



# 2024 Global Community Impact Report

Elevating Education, *Everywhere*



# Foreword

Matt Davis, *Global Managing Director*



At Etio, our mission is simple yet powerful: Elevating Education, Everywhere. We partner with organisations—most often governments—across the globe to help them realise their strategic ambitions in improving the quality and impact of education.

High quality education is one of the most effective tools for creating positive societal change. It is linked to longer, healthier lives, increased economic prosperity, and more engaged, fulfilled citizens. Recognizing this, governments at every stage of development prioritize enhancing education quality. However, achieving meaningful and lasting improvements requires expertise, innovation, and a deep understanding of what works.

At Etio, impact drives everything we do. Whether we are helping governments, schools, or universities understand their current challenges or transforming those insights into effective teacher development and educational programs, our goal is to make a tangible difference.

To do this, our work is anchored in three core pillars:

- **Deliver with Impact** – We develop and implement industry-defining initiatives that drive meaningful change.
- **Be a Trusted Partner** – We foster collaboration and lead with integrity to ensure sustainable progress.
- **Do the Right Thing** – We put people first, making ethical, research-driven decisions that benefit learners and communities.

Taking on complex challenges requires more than just good intentions; it demands rigorous evidence and continuous evaluation. This report reflects our commitment to measuring and understanding the effectiveness of our work, ensuring that we remain accountable and always strive for better outcomes. We invite you to explore the impact we have made and the lessons we have learned along the way.





## UK at a glance

### The *MultiPLY* programme has facilitated:



5 educational research trials



150 signups from Local Authorities, FE colleges and schools

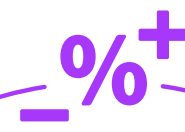


600 signups from families

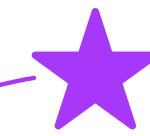


67,000 course starts

### Out of the 11,000 teachers completing the *NCETM* annual survey:



95% deepened their knowledge of how pupils learn mathematics



95% planned and taught lessons in a way that reflects a teaching for mastery approach



99% would recommend our professional development

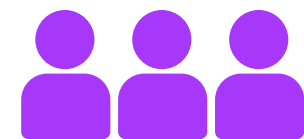


The moderation plans for 9 National Professional Qualifications for teachers and leaders received consistent positive feedback from the Department for Education Lead NPQ Providers

### The *Advanced Mathematics Support Programme* provided:

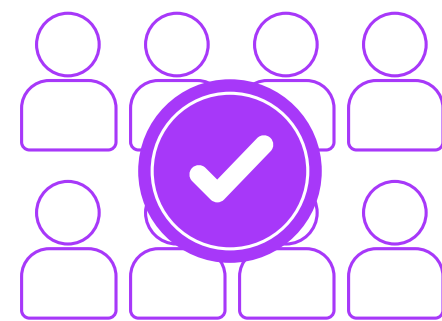


38,000 hours of teacher professional development...

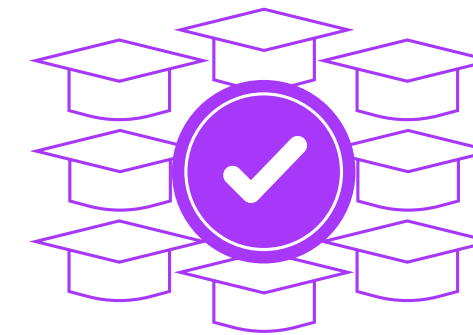


reaching 2,600 students aged 16-19 studying post-16 mathematics.

### 100% of *Isle of Man* schools externally validated



reaching 800 teachers...

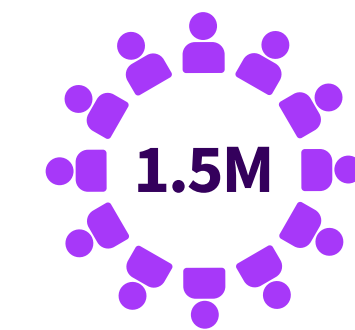


and 5,700 learners.

### The quality assuring framework for the *National Tutoring Programme* reached



59.4% of schools in England...

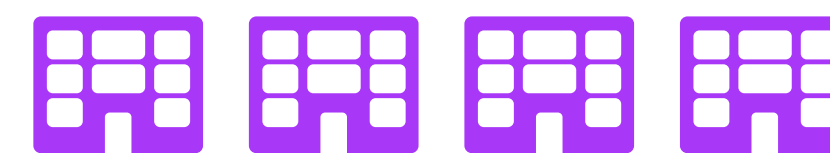


and 1.5 Million pupils.

### UK Benchmarking helped:



19 UK Universities and...



21 colleges...

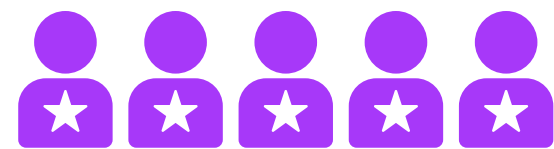


make every penny work hard to improve student outcomes.



## USA at a glance

*PRPIL endorsed teacher licenses for*



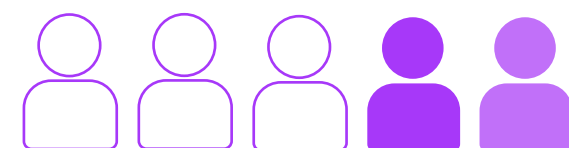
400 teachers across...



71 districts...

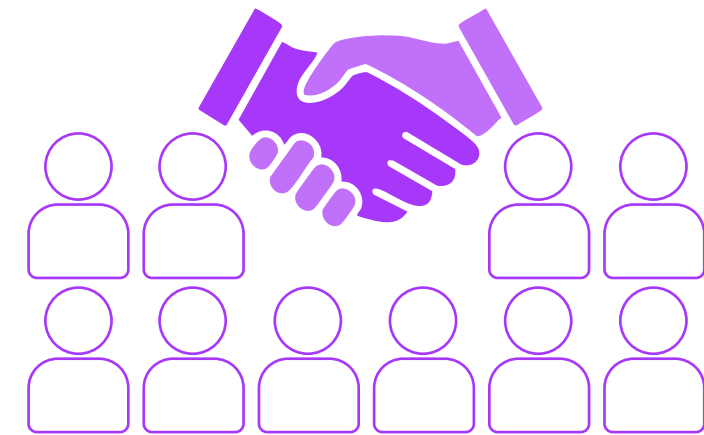


and 31 subject areas.

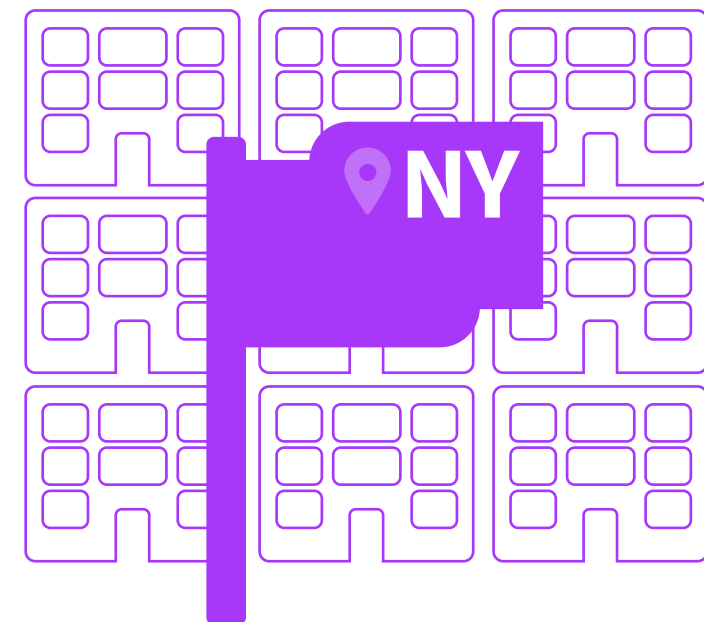


41% of Instructional Consultants were non-white.

*ICITA provided leadership coaching by empowering*

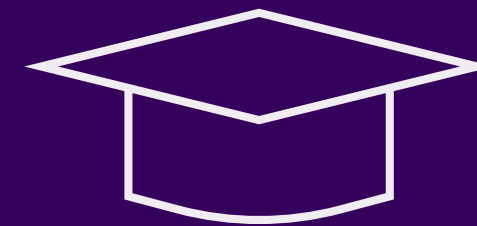


18 expert School Support Partners to work in...



60 schools in New York State.

*Our PXU Phoenix Unified School district project has:*



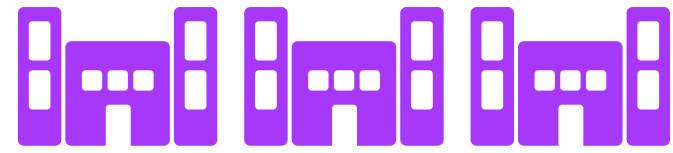
Reimagined 4 district alternative high schools which educate students with **challenging lives** and provided support to **enable them to graduate.**



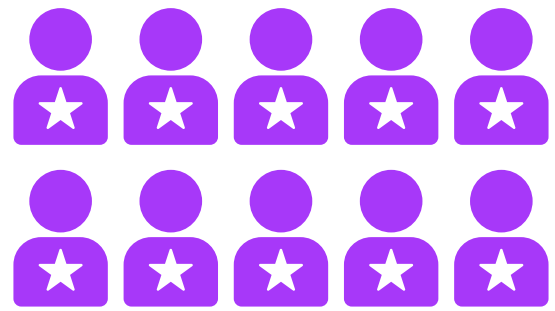


# Performance Benchmarking at a glance

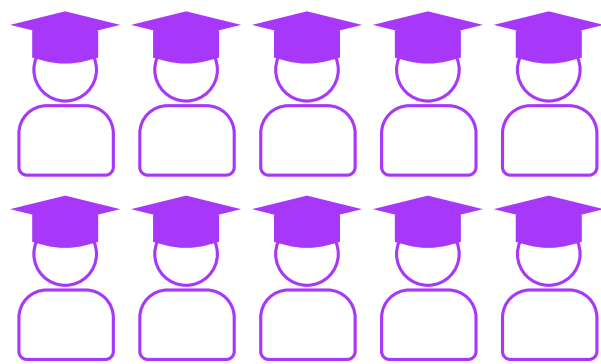
## New Zealand Benchmarking helped



26 tertiary education institutions to best serve...



30,000 education professionals...

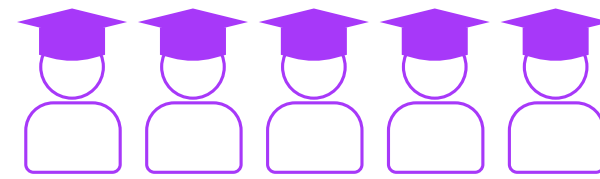


and 300,000 students.

## The International Student Barometer surveyed



100,000 international students



65,000 domestic students

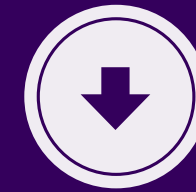


118 higher education institutions



24 different countries

## The resulting White Paper generated



951 downloads



18 conference presentations

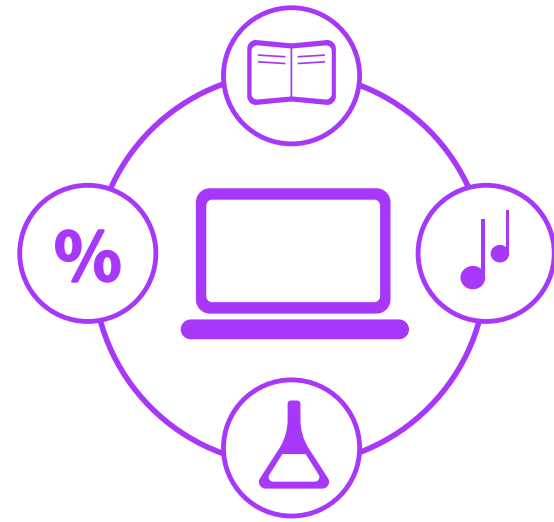






## Middle East at a glance

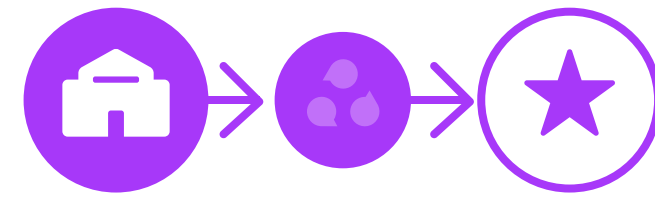
### Our *STTO* project:



Developed tailored subject-specific online training resources in **7** subjects which widened access to **professional development** and built knowledge and skills to **enhance teaching**.



### *Etio* works with



UNESCO-RCEP conducting research to gather data on fresh graduates' skill levels in the private sector within the GCC. Incorporating perspectives of over 400 managers and 46 managerial representatives from all 6 GCC nations.



# Global Community Impact 2024

Select a project to navigate



## Projects

- » **AMSP** (Advanced Mathematics Support Programme)
- » **ICITA** (Implementation of Continuous Improvement Technical Assistance)
- » **International Student Barometer**
- » **Isle of Man External Validation**
- » **Multiply**
- » **NCETM** (National Centre for Excellence in the Teaching of Mathematics)
- » **NPQs** (National Professional Qualifications External Moderation)
- » **NTP** (National Tutoring Programme)
- » **NZ TEC** (New Zealand Tertiary Education Commission)
- » **PRPIL** (Performance Review Program for Initial Licensure)
- » **PXU** (Phoenix Unified School District)
- » **SPELH** (Support Program for Emergency License Holders)
- » **STTO** (Subject-Specific Training Online resources)
- » **TPP** (Teacher Preparation Providers On-Site Review)
- » **UK University and College Benchmarking**
- » **UNESCO RCEP** (UNESCO Regional Centre for Educational Planning)



## Jump to:

- [UK Projects](#)
- [US Projects](#)
- [Middle East Projects](#)
- [Performance Benchmarking](#)



# UK Projects

## Projects

- » **AMSP** (Advanced Mathematics Support Programme)  
Supporting teachers nationally to transform maths education.
- » **Isle of Man External Validation**  
Enhancing educational organisations' growth and goal achievement through adaptable, rigorous review processes.
- » **Multiply** (Multiply Randomised Control Trials)  
Collecting best practice evidence to transform adult maths education through education research trials.
- » **NCETM** (National Centre for Excellence in the Teaching of Mathematics)  
Supporting teachers nationally to transform maths education.
- » **NPQs** (National Professional Qualifications External Moderation)  
Supporting system-wide knowledge, accountability, and quality improvement.
- » **NTP** (National Tutoring Programme)  
Establishing quality assurance frameworks for accountability and review.

- UK University and College Benchmarking
- AMSP
- Isle of Man External Validation
- Multiply
- NTP
- NCETM
- NPQs

Select a project to navigate



## Jump to:

- UK Projects
- US Projects
- Middle East Projects
- Performance Benchmarking





## Spotlight on

# National Centre for Excellence in the Teaching of Mathematics (NCETM) Supporting teachers nationally to transform maths education

### Who we are and what we do

The National Centre for Excellence in Teaching Mathematics (NCETM) is an English government-funded initiative to improve mathematics teaching.

The NCETM supports the ongoing professional development for all those who teach mathematics in state schools in England.

The NCETM co-ordinates the network of 40 Maths Hubs. Together, the network leads 30 national projects each year.

By the end of 2025, 75% of primary schools and 65% of secondary schools are due to have engaged with the NCETM's Teaching for Mastery programme.



### Impact in 2024

95% of the teachers and practitioners, who participated in NCETM and Maths Hubs projects and responded to our summer survey, report:

- A deeper understanding of how pupils learn mathematics.
- Planning and teaching lessons in a way that reflects a teaching for mastery approach.
- Using the professional development tasks and activities they experienced in workshops with their own students.

95% of our survey respondents report:

- Advancing their practice in leading Maths Hub activity
- Feeling well supported by their Maths Hub.

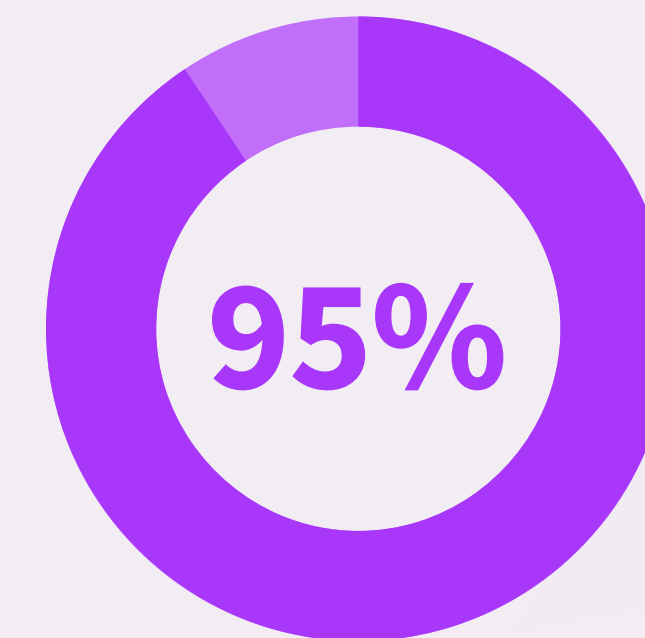
Over 99% of the 11,000 participants responding to our survey would recommend our professional development to a colleague, school or college.

Deliver with impact

Be a trusted partner

Do the right thing

*Putting teachers and students at the heart of everything we do, our centrally driven, subject specialist hub model has been a significant contributing factor to England's rise from 13th to 6th in the Trends in International Mathematics and Science Study (TIMSS).*



**95% of teachers and practitioners report a deeper understanding of how pupils learn mathematics.**



## Spotlight on

# Multiply

Collecting best practice evidence to transform adult maths education through education research trials

### Who we are and what we do

Multiply is the UK government’s flagship programme for improving adult numeracy.

Since the programme began in 2021, there have been over 67,000 course starts. To build on the success of the programme to date, the Department for Education has developed a programme of trials that will be rolled out in 2024 and 2025, to strengthen the evidence base by testing the effectiveness of existing and new approaches to improving adult numeracy.

The aim of conducting Randomised Controlled Trials and Quasi-Experimental Trials is to generate new, high-quality evidence on what works in adult numeracy, to fill evidence gaps and to support broader efforts to ensure the value for money of spend in adult education by ensuring funding flows towards approaches underpinned by a good quality evidence base.

<https://multiply.etioglobal.org/>



### Impact in 2024

In 2024 we recruited, onboarded and launched **5** education research trials for Adult Numeracy. All with research objectives to improve adult numeracy, adults’ confidence in maths and adult enrolment on future maths courses.

**31** Local Authorities and FE Colleges took part in Preparation for GSCE Adult Numeracy trial

**56** Local Authorities and FE Colleges took part in level 1 functional skills in Maths research trial, which tests the effectiveness of Mastery and Contextualised maths curriculums.

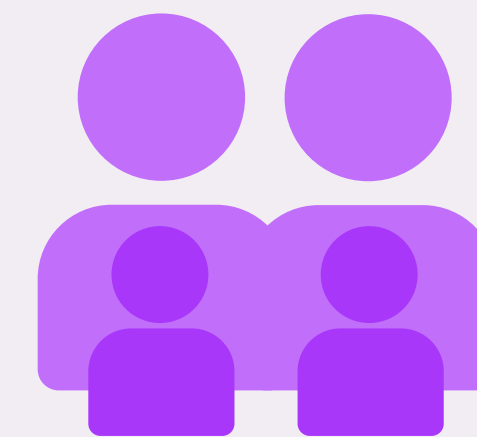
Over **50** Local Authorities and Family learning providers, along with over 70 schools and over 600 parents signed up to be part of the Family Numeracy trial.

Deliver with impact

Be a trusted partner

Do the right thing

*We are a trusted partner, working with an evaluation partner Ipsos UK, to develop and deliver education research trials in FE education settings and collaborating with new intervention partners, MEI, Campaign for Learning, Education and Training Foundation, and Shannon's Trust.*



# 600

parents signed up to be part of the Family Numeracy Trial.





## Spotlight on

### Isle of Man External Validation

Enhancing educational organisations' growth and goal achievement through adaptable, rigorous review processes.

#### Who we are and what we do

The Isle of Man schools assessment programme, led by external validators Etio, aims to improve the island's education system over a three-year period.

The programme involves visiting schools, speaking with learners, meeting staff, reviewing school data, and observing lessons.

Findings from the initial phase have begun to highlight key areas for growth, providing an evidence-based foundation for future improvements.

Key actions from initial findings include developing a more inclusive curriculum tailored to diverse learner needs and encouraging dynamic teaching methods where teachers actively monitor learners' understanding.

[Read the TES article](#)



#### Impact in 2024

By June 2026, **100%** of Isle of Man schools are aiming to be validated by Etio, and 100% of external services aim to be externally validated by June 2026.

In July 2025, a framework and process for the evaluations is due to be published and then begin its roll-out across education institutions on the Isle of Man.

Over the course of this three-year period, the project will reach **5,700** learners and over **800** teachers.

The Isle of Man's pioneering approach is already demonstrating what's possible. By adopting a self-evaluation framework that fosters collaboration, reflection, and a focus on long-term improvement, they're charting a course that could inspire policymakers and educational stakeholders across England.

Deliver with impact

Be a trusted partner

Do the right thing

*As a trusted partner, we have created a co-constructed model of external validation with the DESC and school leaders to rethink inspection to focus on growth and challenge.*



# 5,700

learners reached, alongside over 800 teachers.



## Spotlight on

# Advanced Mathematics Support Programme (AMSP)

Supporting teachers nationally to transform maths education

Deliver with impact | Be a trusted partner | Do the right thing

### Who we are and what we do

The AMSP’s aim is to increase participation in Core Maths, AS/A level Mathematics and Further Mathematics. The AMSP wants all students to have the opportunity to study maths post-16, regardless of their location, gender, ethnicity, or background.

To do this, the AMSP offers development programmes to support those who teach these qualifications. The AMSP’s programmes have a national reach and offer support for teachers and students in state-funded schools and colleges in England. Additional targeted support is offered in areas of low social mobility and low participation in Level 3 maths.

<https://amsp.org.uk>

### Impact in 2024

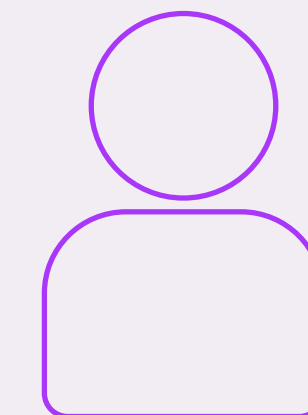
In 2024, **82%** of Department for Education agreed priority schools engaged with the AMSP, this is **28%** of all state-funded English secondary schools and colleges.

Challenging KPIs set by the government have been successfully met for the past six years.

The AMSP represents success in partnership working. The AMSP’s partner institutions include universities, schools and federations.

**2,600** 16-19 students engaged with the AMSP and **38,000 hours** of teacher professional development were provided across the Advanced Mathematics Support Programme.

*Our Priority Area Support team targets support in over 600 Priority Area institutions to increase the capacity of England’s schools and colleges to teach level 3 maths in areas of deprivation and disadvantage.*



# 2,600

16 - 19 students engaged with the programme.





Spotlight on

## National Tutoring Program

Establishing quality assurance frameworks for accountability and review

### Who we are and what we do

The National Tutoring Programme was an initiative to address educational gaps as a result of the COVID-19 pandemic - particularly for disadvantaged children.

Etio quality assured this national programme, ensuring that all tuition organisations wishing to deliver to schools were assessed against a robust framework and thus deemed to be high quality.

Etio brought structure and confidence to a programme that had previously experienced challenges. We provided a blueprint for what 'good' looks like in tutoring.

Read more



### Impact in 2024

We developed a Quality Assurance framework based in best practice which provided a measure to assess effectiveness in a previously unregulated industry.

We supported tuition partners to embed continuous improvement.

We received consistently positive feedback on our delivery from our tuition partners and the Department for Education.

The Department for Education estimates that **59.4%** of schools participated in one or more pillars of the National Tutoring Programme during the 2023/2024 academic year.

They also estimate **1.5 million** tutoring courses were provided to pupils in 2023/2024.

Deliver with impact

Be a trusted partner

Do the right thing

*Etio's growth-oriented approach to Quality Assurance has contributed to 'raising the quality bar' for tuition, improving the consistency, safety and educational outcomes for pupils.*



# 1.5million

training courses provided across 2023/2024.



## Spotlight on

# National Professional Qualifications External Moderation

Supporting system-wide knowledge, accountability, and quality improvement

### Who we are and what we do

The National Professional Qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and school leaders. They equip teachers with the expertise to lead sustainable improvement across their schools. There are currently nine NPQs in total, covering a range of topics from teaching and learning to leadership and management. External moderation is the final process in all NPQ Assessment Windows.

The NPQ External Moderation role is to determine and consider whether each Lead Provider's assessments are accurate, or otherwise.

Read more



### Impact in 2024

In the four external moderation windows during 2024 there were:

1. 33,610 submissions received from Lead Providers.
2. Etio completed 3,700 moderations. There were two windows where over 1000 submissions were externally moderated.
3. Of the 3,700 moderations completed only 62 assessments (1.67%) have been 'overturned' and the outcome changed.

The accuracy of assessment of the Lead Providers is strong at between 97 and 98% at each window. The impact of the feedback and reporting provided by Etio has supported this high level of accuracy. We consistently receive good feedback from Lead Providers and Department for Education. We seek to focus on continuous improvement, providing both support and challenge to the assessment process for each Lead Provider. This positive feedback and moderation process ensures Etio is the first point of contact regarding any emerging issues or guidance and advice for Lead Providers and their assessment partners.

Deliver with impact

Be a trusted partner

Do the right thing

*We ensure independence and anonymity of assessment outcomes to ensure fairness and transparency across all NPQ programmes.*



# 3,700

**moderations completed with  
over 98% accuracy.**

\* only 1.67% of assessments re-evaluated.



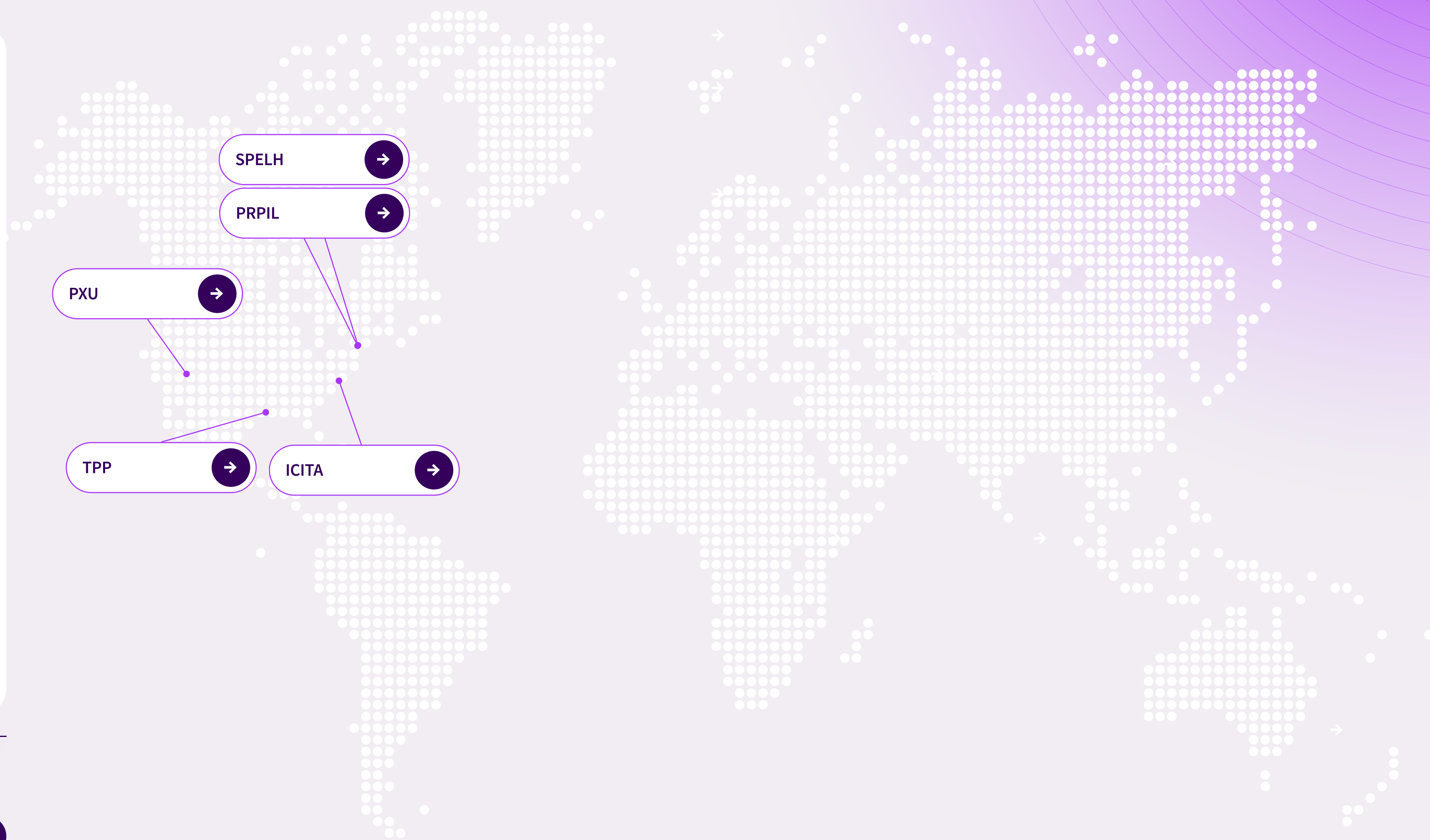
# US Projects

Select a project to navigate



## Projects

- » **PXU (Phoenix Unified School District)**  
Enhancing student experience in Phoenix Unified School District's specialty high schools through rigorous, collaborative review processes.
- » **ICITA (Implementation of Continuous Improvement Technical Assistance)**  
Accelerating impact in high-need school districts through strategic planning, leadership coaching, and capacity building.
- » **PRPIL (Performance Review Program for Initial Licensure)**  
Instructional coaching and licensure advancement of a high-performing teacher workforce in Massachusetts.
- » **SPELH (Support Program for Emergency License Holders)**  
Supporting a post-pandemic subpopulation of Emergency-Licensed teachers to career advancement.
- » **TPP (Teacher Preparation Providers On-Site Review)**  
Enhancing Louisiana's Teacher Preparation Programs through state-wide, rigorous review processes.



## Jump to:

- UK Projects
- US Projects**
- Middle East Projects
- Performance Benchmarking



## Spotlight on

### Phoenix Unified School District (PXU)

Enhancing student experience in Phoenix Unified School District’s specialty high schools through rigorous, collaborative review processes.

#### Who we are and what we do

Etio has worked with PXU (Phoenix Unified School District) to re-imagine four district alternative high schools.

These schools serve students who often have challenging lives so need the most support to graduate.

On-site review teams assessed the needs of each school. We created bespoke project plans and process mapping for each school. We presented four comprehensive reports to the school district executive board.

#### Impact in 2024

The PXU project is an example of Etio’s ability to work towards a district and/or school’s custom goals. The four specialty schools were able to avail of Etio’s services to understand how to better organize their staff and establish accountability measures, and deliver oral and written presentations of key redesign priorities and early successes for each of the four campuses. We are collaborating with PXU to create responsive actions following presented suggestions, and receiving positive feedback following the implementation. Etio is being considered for phase two of the project, where if successful we will continue to implement the planned improvement.

Deliver with impact | Be a trusted partner | Do the right thing

*Our contextualised support for schools facing numerous socio-economic challenges has contributed to improvements in standardized test scores, graduation rates, and teacher satisfaction.*



**Reimagined 4 district alternative high schools which educate students with challenging lives and provided support to enable them to graduate.**





*Spotlight on*

## Implementation of Continuous Improvement Technical Assistance (ICITA)

Accelerating impact in high-need school districts through strategic planning, leadership coaching, and capacity building.

### *Who we are and what we do*

This project focuses on leadership coaching for school leaders in districts across New York State, in partnership with the NY State Education Department, to achieve sustainable improvements in schools and districts. We aim to support 55-60 schools across the duration of the project. Etio has empowered 18 School Support Partners (SSPs) with deep knowledge of NY State's educational needs and a proven track record of implementing NYSED-directed school support. This team is strategically trained and deployed to ensure consistent, high-quality program implementation, focusing on aligning SSP expertise with the unique goals and challenges of each school and district.

Read more



### *Impact in 2024*

For the second iteration of this project spanning over five years, Etio has provided successful on-site coaching, professional development sessions, and tailored supports with the goal of driving sustainable changes in school practices that lead to increased student achievement.

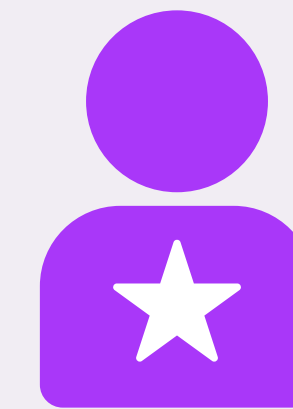
We assign the SSP based on how their expertise and experience align with the specific demographics and need of each distinct school and district. Our SSPs have been principals and superintendents who can provide insights and coaching based on their past touchpoints and lived experiences. In 2024, the ICITA program served a total of 60 schools and their respective school leaders.

Deliver with impact

Be a trusted partner

Do the right thing

*We do the right thing, we do not cut corners. Our SSPs commit to the needs of each district and, rather than a one-size-fits-all approach, take the necessary bandwidth to understand, and deliver a bespoke context-based coaching for that school's needs.*



18

**School Support Partners (SSPs) empowered with knowledge of NY State's educational needs.**



## Spotlight on

### Performance Review Program for Initial Licensure (PRPIL)

Instructional coaching and licensure advancement of a high-performing teacher workforce in Massachusetts.

#### Who we are and what we do

Etio administers the most equitable and accessible alternate route to advancing a teacher license in Massachusetts, targeting non-traditional educator pathways and low-income candidates. Etio operates as a vendor to the Department of Secondary and Elementary (DESE), but directly administers program to teachers across the state. Over 30 associates (instructional consultants, or ICs) deployed across Massachusetts and virtually are primary support persons for the teachers. We are continuously training our instructional consultants on the State's guidelines for teaching increasingly diverse populations. We target outreach to districts with more apparent teacher shortages, lower-performing districts, and low-income teacher populations. We selectively hire experienced ICs who can support teachers to the above context, and have a personal touchpoint/motivation to elevating the practice of teachers in their community.

[prpil4all.etioglobal.org](http://prpil4all.etioglobal.org)



#### Impact in 2024

Over 400 teachers were endorsed for Initial Licensure in 2024, across 71 districts and 31 subject areas.

In the 2023/2024 school year, 41% of teachers were supported by a non-white Instructional Consultant, compared to 35% in 2022, and less than 25% throughout the history of the program. Since 2020, 72% of PRPIL completers self-identified as Caucasian; by comparison, 81% of PRPIL completers self-identified as Caucasian prior to that time. 90% of all licensed teachers in Massachusetts are Caucasian.

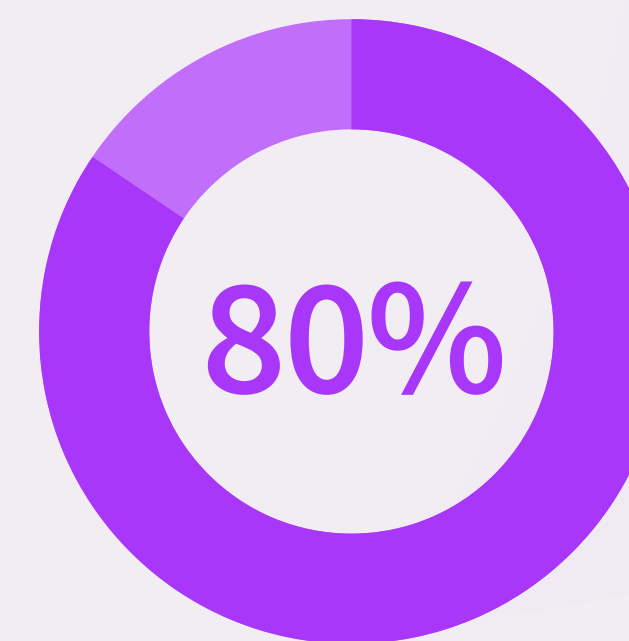
Completers were asked to choose a number on a scale of (1) least satisfied to (5) most satisfied to rank their satisfaction on the aspects of PRPIL. Average score of 4.5 for IC feedback, and 4.4 for overall IC support. 80% of completers expressed confidence that their teaching practices improved as a result of PRPIL (53% Extremely Confident, 27% Somewhat confident).

Deliver with impact

Be a trusted partner

Do the right thing

*Etio is the sole partner trusted to deliver the state's alternate pathway for practicing teachers to advance their license, and champion the inherent EDI goals (Equity, Diversity, and Inclusion) that bely the purpose and implementation of this program.*



**80% of completers expressed confidence in their teaching practices improved as a result of PRPIL.**





*Spotlight on*

## Support Program for Emergency License Holders (SPELH)

Supporting a post-pandemic subpopulation of Emergency-Licensed teachers to career advancement.

Deliver with impact | Be a trusted partner | Do the right thing

*We provide support to teachers who have not been given the right preparation, resources and supports to this point, enabling them to continue to pursue their careers in teaching.*

### *Who we are and what we do*

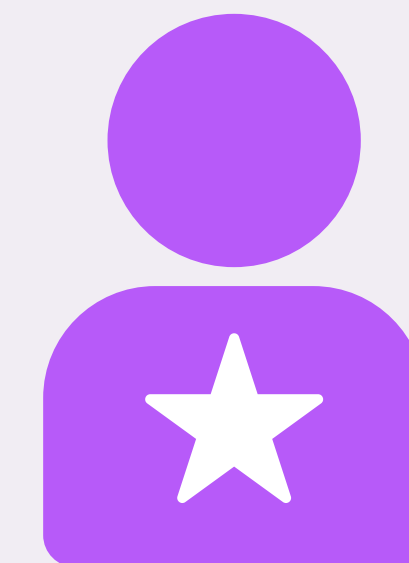
Etio operates as the regional support provider for the entire Suffolk County (Boston and nearby districts) to equitably disburse a combination of federal (ESSER) and state funding to support the licensure advancement of Emergency License holders who began their career during the Covid-19 pandemic. Primary supports are related to passing Massachusetts Test for Educator Licensure (MTEL) through connecting to third party preparation providers, and testing sessions. Over 150 teachers are in active support or completion status by end of 2024. We are providing need-based funding on an equitable basis - teachers are provided with dedicated funding allotment based on number of MTEs required, cost of subject-specific preparation options, and other considerations.

### *Impact in 2024*

We have already been administering PRPIL for twenty years, and SPELH is another project in the same pipeline of licensure advancement to build off existing credibility as a vendor to the state.

We invite applications for custom support provisions, such as child-care and transportation costs, so as to use the funding most equitably and increase accessibility to licensure advancement with the fewest hurdles. District-level contacts have expressed gratitude for this support.

This project allows Etio to have meaningful contributions to local communities by helping new educators avail of the support they need to continue teaching after stepping up to teach children in their communities during a global pandemic.



**Over 150 teachers reached by the program.**



*Spotlight on*

## Teacher Preparation Providers On-Site Review (TPP)

Enhancing Louisiana’s Teacher Preparation Programs through state-wide, rigorous review processes.

### *Who we are and what we do*

We conduct on-site reviews for every Teacher Preparation Provider (TPP) in Louisiana over a 3-year period. There have been six TPPs reviewed in 2024 since September. We produce a final quality-assured report for every TPP - and the impact of that report informs the TPP's plan for the next review.

Read more



### *Impact in 2024*

This project is part of a four-pronged accountability measure - the state uses "Value Added Metrics" of student performance to evaluate the impact of student preparation providers. We are re-reviewing these organizations, so we want to see improvement from the previous iteration.

In 2024, since the start of the project in September, Etio has completed a review of six Teacher Preparation Providers in Louisiana.

Deliver with impact | Be a trusted partner | Do the right thing

*We help ensure every child has access to a high-quality education by raising the bar for teacher preparation across Louisiana and helping to diversify the state’s workforce to match its diverse student body.*



**Six TPPs reviewed since September 2024.**

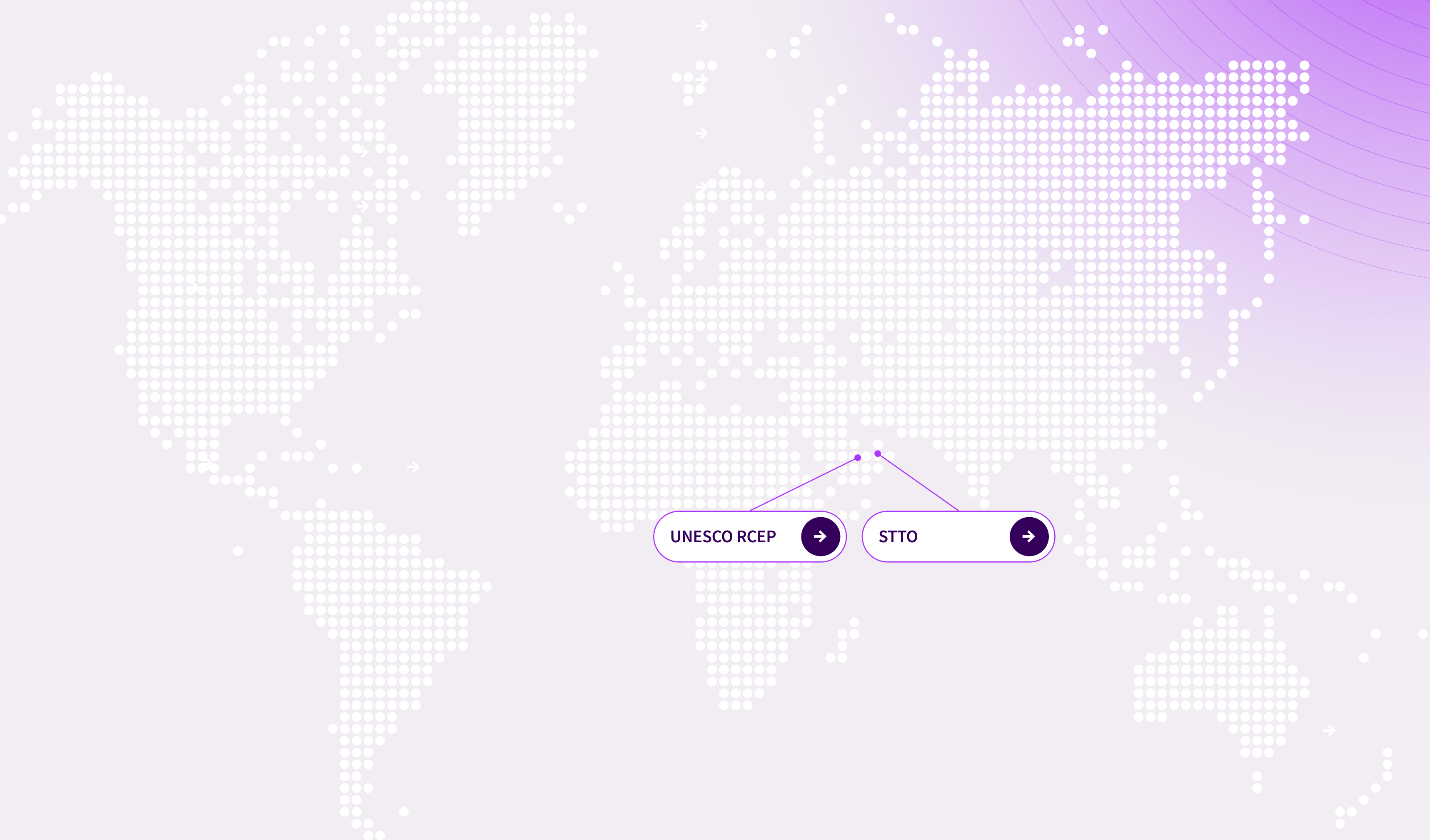


# Middle East Projects

Select a project to navigate 

## Projects

- » **UNESCO RCEP** (UNESCO Regional Centre for Educational Planning)  
Supporting education authorities, universities and employers by offering recommendations for policy and skill developments based on current market requirements, and graduates' skills gaps.
- » **STTO** (Subject-Specific Training Online Resources)  
Preparing, equipping and empowering a high-performing teacher workforce.



## Jump to:

- UK Projects
- US Projects
- Middle East Projects
- Performance Benchmarking



## Spotlight on

### UNESCO Regional Centre for Educational Planning

Supporting education authorities, universities and employers by offering recommendations for policy and skill developments based on current market requirements, and graduates' skills gaps.

#### Who we are and what we do

The UNESCO-RCEP, UAE is conducting research to gather data on fresh graduates' skill levels in the private sector within the Gulf Cooperation Council (GCC). It aims to offer suggestions to education authorities and policy recommendations for skill development.

This study incorporates the evaluation of existing research pertaining to the GCC market gaps, while also incorporating the perspectives of over 400 managers through surveys and 46 managerial representatives through focus groups. These participants span across the private sector within all six GCC nations: Bahrain, Kuwait, Oman, Qatar, Saudi, and UAE.

#### Impact in 2024

The quality measures for this research project include establishing a solid evidence base via thorough literature review research around the research topic. From the findings, we will develop a survey to achieve representative data then survey at least 382 employers and managers.

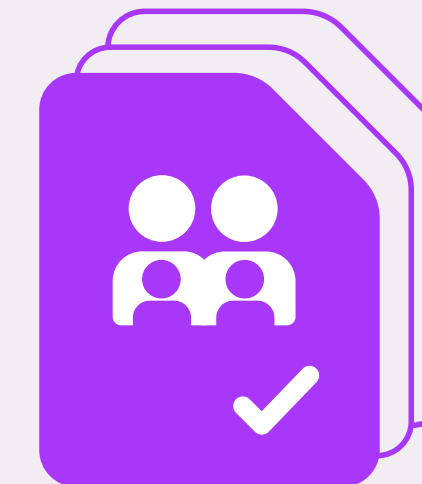
This is a skills gap research study covering all 6 GCC countries (Bahrain, KSA, UAE, Oman, Qatar and Kuwait). We received 406 completed survey from all 6 GCC countries and we conducted 6 successful focus groups with 46 CEOs, Managing Directors, HR Managers and relevant freelance consultants attending the sessions.

Deliver with impact

Be a trusted partner

Do the right thing

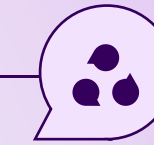
*Etio has been a trusted partner in the Middle East, particularly in the UAE and Bahrain, renowned for enhancing and supporting governmental development projects. Our strength lies in our ability to select and contract the right associates, ensuring that all projects are executed to high standards.*



406

completed surveys from all 6 GCC countries.





*Spotlight on*

## Subject-Specific Training Online resources

Preparing, equipping and empowering a high-performing teacher workforce.

### *Who we are and what we do*

1. Developing tailored subject-specific training online resources (Arabic, English, mathematics, science, physics, chemistry, and biology) for government sector teachers aligned to the UAE curriculum standards, cultural and phase-specific content.
2. Enabling teachers to access the most up-to-date resources related to their subjects to be more capable and skilled in teaching their students.
3. Building the teachers' knowledge and skills related to their subjects, allowing them to teach skills to their students that build their future capacity and keep pace with rapid global progress.

### *Impact in 2024*

Our role of developing tailored subject-specific training resources has added a very important quality dimension. Our subject matter experts are involved during the content development phase by providing rigorous feedback to the development team.

They ensure that the content aligns with the UAE context and ensure terminology is aligned with UAE curriculum standards and social context. All of our subject matter experts have extensive experience in UAE and are aware of the context. This enables teachers to access high quality and up-to-date resources.

Deliver with impact

Be a trusted partner

Do the right thing

*Etio hires the best calibre experts in UAE with extensive education experience and an expert awareness of the UAE licensure exam so they can provide QRTA with the right expertise to contextualise the content developed and build teacher capacity.*



**Ensuring terminology and contents are aligned with UAE curriculum standards, and social context.**

# Performance Benchmarking Projects

Select a project to navigate 

- Projects*
- » **NZ TEC (New Zealand Tertiary Education Commission)**  
Supporting the NZ tertiary sector to maximise return on investment in education, and improve student outcomes.
  - » **International Student Barometer**  
The world's largest international student experience survey of enrolled students.
  - » **UK University and College Benchmarking**  
Driving world-class financial performance through evidence and comparative insights.



*Jump to:*

- UK Projects
- US Projects
- Middle East Projects
- Performance Benchmarking





## Spotlight on

### New Zealand Tertiary Education Commission

Supporting the NZ tertiary sector to maximise return on investment in education, and improve student outcomes.

#### Who we are and what we do

Etio has delivered annual financial and educational performance benchmarking for the NZ Tertiary Education Commission (TEC) since 2007. We deliver these services across the tertiary network comprising 8 Universities, 15 Institutes of Technology & Polytechnics (ITPs), and 3 Wānanga.

The project comprises:

- A comprehensive analysis of the investment made in all areas of each organisation in the network, including teaching, research, learning resources, student services, student administration, IT, corporate services, marketing & business development, and facilities.
- A detailed comparative analysis of educational performance by completion rates, retention rates and progression rates, as well as taking into account the impact of relative social deprivation experienced by students.

#### Impact in 2024

In 2024, Etio conducted a comprehensive analysis of the \$5.3 billion investment, and the nearly 30,000 FTE workforce required to deliver high-quality education, training, and research for almost 300,000 enrolled students.

Our work contributed to ministerial decision-making regarding the dissolution of the Te Pūkenga network and the subsequent restructuring of the ITP sector.

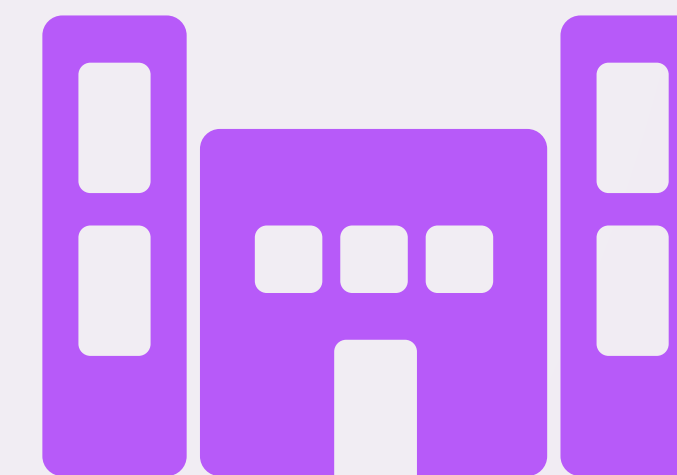
By delivering benchmarking results to universities earlier in the annual cycle than ever before, we also enabled Chief Financial Officers to integrate our findings into their early-stage planning, empowering more informed, strategic decisions for the future of the sector.

Deliver with impact

Be a trusted partner

Do the right thing

*We're a trusted partner of the TEC and 26 tertiary education institutions. Our performance benchmarking approach is embedded as a key management and monitoring tool, due to our continued high standards of delivery, and ability to provide additional, bespoke analysis.*



**Working with 8 universities,  
15 Institutes of Technology & Polytechnics,  
and 3 Wānanga.**



## Spotlight on

# International Student Barometer

The world's largest international student experience survey of enrolled students.

### Who we are and what we do

The International Student Barometer (ISB) is the world's largest student experience survey of enrolled international students. It tracks and benchmarks international student opinion across the entire student journey, providing our clients with data and insights to develop a world-class student experience, and grow international student numbers.

The ISB is used by higher education institutions, membership bodies, networks and national governments around the world to provide the global benchmark for the international student experience.

International Student Barometer



### Impact in 2024

We gathered responses from 106,427 international students and 66,658 domestic students, at 118 higher education institutions, in 24 different countries.

We published our 2024 whitepaper on the global student experience, highlighting the key themes emerging from analysis of the ISB responses. The whitepaper has been downloaded 951 times since June 2024!

We presented ISB derived findings at 18 international education conferences and events, in 12 countries.

Deliver with impact

Be a trusted partner

Do the right thing

*We deliver with impact, enabling our clients institutions to improve the student experience by gathering detailed feedback from students, and using that feedback to target the resource allocation necessary to make positive change. For example, scarce access to mental health services has been a key theme in recent years, and our clients have used the survey response data to prove the need for investment in these services.*



# 106,427

international students surveyed in  
24 different countries.





## Spotlight on

# UK University & College Benchmarking

Driving world-class financial performance through evidence and comparative insights

### Who we are and what we do

Our Financial Benchmarking offers a thorough analysis of an institution's entire operation against sector benchmarks. Our goal is to elevate the financial health and sustainability of post-16 education providers world-wide.

We diligently collect all necessary data on an institution's behalf, providing meaningful sector benchmark comparisons for up to 750 metrics. Our unique benchmarking model ensures like-for-like comparisons, irrespective of organisational structure, guaranteeing a robust and insightful dataset. This empowers management teams at universities, colleges, and tertiary education institutions to delve into a detailed level of analysis and expert insights, enabling the best evidence-based decisions for enhancing both financial performance and sustainability.

Read more



### Impact in 2024

We worked with **19 universities** from across the UK, helping them prepare for and respond to the financial turbulence affecting the sector. We produced scenario modelling for institutions impacted by the drop in international student enrolments, providing insight which helped strategic leadership teams adapt to future size and shape.

We worked with **21 colleges**, including a consortium of the largest college groups in England, to benchmark financial performance and help the colleges ensure that they are as efficient as possible: making every penny of funding work as hard as possible to improve student outcomes. We facilitated collaborative sharing of benchmarking data with a group of Scottish colleges, providing an objective view of resource allocation to inform decision making.

Deliver with impact

Be a trusted partner

Do the right thing

*We do the right thing by applying our proprietary benchmarking model so that clients can be sure we are comparing their finances to benchmark with total objectivity. The outputs we deliver are entirely unbiased – giving universities and colleges total reassurance that they can use the information to determine appropriate resource allocation.*



# 750

metrics for meaningful sector benchmark comparisons.

## Our experts

Our people are drawn from all around the world to provide our clients and partners with the global capabilities and local understanding that turn insight into evidence-based action. Their expertise, experience and energy enable us to elevate education, everywhere.



Nick Pidgeon  
**Director - Performance Benchmarking**  
Nick and his team specialise in delivering data rich insights to help universities and colleges deliver an exceptional student experience, while thriving financially.

*Contact about:*

- Global Performance Benchmarking projects



Masooma Fadhul  
**Operations Manager - Middle East**  
Masooma has 15 years' experience inspecting education institutions, where she has acquired in-depth, practical knowledge of the education and vocational training.

*Contact about:*

- Inspection Skills Training, Middle East Projects



Gordon Carver  
**UK Managing Director**  
Gordon has worked in the education sector, both internationally and in the UK, for over 16 years, and his experience ranges from front-line school-level leadership to policy formulation.

*Contact about:*

- UK projects



Nicola Morris  
**Project Director - IoM External Validations**  
Nicola has significant experience assessing the quality of education across the globe and targeting rapid improvement in both the academic offer and the operational delivery.

*Contact about:*

- Isle of Man External Validation



Ahmed Saeed  
**Middle East Managing Director**  
Ahmed has over 24 years of experience contributing to different nationwide Education Transformation initiatives and projects across the Middle East region to transform teaching and learning.

*Contact about:*

- Middle East Projects



Jo Cheadle  
**US Managing Director**  
She specializes in school and district transformation, with a drive to ensuring equitable access for all students. Jo's vision, strategy creation and divergent thinking motivate and drive change.

*Contact about:*

- US Projects



Robin Hallows  
**Head of Surveys**  
Robin boasts over two decades of experience in the tertiary education sector, commencing his journey in 2001. He thrives on delving into the data collected from our extensive surveys.

*Contact about:*

- Student Surveys



Sue Madgwick  
**Deputy Director - NCETM**  
Sue combines a problem solving approach with innovative and creative strategies, keeping improved outcomes for children, young people and communities at the heart of everything she does.

*Contact about:*

- NCETM





Roger Gilbert  
Project Director - NPQ

Roger's work on the Quality Assurance of the profession's National Professional Qualifications has provided continuity and progression of these 'gold standard' programmes.

Contact about:

- NPQ



Helen Dove  
Principal Consultant, Performance Benchmarking

Helen's expertise lies in analysing and interpreting data, identifying, and presenting insight and supporting senior leaders to understand and interpret data to inform their decision making.

Contact about:

- UK Benchmarking



Adrian Massey  
Managing Consultant, NZ / Australia

Adrian possesses a wealth of expertise in delivery and organizational frameworks utilised within vocational and higher education institutions spanning Australia, New Zealand, and the United Kingdom.

Contact about:

- APAC Benchmarking



Venessa Sixbery  
Project Director - Adult Numeracy

Venessa has successfully led delivery of programmes through OFSTED inspections as Programme Director for Early Career Framework and National Professional Qualifications.

Contact about:

- Multiply



Angela Prince  
Associate

Angela has served over 30 years as an educator in grades K-Adult. She is helping schools throughout the country transform education through school improvement planning, and more.

Contact about:

- Teacher Preparation Provider reviews



Holly Yorston  
Senior Project Manager - NTP

Holly has extensive experience of managing projects of various scale, size and complexity across both the public and private sectors including children's social care, higher education and housing.

Contact about:

- National Tutoring Programme



Neil Tembulkar  
Programme Director - PRPIL

Neil has a comprehensive contemporary understanding of the ever-evolving teacher labour market and the overall landscape of education certification in Massachusetts

Contact about:

- PRPIL



Liz Boyce  
Project & Admin Manager - US

Liz collaborates with educators from across the US, working towards the development of teachers and leaders, ensuring equitable access, and fostering the growth of all schools.

Contact about:

- SPELH



Elevating Education, Everywhere

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