

From vision to impact

How we changed lives
through learning in 2025

(Reporting period September 2024-August 2025)



Who we are

As a not-for-profit organisation, we exist to increase life chances by improving education and skills outcomes around the world.

Education is one of the most powerful levers for change. When it's equitable, evidence-informed, and high-quality, it has the power to create opportunity for everyone.

For 60 years, we've partnered with governments, donor agencies, and school networks across the globe to strengthen education systems, shape career pathways, and support people to thrive. From classrooms to communities, early childhood to adulthood, our work delivers meaningful impact that lasts.



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Executive summary

At edt, we believe in the power of education to change lives and shape futures. Despite a challenging climate, we are hugely proud that over the past year, our work has continued to positively impact learners at every stage of the educational journey – from early childhood to adult careers – as well as educators at all career levels, and individuals seeking brighter futures in the workforce. Through our portfolio of global consultancy projects, we have helped to shape high-impact education reform policy in many countries.

In 2025, our initiatives spanned from supporting early childhood educators in the UK, to improving foundational learning in Zimbabwe, supporting young people's readiness for the future in the Middle East, and helping vulnerable adults find work across England.



Key achievements

- **Early childhood education:** Edt supported thousands of early childhood educators in the UK and internationally, enhancing the quality of early education and addressing workforce challenges through professional development and innovative programmes. In the UK, the Early Years Professional Development Programme and Skills Bootcamps in Early Years improved educator knowledge, morale, and recruitment, ultimately improving children's outcomes. Meanwhile, in Kenya, we have improved foundational learning and early childhood education through the INSPIRED programme, training educators on child-centred pedagogy and inclusive practices.
- **Education workforce development:** Tens of thousands of teachers and school leaders have benefited from edt's world-class professional development initiatives in the past year. Programmes such as the Early Career Training Programme and National Professional Qualifications in the UK are contributing to a skilled workforce able to make a meaningful difference in children's lives. Both programmes achieved high satisfaction and retention rates. Meanwhile, international efforts in Brunei and Zimbabwe have led to measurable improvements in teaching quality and student learning.
- **School improvement and accountability:** Edt's evidence-informed models drove school quality improvements in various regions including the United Arab Emirates (UAE) and Zimbabwe. The UAE has seen a substantial increase in schools rated 'good' or 'very good' and enhanced accountability systems. The introduction of digital tools and supportive inspection frameworks has further strengthened educational outcomes in Zimbabwe.
- **Policy into practice:** Edt bridged the gap between policy and implementation, supporting government ministries and partners worldwide with research, policy development, and technical assistance, including the FCDO SCALE and Engeza programmes. This included contributions to the global knowledge base, the development of frameworks for marginalised learners, and the operationalisation of innovative strategies in countries such as Kenya, Rwanda, and Sierra Leone.
- **Youth career readiness:** Through school-based and employer-linked programmes, edt equipped young people with the skills and guidance needed for successful transitions to further education and employment. Initiatives like Inspiring Careers, the Apprenticeship Support and Knowledge programme, and targeted NEET (not in education, employment, or training) prevention programmes achieved high satisfaction and positive outcomes for thousands of students.
- **Careers, skills, and employability for adults:** Nearly 70,000 adults received personalised careers advice and support, including individuals with complex needs, such as refugees, and those with special educational needs and disabilities (SEND). Programmes like the National Careers Service, Pathways to Progress, and Rise2Thrive empowered individuals to access meaningful employment and training opportunities.

A challenging climate

The last year has been marked by considerable achievements in the education and skills sectors, but also by a need to respond to uncertainties and shifting policy priorities. In February 2025, the UK government announced its decision to cut international aid spending, from 0.5% of National Income to 0.3%. This, combined with reduced government funding for National Professional Qualifications (NPQs), the government's decision to bring National Careers Service delivery in-house, and multiple highly successful contracts coming to an end in the UK, will undoubtedly result in fewer opportunities to make a large-scale impact in the foreseeable future. We take considerable pride in the contributions we have made to increasing the life chances of countless learners, educators, and jobseekers through the above-mentioned work.

Looking ahead

Edt remains committed to addressing ongoing challenges in education and skills provision, and finding new opportunities to make a difference in an evolving landscape. New partnerships and programmes are underway. In the year ahead, we will continue to champion education and skills to change lives around the world. Our forthcoming work includes:

- ✿ improving foundational learning in Zimbabwe, in partnership with the Roger Federer Foundation
- ✿ expanding access to education in Rwanda, in partnership with UNICEF
- ✿ providing technical assistance to UNICEF to restore lost learning in Gaza
- ✿ building the capacity of Ethiopian teachers and leaders to prepare young people for the future, in partnership with the Mastercard Foundation.

With a strong foundation and a clear vision, we are energised and ready to deliver lasting impact for learners, educators, and communities worldwide.



Partnering with purpose

We are proud to have worked with a wide range of partners in the last year to create practical, culturally relevant, and sustainable initiatives. By working together with like-minded organisations, we can deliver deeper impact, reach more people, and build solutions that last.



UK government partners



Ministries of education



Introduction

Despite the challenging climate in which we have operated, we are proud of the substantial impact we have made on learners at every stage of the educational journey. This begins with children taking their first steps into education, continues with teachers and school leaders shaping the lives of learners, and culminates in young people and adults looking to build brighter futures in the world of work. We've made a positive difference to people's lives across a wide range of geographies, in contexts as diverse as Zimbabwe, Brunei, England, Jordan, and Kenya. Every individual we've supported has their own unique story to tell, and a life enhanced by better education and skills opportunities. This is why edt exists: **to increase life chances by improving education and skills outcomes around the world.**



Early childhood education

Every child deserves the foundation of high-quality early childhood education. We believe that to achieve this, we must ensure those working with the youngest learners have the skills, knowledge, and confidence to do the job they love. We have worked with early childhood educators from Liverpool to Brunei, from London to rural Kenya – improving the quality of early education, empowering educators, and ultimately working to ensure that every child around the world has the best start in life, no matter who they are or where they're from.



Our vision:

Every child has a strong foundation through high-quality, inclusive early childhood education

Strengthening the early years workforce in England

While governments are increasingly recognising the importance of early childhood education, the sector in many parts of the world – including the UK – has too often been undervalued and has struggled to recruit and retain skilled, talented educators. High-quality continuous professional development (CPD) opportunities can help to address this issue, such as that which we provided last year through the Department for Education's Early Years Professional Development Programme (EYPDP).

The programme, which concluded in March 2025, was designed to support early years practitioners working with children aged two to four, helping them to improve their practice and children's outcomes in communication and language, early mathematics, and PSED (personal, social, and emotional development). Specially tailored to the needs of early years educators, with a flexible delivery model, and opportunities to collaborate with other early years professionals, the programme had a tangible impact on the practice of the thousands of educators who participated. Across its third phase (2023-2025), we supported 10,000 early years practitioners who worked with almost 120,000 children. We especially targeted those working with children from disadvantaged backgrounds.



94%

of leaders in participating pre-school settings felt that the EYPDP improved the quality of provision

85%

of practitioners on the EYPDP agreed that the changes made to their practice would positively impact children's development.

Many practitioners reported already seeing improvements in children's outcomes as a result of the programme.

The EYPDP has also had wider positive impacts in strengthening the early years sector in England. 84% of participants said their morale has improved, and leaders of participating organisations also reported that the programme has led to improvements in retention and made recruitment easier.

“The vast majority of early years practitioners agreed that the changes they had made to their practice following participation of EYPDP3 would improve children's development in language and communication, mathematics and personal, social, and emotional development.”

Department for Education evaluation report



Addressing skills gaps and recruitment challenges

Our wider work in England's early years sector has expanded this effort to overcome challenges in skills gaps and recruitment. Last year, we worked with the Department for Education and local authorities to deliver Skills Bootcamps in Early Years in London and Liverpool. These intensive courses were designed to guide over 250 individuals with an interest in working in early childhood education through a learning process to enter either an accelerated apprenticeship or employment in the sector.



100%

of learners who provided us with feedback said the skills bootcamp met their needs and that they would recommend it to a friend.

The Skills Bootcamps in Early Years also won a 'Highly Commended' award at the Quality Professional Awards – a recognition that went out to only a few nominees. The wording on the award highlights the passion and dedication of our teams to ensuring a great learner experience: "This is a driven team whose experienced members are uncompromising in their commitment and approach to delivering high-quality provision. The passion for quality in the team is evident, and they share it through the eyes of the learners they work for."

"Thank you again for believing in me and inspiring me to grow! I have never felt so motivated in my learning."

Participant, Skills Bootcamp in Early Years

"We feel sparked, enthused and excited again. It has helped with things like building our confidence, especially with maths."

EYPDP participant

"It was a very positive and life-changing experience. It helped me to feel confident about my skills, capabilities, and abilities in the sector. It provided me with the opportunity to gain hands-on experience, including learning how to design nourishing activities for children."

Participant, Skills Bootcamp in Early Years



Improving foundational learning through child-centred pedagogy

Much of our international work in the last year has centred on training and capacity building for early childhood educators. This training has focused on pedagogical approaches and practices to help ensure that young children can thrive in early education settings, including in the most marginalised contexts.

In Kenya, we have been working with the Ministry of Education, local governments, the Aga Khan Foundation, and other consortium partners to improve foundational learning and early childhood education through the UK government-funded INSPIRED programme. In the past year, our training has reached over 1,300 preschool teachers and 600 headteachers or early childhood centre managers, providing critical insights on child-centred pedagogy and inclusive practices. Early classroom observation findings point to improvements in both of these areas.

We have also begun coaching and mentoring local teachers in early childhood education strategies in Brunei, as part of our CfBT contract with the government. As a result of the support and resources they have received, teachers have reported becoming more confident in their understanding of relevant pedagogical concepts, as well as in using new strategies when teaching young children. They have also reported improvements in their early years classrooms, with young children showing increased engagement, enjoyment, and motivation to learn.

Championing early childhood education at the system level

Holistic change across education systems is also key to embedding the importance of getting education right in the first stage of life. In 2025, we trained over 300 Kenyan government officials in coaching, classroom observation, and monitoring to better facilitate high-quality professional development and accountability in early childhood centres. We are also driving impact on a national scale by collaborating with the Kenyan government on its early childhood education policy reforms. This includes supporting legislation at a national level to strengthen teacher training, develop the curriculum, and improve assessment and governance.

Our consultancy work goes further in contributing to the wider global knowledge base on this topic. In 2025, we completed a key scoping study and research brief on early childhood and education, in partnership with the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX). This will lay the groundwork for future policy and research in a wide variety of settings, with the positive change resulting from this work reaching even more young learners.

The INSPIRED programme has trained:

1,300 preschool teachers

600 headteachers or early childhood centre managers

300 Kenyan government officials



“After attending the INSPIRED Pre-Primary Teacher Training, I completely transformed my teaching approach from traditional rote methods to a vibrant, play-based, learner-centred classroom. I saw my learners become more confident, expressive, and engaged. Parental involvement also increased through take-home play tasks.

This experience reignited my passion for teaching and positioned me as a peer mentor in my sub-county. I now believe every child deserves a joyful and inclusive early learning setting and I am proud to be part of this transformative change.”

Alice Kerubo, early childhood educator,
INSPIRED programme

Education workforce development

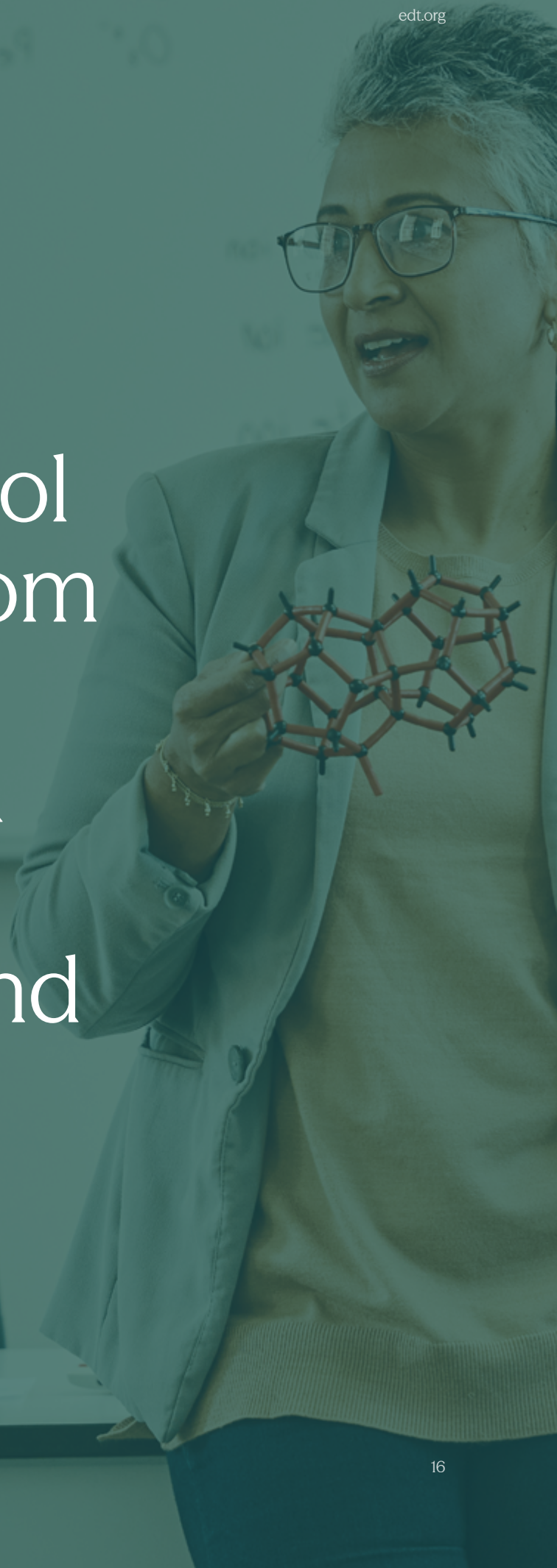
Education workforce development is fundamental to so much of what we do around the world. When educators are skilled and motivated, it not only improves classroom practice, but also strengthens the sector, reduces recruitment and retention crises, and ultimately supports pupils to achieve better learning outcomes.

Every year, we provide professional development opportunities to tens of thousands of educators. But for edt, it is not only about the number of people we train: it is also about the type of educators we help to shape. Our work seeks to empower educators to be the best that they can be, reigniting a passion for teaching, and creating a skilled workforce able to make a meaningful difference in children's lives. From running world-class teacher development programmes in England, to capacity building in Brunei, to developing school leaders in Zimbabwe, we are passionate about improving teaching practice across the globe.

Underpinning this hands-on work is always the in-depth knowledge we gain from research to better understand key areas of education workforce development. Last year, for example, we worked with the World Bank in Ghana on an assessment of teacher coaching and mentoring and differentiated learning implementation. Based on findings from data collection, the World Bank will be able to draw recommendations to improve teacher training and the consistent delivery of differentiated learning across schools.

Our vision:

Every school
benefits from
motivated,
skilled, and
supported
teachers and
leaders.



Supporting early career teachers to thrive in the profession

In the context of a global teacher recruitment and retention crisis, there is a fundamental need to ensure that more and better teachers stay in the profession. A key element of addressing this challenge is ensuring early career teachers receive meaningful support from day one. Newly qualified teachers are among those most likely to leave the profession: giving them the very best chance to develop their skills and confidence as they begin their careers can be a deciding factor in whether they choose to remain in teaching for the long term.

Throughout 2025, we put this into action in England through the Early Career Professional Development Programme (ECPDP), now the Early Career Training Programme (ECTP). Following on from Initial Teacher Training, the programme offers early career teachers essential specialist support, including mentoring, which helps them to improve their practice while building confidence and resilience. This can lead to better job satisfaction and retention.



In Ofsted's report, teachers consistently praised the training for improving their classroom practice, boosting their confidence, and providing sustained support that directly benefited their pupils. Mentors were described as the "beating heart" of the programme and central to its impact, helping early career teachers to embed new habits, apply knowledge effectively, and grow as practitioners.

"I feel many of the challenges I have faced in teaching have been overcome through what I learnt on the ECPDP, be it consciously or not. The ECPDP provided me with valuable knowledge, a range of ideas, strong support, and increased confidence in the classroom. I believe that much of what I have overcome in my teaching career can be attributed to the ECPDP."

Early career teacher, England

Meanwhile, the Department for Education's Future Teaching Scholars (FTS) programme came to a close in 2025. FTS, which was designed and delivered by edt, showed strong retention rates of early career teachers in maths and physics. These are key subjects which typically struggle with teacher recruitment and retention. 90% of those who started initial teacher training through the programme have remained in the profession after three years, against a national average of 73%. Furthermore, many participants have already begun to progress in their teaching career, moving into leadership roles within just three years of teaching.

95% of mentors

97% of early career teachers

said they were very satisfied or satisfied with the ECPDP.

Ofsted rated edt's delivery of the ECPDP

'Outstanding' in all areas

Expanding career opportunities for leaders and aspiring leaders

Beyond the first stages of a teacher's career, we have also supported UK educators at all levels through the Department for Education's National Professional Qualifications (NPQs). Through the leadership NPQs, we have empowered current and aspiring leaders to embed evidence-informed teaching and learning in their classrooms, departments, schools, trusts, or early years settings. We have also worked with teachers expanding their practice with specialist NPQs, supporting them towards mastery of relevant expertise, developing others, and extending their influence beyond their individual classrooms.

Among our latest NPQ cohorts:

100%

are satisfied with the programme



98.5%

expect a positive impact on pupil learning outcomes



95.2%

feel more motivated to remain in teaching

“I absolutely could not have asked for a kinder and more professional team to deliver the programme – thank you! What I have learnt will impact so positively on many – children and staff!

I sincerely hope that the edt members involved at all levels realise their impact!

Thank you!”

Participant, NPQ in Executive Leadership

Capacity building in diverse contexts

Alongside our impactful work with UK educators, our history is deeply rooted in supporting teachers internationally, and we have continued to build on this heritage over the past year.

In Brunei Darussalam, our CfBT programme not only provided 200 high-quality English language teachers to work in Brunei's schools, but also built the capacity of almost 3,000 Bruneian teachers, in support of the Ministry of Education's bilingual education policy. Recently, our teams have focused on ensuring that our teachers transfer knowledge and understanding to Bruneian colleagues for a lasting positive legacy, including on IGCSE and O level teacher courses. We have also introduced new advisory teacher roles – one for early childhood, and one for special educational needs – delivering useful, actionable support to their Bruneian peers.

Meanwhile, the UK government-funded TEACH programme in Zimbabwe – for which we have delivered the teacher professional development (TPD) component – has trained over 72,000 teachers and headteachers (54,000 at primary level and 18,000 at secondary level) on improved pedagogy.



TEACH participants working at or above the 'developing' stage of Zimbabwe's teacher competency framework:

Teachers at the start of the programme

48%

Teachers now

81%

School leaders at the start of the programme

55%

School leaders now

89%

On TEACH last year:

97%

of teachers participated in the programme, up from 69%

94%

of teachers took up TPD training, up from 50%



The interventions of
the TEACH programme
are estimated to have
impacted the learning of
**over 1 million
pupils.**

Following the TPD training, we have seen improvements in pupils' literacy performance over time, with average scores increasing from 2.6 out of a possible 5.0 at the start of the programme, to 3.37 by mid-2025. Furthermore, the proportion of pupils achieving the highest score (5) increased from 26.6% to 37.6%, and those scoring the lowest (0) decreased significantly from 22.9% to 8.8%. Meanwhile, in mathematics, the proportion of pupils classified as innumerate has decreased from 23.65% to 7.1%.

“Teachers in Rushinga and Mt Darwin districts have reported adopting innovative teaching strategies that foster active learning, resulting in increased pupil engagement.

This shift in pedagogy has contributed to notable improvements in pupil performance and pass rates, particularly in primary schools. Inspectorate reports confirm enhanced teaching quality, emphasising the effectiveness of the TPD programme in elevating educational standards.”

Mrs Zuze, School Inspector, Mt Darwin

“The TPD interventions are taking our pupils to greater heights, where we used to record zero percent pass rates.”

Method Marvelous Zhou, School Inspector, Kwekwe District

“The TEACH programme and TPD modules are providing valuable staff development and strengthening our skills. As a head, I've gained expertise in community engagement, lesson supervision, mentoring, and coaching my team effectively.”

Andrew Zanda, Magamba Primary School, Nyanga District

School improvement and accountability

From our extensive experience in raising school standards around the world, we know what makes a school effective, and how to support schools and ministries on their school improvement journeys. We apply evidence-informed models that are widely recognised and highly regarded for their impact. These models not only improve outcomes for individual students, but also help to reshape school accountability and quality assurance approaches – to give every school, teacher, and pupil the chance to thrive.

Everywhere we work – from Thailand to Zimbabwe to the United Arab Emirates (UAE) – we work closely with regulatory bodies to ensure teaching and learning outcomes truly impact students' futures, rather than merely satisfy checklists or compliance procedures.



Our vision:

Every school
becomes
a centre of
excellence
for learning,
empowering
leaders,
teachers, and
students alike.



Improving school quality through inspections

Over the last year, we continued our work in Sharjah in the UAE, supporting the Sharjah Private Education Authority (SPEA) in their inspections across almost 90 schools. The 2024-25 SPEA performance review visits showed a marked improvement in school quality compared to 2023-24. At that point, no schools were rated 'very good', with 40% judged 'good', and 60% 'acceptable'. By the 2024-25 review cycle, quality feedback from inspections – complete with targeted recommendations – had driven 68% of schools to be ranked 'good' or 'very good', and 32% 'acceptable'.

SPEA has also noted how our work has fostered partnerships and continuous improvement in schools, leaving a lasting impact. If we consider previous years, the progress is even more significant: in 2018-19, only 8% were rated 'good' or better, with 26% rated 'weak'. The elimination of 'weak' ratings and the steady increase in 'good' and 'very good' schools confirm a sustained upward trajectory in schools' overall effectiveness in Sharjah.

Elsewhere in the Middle East, private schools in Dubai – where we have supported inspections in partnership with the Dubai Schools and Inspections Bureau – were this year ranked in the top five globally for science performance and the top ten for mathematics. This is testament to the hard work, dedication, and commitment of everyone involved in the education sector in Dubai, as well as to the impact of the inspections and accountability processes for which we have had responsibility.

Transforming accountability systems

Elsewhere in the world, we have played a key part in creating more effective accountability systems. On the TEACH programme in Zimbabwe, we worked with the Ministry of Primary and Secondary Education (MoPSE) on bringing in a more supportive and holistic approach to school inspections, in which inspectors become partners in school improvement, rather than monitors of compliance. In this approach, inspectors provide constructive feedback aimed at progress in teaching and learning outcomes, rather than on procedural compliance. They focus on how teaching strategies impact pupil learning, including for students with special needs, especially in core areas like literacy and numeracy. The inspection framework we co-developed with MoPSE also includes considerations for gender equity and school safety, reflecting a broader, more inclusive view of educational quality.

Last year, we trained 467 school inspectors in Zimbabwe on this revised inspection methodology. As a result, the number of schools inspected by MoPSE rose from 605 in June 2024 to 3,325 by June 2025. This shift is even more substantial if we consider that before the programme began in 2022, inspections were sporadic. Now they are an established part of school life, and this increase in accountability is translating into improved teaching and learning strategies.

Feedback from teachers suggests that recommendations from the revised inspections process contributed to improved teaching strategies and methods – in particular, differentiated teaching strategies, by which educators were encouraged to diversify their instructional methods to better meet pupils' needs. School heads, meanwhile, reported improvements in lesson observations and staff development opportunities.

We have also supported MoPSE through the introduction of e-inspection tools and dashboards at both national and provincial levels: inspectors are now equipped with digital tools to enhance data collection and analysis, and real-time data is used for continuous improvement and decision-making. As a result of this work, we have begun an exciting new partnership with the Roger Federer Foundation on the School Readiness Initiative, to scale up a continuous early learning assessment tool (Smart Tablet Early Learning Assessment, or STELA) to all 8,000 primary schools in Zimbabwe.



Empowering schools on their improvement journeys

In addition to our system-level work, we are also passionate about giving individual schools and leaders the tools to take control of their own improvement. For over a decade, our Schools Partnership Programme (SPP) has provided schools in the UK with a holistic approach to driving change, one that is supportive and non-judgemental of the challenges schools need to address. Last year, we worked with 630 educators across over 160 schools, as well as 637 programme alumni, using a coaching-based framework and structured use of evidence to inform improvement strategies.

Surveys showed that SPP participants strongly agreed that the school partnerships were meeting their learning goals and progressing.



Average score of 4.37 out of 5
(where 1 = 'not at all' and 5 = 'fully')

“Peer review has helped us question our approach to teaching and opened up professional discussions with excellent teachers beyond our school.”

SPP participant, Dorset

“Staff understood and owned the process, which motivated them to make the changes they had suggested themselves.”

School leader, SPP participant, Dorset

Policy into practice: at scale

We understand the challenges involved in bringing about change in large-scale education systems and in often complex political environments. In an age when resources for education reform are increasingly constrained, governments need – more so than ever – partners with technical excellence in the diagnosis of policy problems and skill in the co-construction of solutions that will make a real difference. Our work, such as our support for the UK government FCDO SCALE programme, has enabled us to develop and demonstrate distinctive expertise in the field of high-impact, evidence-informed policymaking.



Our vision:

Responsive,
effective, and
sustainable
education
systems that
achieve high
levels of student
attainment.

Contributing to the global knowledge base

Evidence underpins everything we do, so we believe in contributing to the global base of knowledge to solve education challenges around the world. In the past year, our research teams have produced reports and analyses on a variety of important topics – from the relationship between education and climate change, to using teacher licensing practices as a policy lever for education reform. We have also supported broader research initiatives, including producing a rigorous report on education system resilience for the Global Partnership for Education's Knowledge and Innovation Exchange (GPE KIX). The report provided the theoretical and thematic foundation for GPE KIX's research call on the topic. It explores how education systems in a variety of countries (Cambodia, El Salvador, Ethiopia, the Kyrgyz Republic, Nicaragua, Pakistan, Rwanda, and Sierra Leone) understand resilience, and examines the policies and practices in place for system strengthening, as well as how to prepare for potential crises.

We have also worked for the British Council in Rwanda to assess the implementation of English as the language of learning and teaching in lower primary schools. We presented our report – which investigated the impact of the policy on teachers, learners, caregivers, and education stakeholders – alongside British Council representatives at the UKFIET 2025 conference. The findings are highly relevant for Rwandan international non-governmental organisation (INGO) and non-governmental organisation (NGO) bodies, as well as academics, teacher training colleges, teacher representative bodies, and other stakeholders. They offer timely insights for policymakers, educators, and development partners working to strengthen early grade education in multilingual contexts.

Collaborating on policy and framework development

In 2025, we worked with ministry and NGO partners to support policy development and help design frameworks to improve learning outcomes. For example, we supported Kenya's Presidential Working Party on Education Reforms and its Ministry of Education through the INSPIRED programme. This includes draft national legislation on Pre-Service and In-Service Training in Basic Education, as well as the Kenya National Educational Assessment Bill, in addition to amendments to several other bills.

We have also worked on draft foundational learning guidelines and the Kenyan School Readiness Assessment Tool, and supported the development of further teacher education, early childhood education, and quality assurance and data policies.





“I truly appreciate your exceptional efforts on the Learning through Play (LtP) Strategy, LtP Framework, CPD Framework and LtP sustainability pieces with IEE.

It has been a privilege to work with you; your technical expertise, professionalism, and genuine human touch have greatly enriched this collaboration.”

UNICEF Rwanda



Supporting implementation: turning policies into practice

We support governments around the world with the implementation of various policy priorities, translating them into practical, tangible points for action. In Rwanda, for example, we revised the National CPD framework for Rwandan teachers. Through the government's Learning through Play initiative, in partnership with UNICEF, we also developed Rwanda's first Learning through Play Strategy and Framework.

The Learning through Play initiative is set to impact the learning of **1.2 million children** across Rwanda.

We also support governments with policy implementation through our world-class technical assistance. For example, in Sierra Leone, the Sierra Leone Secondary Education Improvement Programme (SSEIP) offers technical assistance to the Ministry of Basic and Senior Secondary Education (MBSSE) and the Teacher Service Commission. The programme designs and implements reforms to improve learning and

reach the most marginalised learners, including disadvantaged girls and children with disabilities. In 2024-25, our experts provided tailored and differentiated support for strategically selected policies, including the Radical Inclusion Policy, the Comprehensive School Safety Policy, Teacher Workforce Planning, and the Education Management Information System Policy.

The policies developed through SSEIP have the potential to impact the learning of approximately **3.5 million learners** across Sierra Leone.

We have also created training materials for teacher deployment, school leader guidelines, and monitoring, evaluation, and learning (MEL) frameworks.

We worked directly with MBSSE staff at both the national and district level. The programme team led quarterly workshop sessions for MBSSE District Directors, designed to strengthen communication between central and district education offices, enhance policy oversight and accountability during the implementation process, standardise reporting, and identify implementation gaps, successes, and challenges. A substantial majority (71.4%) of Deputy Directors reported that the workshop "significantly improved" their understanding and practices in the topics discussed during the sessions.



In addition, our consultancy team supported education ministries in Ethiopia, Ghana, Uganda, Nigeria, Zambia, Malawi and Mozambique through technical assistance assignments under the FCDO SCALE programme.

They also managed multiple impactful projects in partnership with the Gates Foundation through the Engeza technical assistance hub. Through Engeza, we have worked with ministries of education in countries including Ethiopia, Nigeria, Rwanda, Namibia, and The Gambia on policy challenges such as school curriculum improvement, teaching and learning materials, and book supply chains.

Our work on Engeza has the potential to improve the learning of around
1.4 million learners across multiple countries.

In Nigeria, for instance, our work will indirectly reach approximately 950,000 primary-age children and 50,000 schools across the country. It will influence learning outcomes at scale by strengthening the quality and relevance of classroom materials, equipping teachers with improved tools, and ensuring curricula are better aligned with national priorities.

We have also worked with the government of Brunei through our CfBT programme to help create a reading culture in the country. CfBT has been leading initiatives to raise the profile of reading for pleasure, and increase access to books and role models who demonstrate a love of reading. 95% of CfBT teachers facilitated school-based literacy initiatives in 2025, involving over 9,800 Bruneian students. We also piloted 'reading hubs' in 12 schools.



Youth career readiness

As learners approach the end of their school years, we support them to transition successfully to work or training. Collaborating with ministries of education and schools, we provide relevant, up-to-date advice, guidance, and skills development opportunities to young people, preparing them for the future in a rapidly changing world.



Our vision:

All young people
have access
to meaningful
post-school
opportunities,
supported by
informed choices
and future-ready
skills.

School career readiness programmes

The journey to career readiness starts in school, as children and young people are gradually exposed to ideas about the world of work, both in the classroom and through work experience. We ensure learners have the best start to this journey by designing and delivering programmes to schools: programmes that build their capacity to provide pupils with informed choices about their post-school options.

Over the past year, through our Inspiring Careers programme, we worked in over 230 schools in England, impacting around 24,000 pupils and almost 600 teachers. In addition to providing qualified level 6 careers adviser time to schools and colleges to support their statutory duties, we also facilitated employer encounters and targeted work experience for schools and colleges. Moreover, our careers consultancy team provided support to embed careers education, information, advice, and guidance into schools, colleges, and alternative provision centres.

“Thank you so much for helping me find a better understanding of apprenticeships and universities. Today has honestly helped as now I have a better understanding and I know what I need to do for the processes coming up.”

Year 12 student, Inspiring Careers participant

“Excellent support system with a large network to meet the needs of almost any young person.”

The Pavillion Study Centre

In 2025, the Inspiring Careers programme achieved accreditation to award primary education providers with a Primary Standard for the Quality in Careers Standard – making us one of only three awarding bodies who can do so. This is in addition to our existing status as an awarding body for secondary schools, colleges, and work-based training providers. We also provided a CPD offer and careers qualifications for schools who would prefer to have their own in-house careers adviser.

Feedback on the Inspiring Careers programme has been overwhelmingly positive:

99%

✓ of young people were happy with the support they received.

100%

✓ of schools were satisfied with the service.

99%

✓ of young people reported their experience as positive.

98%

✓ of schools would recommend the service.



Facilitating employer connections and informed future choices for young people

Providing young people with insights into the world of work through real employer encounters and work experience is a hugely valuable way to help them understand the options available to them. Our West London Careers Hub focuses on joining up careers activity across education, employers, local authorities, communities, and the voluntary sector to develop careers provision. In 2024-25, we supported 177 schools and colleges to connect with over 350 employers collectively, indirectly reaching nearly 125,000 students. Feedback shows that 100% of schools were satisfied with service, would recommend the service to others, and reported a positive impact on the school – for the second year running.

The programme has also helped to inform teachers about how to talk to students about their career readiness. Following this support, 100% of participating teachers agreed or strongly agreed with the statement, 'I know how to develop new curriculum materials with relevance to the world of work'.

In addition, we have been increasing the profile of apprenticeships as a pathway for young people through our Apprenticeship Support and Knowledge (ASK) programme.

“Definitely made me less nervous about the future”

“Goes above and beyond”

“My peer mentoring session was such a positive experience”

“Very accommodating and supportive in their delivery of quality guidance”

“You really helped me be more confident with my choices.”

“Absolutely amazing”

Participant feedback, Inspiring Careers programme

Last year, ASK reached:

100,000+

students

6,200

parents

1,700

teachers

98% of surveyed students stated that the ASK programme had boosted their interests in apprenticeships 'significantly' or 'notably', and 96% felt the programme had 'significantly' or 'notably' increased their knowledge about the roles, responsibilities, and benefits of, and/or pathways into, apprenticeships. Meanwhile, 100% of parents reported that they were more likely to discuss and support apprenticeships and other vocational routes for their children because of the programme. The reach, impact, and reputation of the ASK programme was such that following its closure in 2025, the Greater London Authority has provided alternative funding for a similar programme (AIM London) so that this vital work may continue.

Meanwhile, we have also been working in the North East of England on a Department for Education-funded pilot programme, Early Connect, designed to increase awareness and take-up of apprenticeship opportunities in the region. By August 2025, 45% of the young people on the programme had secured apprenticeship or higher education opportunities, and a further 45% had applied for apprenticeships.

NEET prevention for school leavers

Our work in England includes a focus on supporting young people who are not in education, employment, or training (NEET), or are at risk of becoming so. In the past year, our Inspiring Careers team provided high-quality career coaching to NEET and at-risk young people through the National Citizenship Trust's Year of Service. 93% of participants were satisfied with the service they received and said they would recommend it to others.

Meanwhile, our Future Forward initiative offered local, personalised support to over 250 young people in West Yorkshire, breaking down barriers to help them move closer to employment and training. Building on this, our teams also sought change at a more systemic level: mapping and evaluating current NEET provision in the region, and developing an evidence-based framework to guide good practice for those working with people who are NEET.

We also provided specialist support to at-risk year 10 and year 11 students from selected schools in Dorset through our Dorset Marvels programme, part of Inspiring Careers. These young people faced barriers such as attendance concerns, mental health issues, wellbeing, or SEND. The programme team sought to gain the trust of parents and young people, and to shift the focus from 'getting better grades' to **'achieving your next best step'**.

85%

of young people on Dorset Marvels were able to maintain their post-16 destination.

Helping young people to develop skills for the world of work

Our work to help strengthen young people's career readiness extends internationally, with a focus on equipping learners with the skills they need for life and work. In the Middle East, for example, we designed and delivered Lifelong Learners, a forward-thinking pilot intended to prepare Jordanian and Egyptian high school students, as well as Palestinian refugees, for the future in a rapidly changing world.

Through Lifelong Learners, young participants gained essential knowledge in digital technology, climate action, financial literacy, navigating the job market, and looking after their own wellbeing. They also developed their creativity and critical thinking skills, their ability to collaborate and adapt, and their proficiency and confidence in English language communication. The programme employed a metacognitive approach to exploring these topics through interactive modules, enabling students to become self-reliant citizens by simulating real-life learning scenarios, emphasising problem-solving, and promoting a growth mindset.

We are proud to have partnered with the Crown Prince Foundation and the United Nations Relief and Works Agency (UNRWA) for our work supporting Jordanian students and Palestinian refugees, respectively, and with the Educate Me Foundation to support Egyptian high school students. Building on the success of the pilot, we are now preparing to expand the programme in partnership with the Crown Prince Foundation. This next phase will reach 130 students from the Foundation's School Leadership Program, providing them with the same opportunity to strengthen their English language skills, express themselves confidently, and engage in innovative learning experiences.

“I learnt fantastic ways to engage all types of learners, by making careers feel relevant to them.”

**Teacher, West London
Careers Hub participant**

“Before edt, I was afraid to speak, I was confused with grammar, and I was watching, not joining in. After edt, I'm a confident speaker, I write freely, and I help others speak..

I didn't just learn English, I became someone new.”

**Extract from student's learning journal,
Lifelong Learners programme**

“I have a plan now – what I want and how to go forward to secure a job or apprenticeship”

**Participant, Inspiring
Careers programme**

Careers, skills, and employability

In addition to our work with young people, we have extensive experience in supporting adults – particularly those with complex or multiple barriers – to find meaningful employment opportunities. This not only transforms the lives of the individuals we work with, but also has wider impacts on local communities, economies, and wider society, by contributing to enhanced jobs, skills, and growth priorities.



Our vision:

All adults are
empowered to
successfully access
opportunities
for meaningful
employment.

Supporting adults into and towards work

We are proud to have provided world-class careers advice and guidance to almost 70,000 adults through the National Careers Service over the past year. Working across over 500 sites in the north of England and 50 in the South East, we employ a person-centred approach, helping individuals to recognise their strengths and skills, improve their employability, and explore and manage their available career opportunities. Our customers are overwhelmingly positive about our work: 97% of customers in the North East, 96% in Yorkshire and the Humber, and 95% in the South East were satisfied with the service they received. Moreover, 100% of stakeholders reported that they believe us to be meeting beneficiary needs, and would recommend edt to others.

We have also worked specifically with economically inactive individuals through our Pathways to Progress programme, which provided support to workless households and individuals in West Yorkshire. The programme offered over 950 participants personalised guidance and advice on health and wellbeing, confidence, resilience, financial support, community connections, skills development, and workplace readiness.

95%

of Pathways to Progress participants said they would recommend the service, and felt more confident, positive, or enthusiastic following the support they had received.



Helping those with complex needs

Several of our programmes specifically support those facing additional barriers to work, learning, or training, from individuals with SEND to refugees facing language barriers or limited knowledge of the local employment landscape.

Through the Rise2Thrive programme in Yorkshire, in partnership with Better Connect, we sought to help those requiring assistance to gain employment or start education, training, or job-searching. We supported participants into education or job searches, with skills development, and even in engaging with the mainstream healthcare system to ensure their needs were being met.

Meanwhile, the Refugee Assist programme in Cornwall has offered personalised support to help refugees with employment, training, and the development of new skills, based on trusted information, advice and guidance (IAG) principles. Along with our partners, to help individuals on the programme facing additional challenges, we provide access to expert services such as trauma support and English language courses. In 2024-25, we worked with 114 participants, representing countries including Ukraine, Afghanistan, Bangladesh, Hungary, India, Pakistan, Sri Lanka, Poland, Romania, Slovakia, Sudan, and Turkey. Participants from Ukraine and Afghanistan were also able to have appointments in their first language, ensuring accessible and tailored support.



Feedback from Refugee Assist participants was overwhelmingly positive:

100%

- ✓ were satisfied with the quality of support received
- ✓ were satisfied with their key worker
- ✓ said they would recommend the service to friends and family.

Training for careers advisers

We are committed to ensuring excellence in the quality of the services we deliver. In the careers and employability space, this extends to providing training for careers advisers to ensure that the support individuals receive is of the highest quality, and truly makes a difference to their lives.

In 2025, through our Skills and Training Centre, we trained careers and skills teams working across a wide variety of our programmes, as well as external applicants seeking high-quality training in the sector. Historically, most of this work has been focused in the UK. However, in the past year, the Skills and Training Centre has extended its reach to Zimbabwe, where edt colleagues have studied for a Level 4 NVQ Diploma in Advice and Guidance, which they apply within the TEACH programme for teacher professional development.

Feedback on the training across both countries was overwhelmingly positive, with 100% of participants satisfied with training they received, and 94% reporting a positive impact on their practice. Moreover, 88% felt that the qualification was helping them to improve client outcomes.

“I really truly believe that I could not have got the job of my dreams without the input from my adviser at the National Careers Service. He gave me back the confidence I needed to strive forward again.”

National Careers Service customer



Looking ahead: a word from our CEO

2025 was a hugely impactful year for edt across the huge variety of programmes and geographies that we worked in. However, in a changing and complex world, there remains much to do to improve education and skills provision, and to increase life chances for people across the globe. We see the challenges – from recruiting and retaining high-quality teachers, to ensuring effective teaching and learning in schools, to helping young people and adults navigate rapidly evolving employment landscapes. We are ready to rise to these challenges and continue to use our vision, expertise, and experience to meet them.

In the months since the work described in this report, we are delighted to have begun working with a variety of new partners to do just that. These new projects include:

-  working with the Roger Federer Foundation to scale up its foundational learning programme in Zimbabwe, the School Readiness Initiative
-  partnering with UNICEF to provide continuous access to education for children in Gaza, through the Accelerated Learning Programme
-  supporting 1.1 million out-of-school young people in Rwanda to access education, through the UNICEF-led RISE Rwanda programme
-  building the capacity of teachers and education leaders to prepare young people for the future in Ethiopia, in partnership with the Mastercard Foundation, on the Leaders in Teaching programme
-  delivering the UK Department for Work and Pensions-funded Connect to Work programme in the North East of England, to provide intensive, personalised support for people moving into, and staying in, work.

We have also seen high engagement from new teachers for this year's cohort of the Early Career Training Programme (ECTP). Over 4,500 early career teachers from over 1,600 schools have signed up to the ECTP, which will build on the success of the Early Career Professional Development Programme in England.

As we look ahead, we are actively looking to diversify our client base, and form new and enduring partnerships with organisations that have shared values and complementary expertise. We welcome conversations with prospective clients and strategic partners. With a strong foundation and a clear vision, we are energised and ready for our opportunities to deliver lasting impact for learners, educators, and communities worldwide.

We look forward to seeing what we will achieve, together with our partners, in 2026. From classrooms to communities, early years to adulthood, we are dedicated to delivering meaningful impact that lasts.

Dan Sandhu, CEO





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To find out more about our work, research,
and how we support education and skills
outcomes globally, please get in touch.

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