40 years of continuous partnership

with the government of Brunei Darussalam



During the academic year 2023-24 we deployed 200 teachers of English to schools in every district of Brunei, and they directly taught 17,000 students. The publication of the **Programme for International Student Assessment (PISA)** test results showed that Brunei's 15-year-old students improved significantly between 2018 and 2022. Their improvement in reading literacy, in a test conducted in English, was the best of all 81 participating countries worldwide.

Change in points scored by students in PISA tests 2018-2022 compared with OECD averages. The improvement in literacy - in English - was the highest in the world



Whole school improvement

In addition to the provision of professional development opportunities for teachers and leaders, we also approach school improvement at an institutional rather than an individual level.

In the UK, we support school-to-school peer review and collaborative improvement planning through our innovative **School Partnership Programme (SPP)**. This year, as we marked the ten-year anniversary of the programme, 1,465 teachers and leaders from 566 schools across England and Wales worked together in 91 partnerships, to improve schools and learning outcomes for 147,000 students. The impact of the approach has been very positively evaluated by experts from University College London and the lead researcher, Dr David Godfrey, said: "The SPP model of peer review process develops outstanding leadership and skills."

School-to-school support is also at the heart of the **Behaviour Hubs** programme, which we manage on behalf of the **DfE** in England. In 2023-24, we helped over 350 schools attended by approximately 200,000 students, to improve discipline and classroom behaviour through partnership with high-performing schools. Feedback from participating leaders has been overwhelmingly positive; all those whose schools completed the programme in 2024 stated that their involvement had led to an improvement in behaviour culture.



EST. 2014

10 years of SPP Programme



Supporting **2,000+** schools over 10 years

EDT has considerable expertise in school improvement through external review. We provide quality assurance and accreditation of school quality through our **International School Quality Mark (ISQM)**, and as an agency authorised by the **UK government** to conduct **Inspections of British Schools Overseas (BSO)**. Schools participating in the ISQM review process receive quality assurance visits and, six months later, their headteachers provide feedback. In 2023-24, 86% of them 'agreed' or 'strongly agreed' that the process had made a positive impact on school improvement.

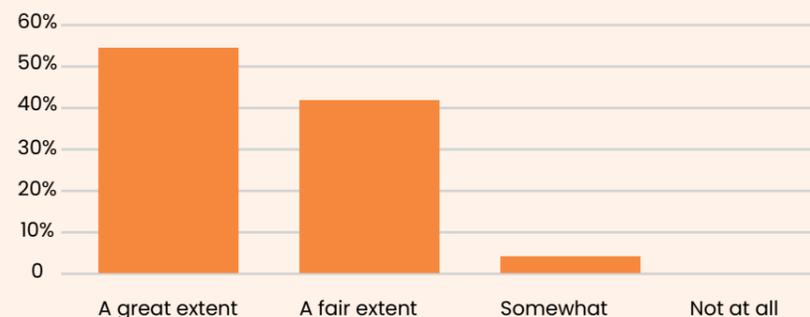
“We wanted an international benchmark that would put us on a level playing field with other international schools in the region. The accreditation / reaccreditation process helped us to streamline the work we do, making us look at procedures and outcomes more keenly, by linking these with data and evidence.”

ISQM-accredited school, Malaysia



Survey data from headteachers of schools completing the Behaviour Hubs Programme

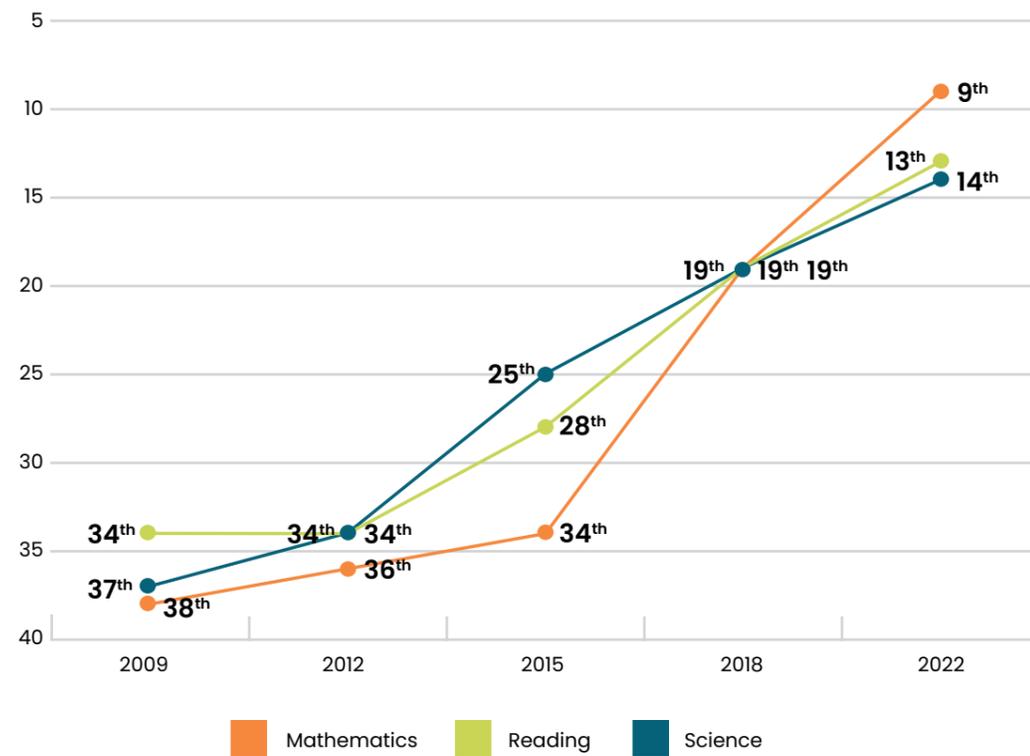
To what extent do you agree that the programme has/will have a positive impact on the behaviour and attitudes of the students in your setting?



100%
Positive impact on students' behaviour and attitudes

In the area of school improvement through external review, we are the strategic partner of the **government of Thailand**, the Dubai government's **Knowledge and Human Development Authority**, the **Federal Ministry of the United Arab Emirates** and the **Sharjah Private Education Authority**. Although it can be difficult to quantify the impact of external school review, the long-term trend from Dubai, for example, is extremely encouraging. The grades for school quality following inspections in Dubai has steadily progressed over the years, and at the same time the overall performance of its schools, as measured by international tests such as PISA, has also improved over time.

International ranking of the Dubai private schools (viewed as a school system), as measured by performance in PISA tests (2009-22), compared with other countries' education systems



We put our knowledge of school improvement into practice through our ownership and management of three independent schools: **St Andrew's School** and **Oakfield Preparatory School** in England, and the **International School of Cape Town** in South Africa. Both Oakfield and St Andrew's have been awarded the highest possible grade (Excellent) in their most recent inspections by the Independent Schools Inspectorate. Our school in Cape Town is one of the highest performing in Africa as measured by Cambridge IGCSE and A level results; one student recently achieved the highest overall IGCSE score of any student in South Africa.

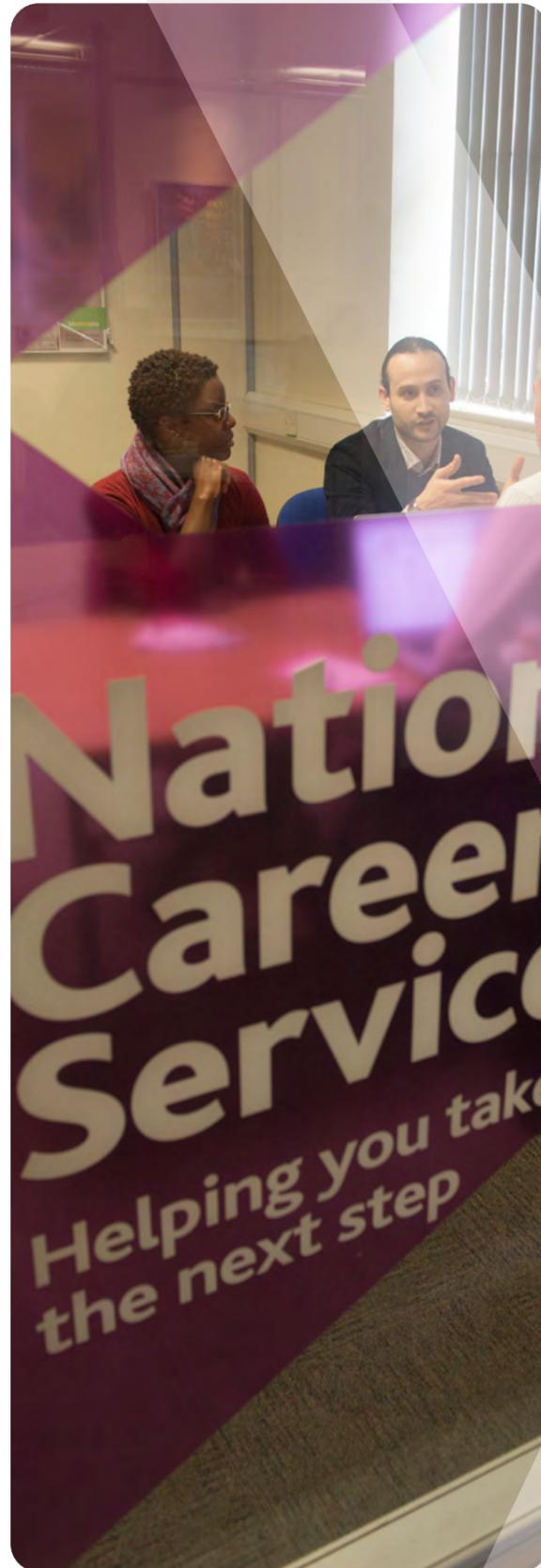


Employability, skills and careers guidance

In 2023-24, we continued our work in the UK to support people with their career choices, short- and long-term employability, skills development, and transitions into work or further training:

The **Apprenticeship Support and Knowledge (ASK)** programme promoted the apprenticeships route to employment to over 115,000 students in 372 schools and colleges in London in 2023-24. We have been running ASK on behalf of the **Department for Education** since 2019, and have engaged with over half a million young people in that time. Government statistics show that students from schools and colleges in London engaged in the programme are 21% more likely to move on to apprenticeship than those from schools and colleges not participating with ASK.

Our **West London Careers Hub** (funded by the **Greater London Authority** and the **Careers and Enterprise Company**) promoted best practice in careers provision and work experience for young people working across seven London boroughs and supported institutions educating 120,000 students. In addition, about 150 schools and colleges across England, subscribed to our **Inspiring Careers** offer and we provided careers guidance and work experience opportunities to approximately 17,000 students in 2023-24. In surveys, all the participating schools and colleges stated that our support was having a positive impact on their students.



For adults, we manage the **National Careers Service** on behalf of the **UK government** in three regions of England, providing thousands of jobseekers with free careers advice, information and guidance to help them navigate the learning, employment and skills landscape. Our clients include older individuals at risk of losing their jobs, people with special educational needs, single parents, young people who are not in education, employment or training (NEET), and the long-term unemployed. This year, we worked with 79,000 people through the National Careers Service – helping them to manage their careers, identify work opportunities, and respond to challenges in the jobs and training market – and 95% told us they were satisfied with the help they received.

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

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



Exceeding the national target of 45%



Strengthening education systems

Our **global research and consultancy** team supports systems reform worldwide, with a particular focus on capacity building at government ministry level. In 2023-24, we supported policymakers in 32 countries with technical assistance, expert guidance and planning for education reform. In addition, our public research team published reports investigating major policy challenges including education and the climate emergency and barriers to the education and empowerment of girls and young women. Such research projects and consultancy assignments give us an opportunity to make a big difference at scale as we help decision makers to design education reform plans using the best available evidence. In 2023-24 we undertook several assignments of strategic significance, such as:

- » Providing advice to the Global Partnership for Education concerning ways that education systems in low-income countries can build resilience to crises and thereby ensure continuity of learning for millions of children.
- » Assisting the UK government to gather the data needed to ensure that UK aid money is spent on projects and in places where there is scope for substantial beneficial impact.

It is difficult to measure the precise impact on learners of short-term consultancy of this kind. We have, however, received overwhelmingly positive feedback from our clients, with every indication that they will act on our advice and the prospect of enhanced education policy that will assist hundreds of millions of learners.



Looking forward

2024 witnessed the start of several important projects which, as yet, are at an early stage of implementation. There is therefore no definitive impact data as yet but in each case we are confident about our capacity to make a big difference. In terms of beneficiaries the contracts won in 2024 cover the full spectrum from pre-school children to long-term unemployed adults and the projects include:

- » early childhood education interventions in England (through Skills Bootcamps for early years educators) and Kenya (where we are supporting pre-school provision in disadvantaged rural areas),
- » a new partnership for school improvement with primary schools in the English region of Leicestershire through SPP,
- » a joint initiative with UNICEF in Egypt with a focus on pedagogy and assessment in primary schools,
- » technical assistance to the Gates Foundation related to the improvement of literacy and numeracy outcomes across Africa,
- » expansion of our support for the long-term unemployed in northern England.

These are varied assignments in diverse contexts. What links them is the fact that each situation provides an opportunity for us to enact our purpose of increasing life chances by improving outcomes in education and skills. To do that we need to measure the impact carefully and we look forward to reporting on our progress in future years.

We are proud of the measurable impact demonstrated here across all stages of life. 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 we are confident we will make an even bigger impact in the months and years to come.



Keep in touch

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