



# Corporate Strategy



2021–2024

## A WORD FROM PATRICK

Last year, 2.4 million learners benefited from our work in changing education for good – work that is characterised by excellence and evidence. And our ambition is to transform even more lives through the power of education and careers advice and guidance – delivering more and delivering better. Working with education ministries to make education systems better. Supporting school leaders to enhance school performance at scale. Working with individuals to improve their career prospects. Contributing to the body of global evidence and insight into what works in education – and how, as a global community, we can reduce inequities in education around the world.

This strategy sets out an ambitious yet robust vision of where we want to be in three years' time and how we are going to get there. There is much that we will keep doing as we have successfully done before, but there are also course corrections to make and new opportunities to take advantage of. The backdrop of a global pandemic, the learning recovery from widespread school closures and the transformation of job markets worldwide, clearly demonstrates how much the world needs what we at Education Development Trust, at our best, must give.

Internally, as we emerge from the pandemic in this three-year period, we will take the best of what we have learnt from the crisis, and feature more adaptive working, closer collaboration with clients, geographically agnostic team-working, and more focus on our wellbeing.

Our ambition remains to be world-leading in the design and delivery of high-impact, large-scale educational change programmes. How we do that – specifically as regards equity and inclusion – is an increasing area of focus for us, now explicitly reflected in our values. Our business is education, but our capital is social: we are only as good as our people and we depend on a highly motivated, expert and committed set of colleagues around the world.



**Dr Patrick Brazier**  
Chief Executive



## OUR VISION

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

## OUR PURPOSE

We strive to change education for good around the world, grounding our work in research and evidence of what works. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways – transforming lives and futures.

With this strategy, we launch a new purpose statement to fully reflect what we do. This captures the range of what we do and how we do it – with evidence, equity, sustainability and a fundamental belief in the importance and transformative potential of education.

## OUR VALUES

We believe in the power of education to help individuals fulfil their potential and benefit society. Our values embody how we go about making our contribution.

**EXCELLENCE** in learning outcomes, our people, our solutions and our delivery

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

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

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

**INCLUSION** both by encouraging diversity in our organisation and by serving those for whom education can have the most transformative impact

Our newest value of inclusion has been added for the 2021–2024 period. Our power to deliver and to transform relies on our people. We believe we are stronger if we are diverse, bringing more rounded perspectives, more talented people, a healthier working environment in which everyone sees themselves represented in Ed Dev Trust, and we ourselves better reflect the communities that we serve. We aim to have a more diverse workforce by the end of this strategic period and are committed to further embedding a culture of inclusion and diversity across the organisation.

In serving our clients and beneficiaries, our programmes and business units strive to enhance the inclusion and participation of marginalised and disadvantaged individuals and communities, helping all in society to realise their potential equally.



# This is **who we are**

- 01** We are a business with a charitable status and a strong social purpose.
- 02** We provide millions of people, mostly children, with greater opportunities to learn and thrive.
- 03** We are a learning organisation – grounding our programmes in an extensive research programme, which we share freely around the world to help other organisations and governments learn about what works in education.
- 04** We are a global business, providing consultancy around the world and delivering major programmes from four regional hubs, in the UK, UAE, Kenya and Brunei. We make global best practice local.

In our varied work around the world, we have a rich and diverse portfolio of projects and clients – but across all our work, we have a distinctive approach grounded in local capacity and sustainability. We don't 'helicopter' in to try to improve education systems, nor do we create parallel structures that we believe can better the mainstream system. Instead, we work with governments and other funders to improve education systems and attainment from the inside.

We partner with these key actors to support policymakers in driving up standards, unleashing the potential in the education workforce, and enhancing opportunities for the most marginalised children and young people, including through tackling systemic barriers to girls' education.

We strengthen teacher training and systems of qualification and support school leaders to train and retain staff, helping them to develop a leadership culture through a school.

We build capacity to guide children and young people as they consider their future career options and we support those who are out of work in finding new ways back into education and fulfilment through national and regional careers advice and guidance services. In all the ways that we work, the common denominator is our commitment to sustainability – by building capabilities, educational champions and culture shifts that continue to deliver benefits to communities and children beyond the length of our programmes and interventions.

## OUR DELIVERY EXCELLENCE

In order to realise our impact goals on behalf of clients and beneficiaries, we must be able to convert our shared vision and aspirations into clearly defined programmes with tangible outcomes.

Our strength in consistently and efficiently delivering programme objectives in a wide variety of operating contexts has proven critical to our achievements to date, and its importance will intensify as we support the response of global education systems to the Covid-19 pandemic.

In addition to our core competencies in large-scale education reform and careers guidance programme delivery, we will continue to focus on our ability to deliver specialist consultancy and research technical assistance.

In recognition of this, we will further strengthen our programme delivery capacity by investing in:

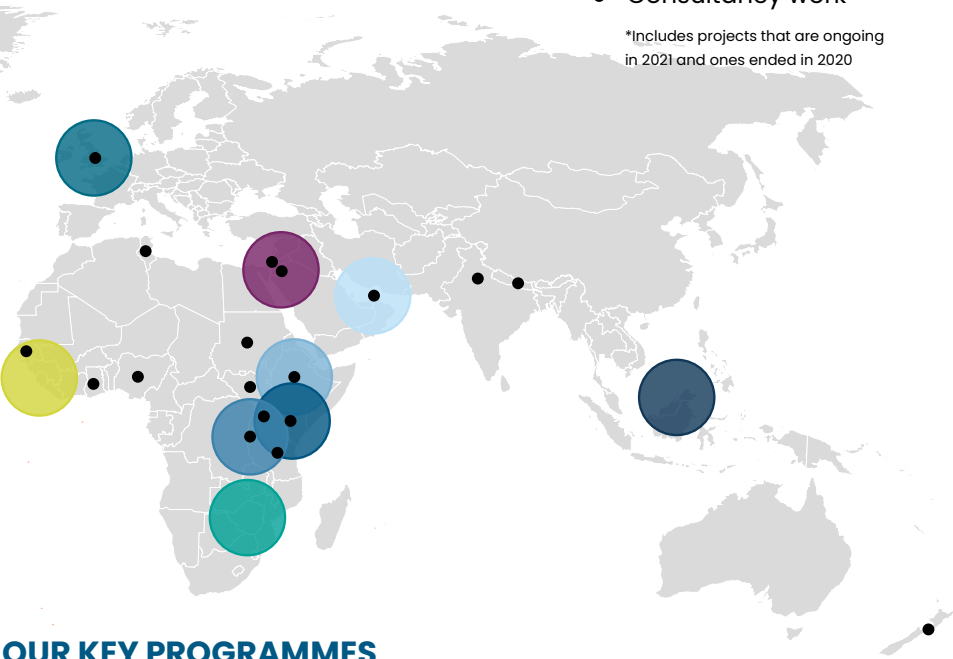
- » **Our Delivery Excellence function**, to support programme teams in achieving the highest standards of programme management capability and leadership, eliminating barriers to effective delivery, and sharing experiences through communities of practice
- » **Our Global Resourcing team of recruitment specialists**, to ensure that the very best education technical and programme management experts are deployed to our programmes – a recognition of the importance of our people, as well as our systems and processes, in guaranteeing exemplary programme delivery
- » **Embedding industry-leading monitoring**, evaluation and learning capabilities throughout our operations, empowering data-driven decision-making, and enabling us to adapt, improve and enhance programme design and delivery based on strong evidence of what works.



# OUR LOCATIONS

- Key programme
- Consultancy work\*

\*Includes projects that are ongoing in 2021 and ones ended in 2020



# OUR KEY PROGRAMMES

**UK:** We run a variety of programmes in UK schools. Many of our programmes focus on support and professional development for teachers, including the Department for Education-funded Early Career Professional Development Programme, National Professional Qualifications and Early Years Professional Development Programme. We support school leaders and school-to-school collaboration through our Schools Partnership Programme and Behaviour Hubs, and support schools in using digital technology through the Connected Learning Centre. In addition, our Employability and Careers directorate provides key careers and employability advice and guidance services for both schools and adults across England, through the National Careers Service, Inspiring Careers, and our portfolio of employability programmes. We own and manage a small portfolio of independent schools.

**BRUNEI:** We lead the world’s largest, longest running and most successful English-speaking teacher scheme recruiting top quality teachers to teach in Brunei’s schools.

## OUR KEY PROGRAMMES



**KENYA:** Our Wasichana Wetu Wafaulu programme, part of the UK Aid-funded Girls' Education Challenge, encourages and supports vulnerable girls to transition into secondary school and alternative pathways.



**RWANDA:** Our UK Aid-funded Building Learning Foundations programme focuses on establishing solid foundations at lower primary level in all government and government-aided schools.



**ETHIOPIA:** Our TARGET programme supports the World Bank's General Education Quality Improvement Programme for Equity by training government agencies, reforming school leadership training, improving school planning and activities and strengthening monitoring and evaluation.



**UAE:** We have a long history of providing inspections for public and private schools across the UAE, with both Ministry of Education and government-funded contracts.



**LEBANON AND JORDAN:** We support teachers of refugees and school leaders to facilitate English language teaching.



**ZIMBABWE:** We deliver the teacher professional development component of the TEACH (Teacher Effectiveness and Equitable Access for All Children programme), bolstering the foundations of the education system and enhancing teacher effectiveness to improve the quality of education.

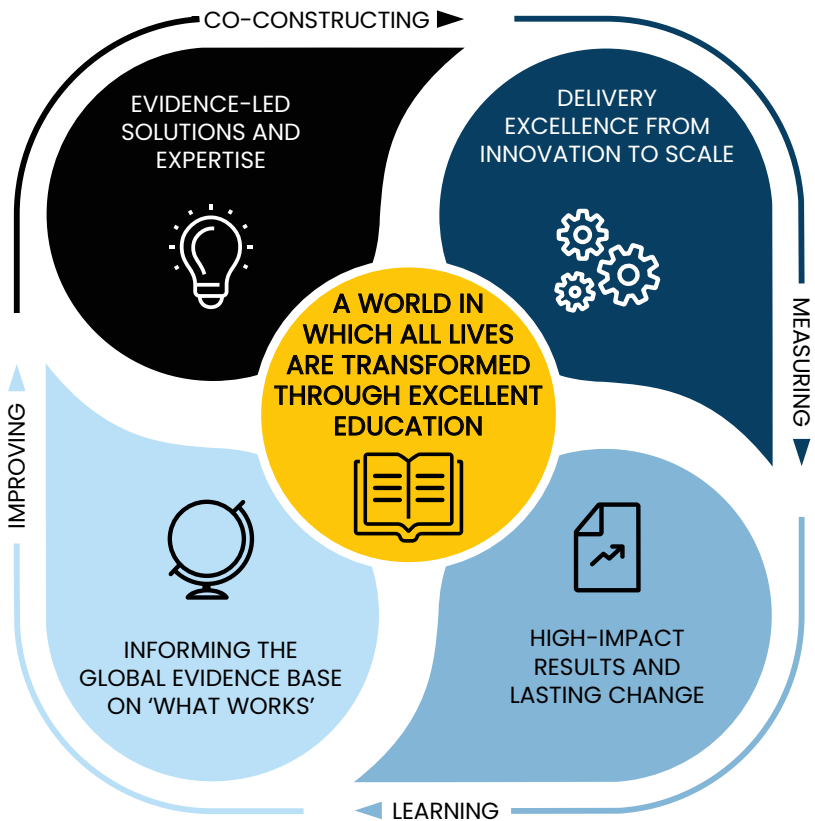


**SIERRA LEONE:** We work to improve early grade reading and mathematics skills among children in primary grades 1 to 3 through the development and implementation of pre-service and in-service teacher training and community support structures for teachers.



# OUR TRANSFORMATION MODEL

Our vision of a world where everyone’s life is transformed through excellent education runs through everything we do. In order to make a difference, we work in the following way:



## **CO-CONSTRUCTING | EVIDENCE-LED SOLUTIONS AND EXPERTISE**

- International evidence and benchmarks
- Local diagnostics and drivers of change
- Deep practitioner expertise
- Promising innovations

## **MEASURING | DELIVERY EXCELLENCE FROM INNOVATION TO SCALE**

- Data-driven adaptation for continuous improvement
- High-quality multi-disciplinary delivery teams
- Technology for equity, efficiency and scale
- School hubs and collaborative networks

## **LEARNING | HIGH-IMPACT RESULTS AND LASTING CHANGE**

- Positive impact for beneficiaries
- Empowered leaders and agents of change
- Resilient systems
- Collective skill and will for change

## **IMPROVING | INFORMING THE GLOBAL EVIDENCE BASE ON WHAT WORKS**

- Championing evidence-informed policy and practice
- Learning and innovation networks
- Evidence and insights on promising practice
- Applying learning for effective scale-up

# Our strategic priorities



## OUR INNOVATIVE PROPOSITIONS

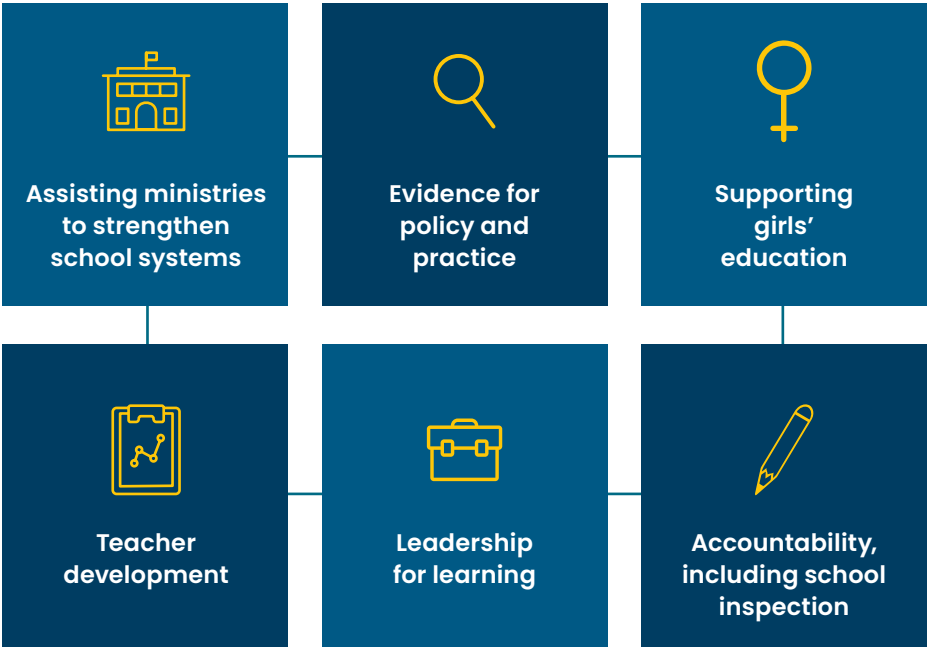
During the 2021-2024 period, we will create public benefit through positive impact on participants in our programmes, other indirect beneficiaries and wider society, and by informing global evidence on 'what works'. To maximise change and prove the efficacy of our work, we will combine best practice methods across seven propositions, with excellence in impact measurement. Across all areas we will:

- » promote the use of evidence derived from robust research as a key guide to action
- » document the efficacy of our educational methods, from innovation to scale
- » share our learning and insights through global networks of policymakers and practitioners
- » develop cutting-edge expertise on practical steps to 'build back better' after Covid-19
- » ensure our commitment to gender equality and inclusivity in and through education is translated into purposeful action and is recognised as an organisational strength
- » achieve 'step change' improvement in the way we use technology to enhance impact.

As our goal is ultimately to maximise the impact of all that we do on outcomes for children, unemployed adults and the health of education systems and institutions, each proposition area is developed with an impact intent statement to convey how the way we work will enable us to achieve the maximum positive outcomes for those we work with.

# OUR MAIN PROPOSITIONS FOR 2021–2024

**01** The improvement of school systems at scale, with specific expertise in:



**02**





## **Assisting ministries to strengthen school systems**

We have worked with ministries to build delivery and improvement capacity across school systems for 30 years, and we will continue to offer world-class, multi-disciplinary consultancy and change management expertise. Based on our proven delivery models, we will strengthen schools as hubs of professional learning, supporting practitioners to build professional networks to scale effective policies and practices. We will continue to develop professionals at the middle tier of systems – at district level and through school hubs – as change agents who are key to effective delivery systems, sharing evidence with the international community. We will strengthen ministries' technology-enabled delivery systems, including improved data architectures and data visualisation. We will scale innovations which support feedback loops for adaptive policymaking, including our Learning Partnership model from Sub-Saharan Africa and our Test-Learn-Adapt models in England.

As a result, by 2024, this work will reach 15 jurisdictions, leading to demonstrable improvement in delivery and change capacity for the system leaders and institutions that we work with, including collective skill and will for change, strong delivery chains and networks, adaptive policymaking, and ability to prioritise approaches that tackle disadvantage (including gender equity).





## **Evidence for policy and practice**

Our research underpins everything we do, benefitting governments, policymakers, and practitioners. We will partner with governments to support the translation of evidence into policy and practice, developing toolkits, diagnostics and products. We will build new evidence and thought leadership to capture evidence-informed policy and practice. We will continue to grow existing bodies of evidence which support decision-making and learning for our partners for Covid-19 recovery. We will establish three Centres of Excellence with 'data centres' in Sub-Saharan Africa, the Middle East and the UK to provide technology-enabled insight into factors impacting learning. We will develop networks globally for evidence creation and sharing.

As a result, by 2024, our research teams will have worked with decision-makers and system leaders in three new jurisdictions, leading to demonstrable improvements in evidence-driven decision-making skills, evidence uptake to inform national policies and practice, and healthy national evidence-sharing networks.





## **Supporting girls' education**

We have a proven approach to transforming girls' education, based on sharp diagnosis of local barriers to learning, and evidence-based models to support sustained changes in teaching quality, community attitudes, and policy support for girls' education. We will enhance our work to ensure it is gender-aware, gender-responsive, and gender-transformative. We will support the development of resilient systems to support girls' learning and wider outcomes by scaling our innovative cross-sector delivery model from Kenya, adapting it for new contexts to work with health, social services and child protection specialists. We will play an active role in the generation and brokerage of evidence, supporting national and international policymakers to take evidence-informed decisions on strategies for investment in girls' education.

As a result, by 2024, we will have worked in seven countries and will reach 500,000 marginalised girls, equipping girls and boys, teachers and leaders with the knowledge, skills and attitudes to build a more gender-equitable society.





## **Teacher development**

We have a proven model to develop highly effective teachers – from initial teacher education through to teachers with advanced skills – empowering expert practitioners within a school hub to lead the development of their peers through training and instructional coaching. We will support their work through the development of high-quality, context-specific and subject-related content which exemplifies the knowledge and know-how of experienced and effective teachers, drawing on the latest international evidence of how pupils learn. We will adapt our evidence-informed Teacher Practice Toolkit for new settings to support formative assessment and diagnostics to support policymaker decision-making. To build back better, we will develop our assessment for learning and accelerated teaching strategies, including support for disadvantaged students (including girls) and communities. We will scale our innovative models supporting ‘teacher presence’ in home and community learning settings. We will strengthen our high- and low-tech approaches, such as remote coaching, to reach teachers in more settings in a cost-effective way.

As a result, by 2024, we will have worked in eight jurisdictions and will support 250,000 teachers – with teachers offered gender equity and/or inclusion support tailored to their context – leading to demonstrable improvement in practice and motivation, and in system capacity to support teacher career development.

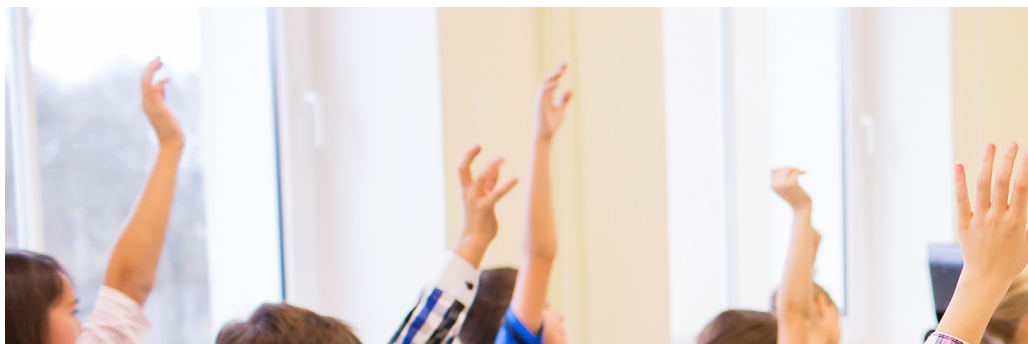




## Leadership for learning

We have an evidence-informed model to develop highly effective educational leadership at all levels, empowering them to lead learning in schools and beyond. We will enhance our work with the latest evidence on how effective leaders create the conditions for student learning, including insights derived from the science of learning, as we are currently doing in England. We will scale innovations, such as our Evidence-Based Practice and System Leadership models, to promote collaborative leadership at the middle tier to catalyse improvement across school systems. To build back better, we will develop resilient leadership able to meet the challenges of an insecure world, enhancing skills to address disadvantage (including gender inequalities), health and wellbeing, and student transition to decent work opportunities. We will enhance system capacity in the global south, starting with a Centre of Excellence in Sub-Saharan Africa which promotes evidence from regional leaders and champions, strengthens professional standards, and improves reach through new technologies.

As a result, by 2024, we will have worked in seven jurisdictions and will support 17,000 leaders, leading to demonstrable improvement in instructional leadership skills and ability to lead for wider student outcomes and successful transition to work.





## **Accountability, including school inspection**

We will adapt and scale our recent innovations for the post-Covid context, making effective use of technology to support an efficient process across education settings. We will continue to conduct research and will enhance our data analysis capabilities, forging strong regional and local partnerships, and supporting policymakers to access data and insights to support decision-making. We will be the key strategic and knowledge partner providing technical and operations assistance to at least three countries across the Middle East. We will improve the functioning of inspection departments, including building the capacity of staff and local inspectors through structured training and coaching.

As a result, by 2024, we will have worked in four jurisdictions to reach 1,500 schools, leading to clear improvement agendas for school staff, designed to have a positive impact on student outcomes, and demonstrable improvement in the capabilities of inspection departments, local inspectors and quality assurance officers.





## **Careers guidance, education and transitions**

We have built a proven model, based on international evidence, to transform lives through the power of careers education and personalised guidance. We will continue to provide high-quality, bespoke and adaptive employability and careers guidance to communities through contextually appropriate pedagogical approaches. We will replicate our approach for two new regions, and scale innovations such as virtual employer encounters to reach more beneficiaries in a cost-effective way. We will adapt our model for new jurisdictions in the Middle East and Sub-Saharan Africa, sharing emerging evidence on transitions to work with the international community, and emphasising support for disadvantaged students and communities, including girls. We will bring a world-leading approach to market, offering thought leadership and innovating to reflect the realities of labour markets, from entrepreneurial opportunities to pathways into future sectors in STEM and beyond.

As a result, by 2024, we will have worked in four jurisdictions to reach 400,000 beneficiaries, leading to demonstrable improvement in career management skills, informed by world-class labour market information, with measurable change in school, community and system capacity to support transitions to work.

## AN IMPACT CULTURE

Education Development Trust is committed to high-impact education solutions. This promise of impact underpins everything we do and drives our culture as a learning organisation. In 2021–2024, we will work in the following ways:

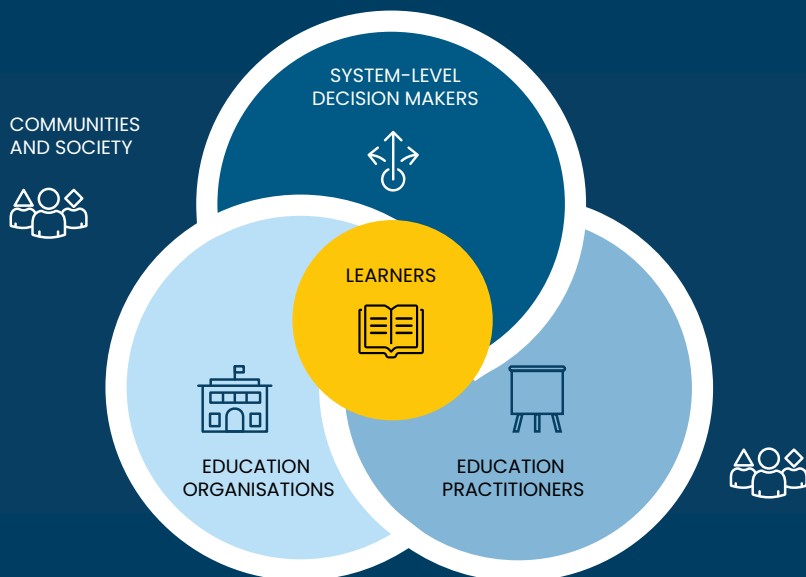
- » Invest in tracking the efficacy of our educational propositions against the impact intent statements (see pages 9–12) and in their continuous improvement
- » Continue to use our beneficiary map to articulate what we mean by education impact, and how we expect change to happen in the settings where we work
- » Continue to use our evidence-informed tools and metrics to measure education impact across our programmes
- » Ensure that research and development is embedded into our programmes, and that we use a range of evidence sources to support real-time learning and insights that are useful for live delivery challenges and adaptive programming
- » Increasingly co-design impact methods with our clients, and build local monitoring, evaluation and learning (MEL) capabilities through collaboration and participation in evaluation processes.

In 2021–2024, guided by our transformation model (see page 10), we are also expanding our vision of impact to include:

- » A stronger emphasis on mobilising the knowledge, evidence and experience generated by our work, to inform the global evidence base on ‘what works’ in education and careers – and thereby indirectly helping to transform more lives
- » Enhancing our commitment to, and reporting against, wider definitions of social impact. Equity, inclusion and social value will be at the forefront of this work.

We will continue to invest in these capabilities, particularly at programme levels, directly and together with local partners; and we will further strengthen an internal culture in which everyone feels responsible for and committed to impact and learning.

## Our impact across education systems



## TECHNOLOGY EXCELLENCE

We have seen a significant acceleration in the demand for technology across all our activities. In 2021-2024, we will make a change in the way we use technology to enable everything we do and to enhance our impact.

By 2024, we will be seen as leaders at blending technology into education improvement and careers guidance. Our clients will recognise deployment of technology as a core strength. There will be a demonstrable connection between technology and our impact. Our people and partners will have the technological tools to deliver high performance. As an organisation, we will be routinely and adaptively integrating technology into our value chain. We will invest to:

- » Grow capacity by adding expert internal resource and developing partner relationships
- » Develop and deliver a roadmap of technology platform enhancements that cut across programmes and allow us to scale up
- » Build a technology-enabled culture by establishing our Technology Principles, embedding simple governance and process, providing forums and channels to engage our teams in creating our technological future.

## INTERVENTIONS FOR A NEW FUNDING LANDSCAPE

Addressing the global learning crisis that existed before the Covid-19 pandemic was a momentous task, which would take a plethora of actors – both state and non-state – to address. Following the disruption of the pandemic, the scale of the challenge to 2024 and beyond – in recovering from learning loss whilst addressing the parallel challenges of economic and climate crisis – cannot be overstated. More innovation and more collaboration will emerge in response to this increasingly profound and unequal learning crisis and Education Development Trust will evolve to serve this new landscape. This will involve:

- » Creating a strong enabling environment for working with new bilateral and multilateral organisations, as well as more trusts and foundations
- » Investing in relationships and networks to build innovative, collaborative solutions, taking partnerships to the next level
- » Strengthening our already significant capability of rapidly sourcing and deploying specialist experts, delivery partners and feet on the ground
- » Building capability in the new areas of geographical focus of our current major clients
- » Building the Education Development Trust brand to make ourselves more readily known to and understood by potential new partners and clients.



## FINANCIAL SUSTAINABILITY

Through our strategic priorities, we will realise our ambition to grow our business, ensuring we are financially sustainable and generating adequate funds to invest for growth and impact.

Our business model is built on the principle of full cost recovery: to be financially sustainable, any activity must recover all its attributable costs. What sets us apart is that any surpluses are reinvested into educational research and development.

Our investment is targeted for optimal return. How we allocate resources and prioritise our time is driven by a business case and demonstrable return on investment. We will invest in research, evidence and impact, girls' education and technological excellence to equip the organisation to achieve our goals and drive future growth.

Leaders of the business have highly effective commercial expertise and are accountable for delivering against commercial targets.







## STAFF HEALTH AND WELLBEING

A key organisational priority for Education Development Trust is maintaining high levels of staff morale and ensuring that all our colleagues feel valued and appreciated.

Steps taken during the pandemic to support our employees' wellbeing received a unanimously positive response and we have agreed that employee wellbeing will continue to be a high priority for 2021-2024. Organisation-level actions included early provision of wellbeing-focused guidance for both staff and line managers; the development of a Wellbeing and Mental Health page on our Learning Hub, signposting key providers of support and advice, and regular Wellbeing bulletin emails with recommendations around remote working, work-life balance, personal resilience and other related topics.

The new global Wellbeing Strategy approved by Leadership Team in early 2021 has been designed to provide a more cohesive and consistent approach across the organisation for the 2021-2024 period. It will align wellbeing with other people- and talent-focussed initiatives, including employee morale, management enablement, inclusion and diversity and performance management. There will also be a strengthening of internal Mental Health First Aid provision for all staff. This area of work will be closely monitored by both the Leadership Team and the Board of Trustees.



## INCLUSION AND DIVERSITY

Our priority is to achieve a diverse and inclusive working environment, in which differences are valued and all individuals, regardless of their background, can access opportunities equally to reach their full potential. We will also aim to be a leader of inclusion and diversity in the international education sector.

A global Inclusion and Diversity Task Force (with a particular focus on minorities from the protected groups) was set up in 2020 to oversee the development of a portfolio of initiatives to achieve greater inclusion and diversity and to ensure that the whole organisation proactively supports their delivery. Based on the analysis of diversity data and a dedicated inclusion and diversity survey conducted in November 2020, the Task Force released a 2021–2024 strategy in early 2021. This is focuses on four strategic themes:

- » Voice and inclusivity
- » Recruitment and promotion
- » Global inclusivity and global teams (reduction of UK centricity)
- » Positive influencing of clients and programmes.

Ambitious targets have been set to achieve our vision against these strategic themes and progress has already been made – for example, increasing the diversity data held by the organisation from approximately 15% to over 90%, a commitment to add ‘inclusion’ as an organisational value (see page 3) and trialling focused recruitment sites that target specific protected groups.

## A WORD FROM ILSE

As we look ahead to this next strategic period, we can be filled with excitement and enthusiasm for what lies ahead for our organisation, and most importantly, for our beneficiaries.

Over the course of the next three years, we're taking crucial steps to help shape the world we would like to see – one in which school systems perform better, great teachers are developed to deliver high-quality learning, school leaders receive the support they need to raise standards, career pathways are opened – and ultimately, more children and young people's lives are transformed through education.

Education Development Trust has a long history of effectively supporting such positive changes, and as Chair of the Board, I look forward to seeing the difference that our people will continue to make around the world in the months and years to come.



A handwritten signature in black ink, reading 'Ilse Howling', with a long horizontal line extending from the end of the signature.

**Ilse Howling**

Chair of Trustees

