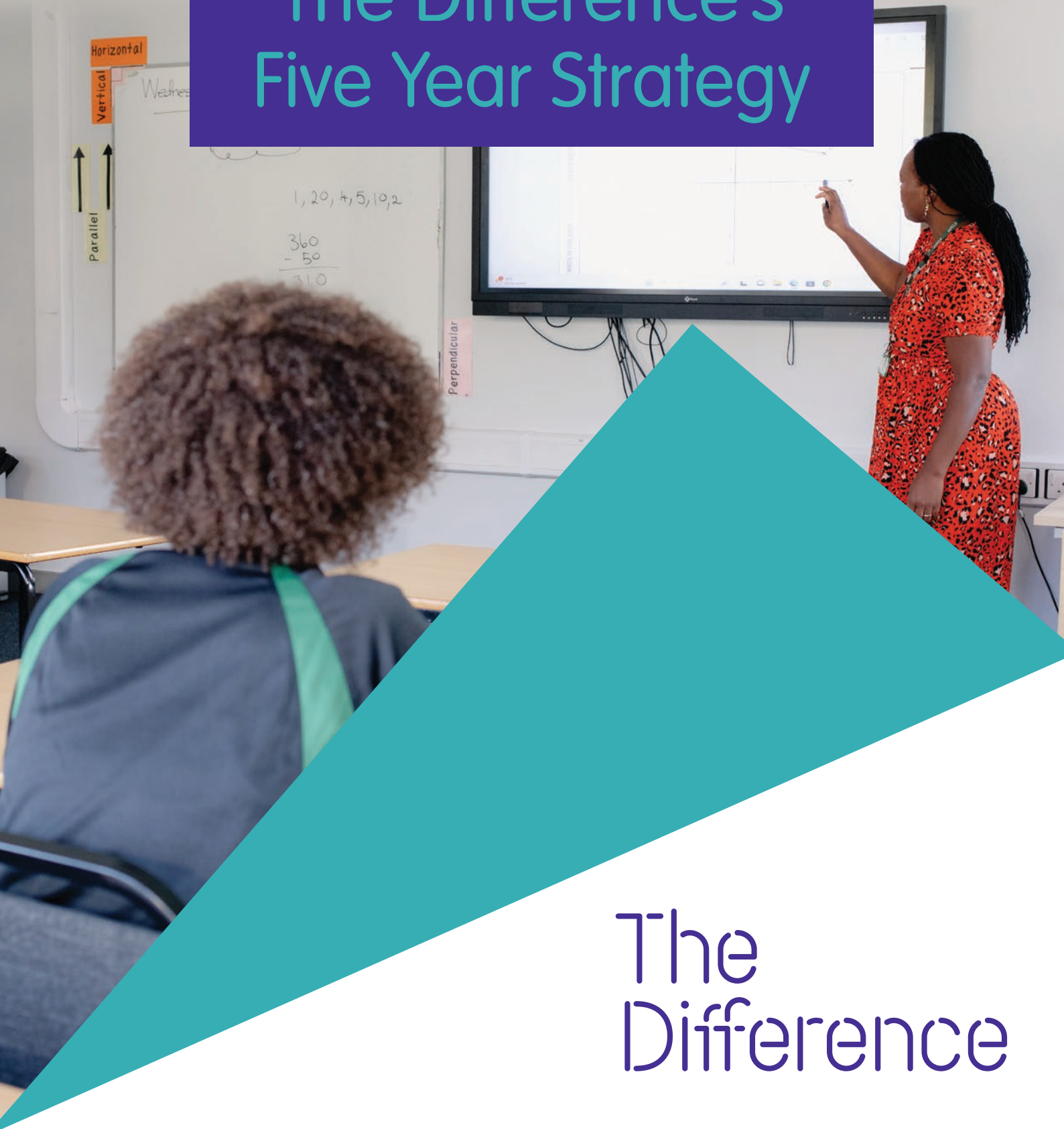


2030: Lost Learning Falling Nationally

The Difference's Five Year Strategy



The
Difference

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The Difference's 2030 pledges

The Difference has a bold vision. To see rates of lost learning – exclusions, suspensions and absences – falling by 2030.

In our next five years, The Difference wants to impact schools nationally.

People

We will prove whole-school inclusion reduces lost learning through our programmes, the Difference Schools Partnership and Inclusive Leadership Course.

- 2,000 school leaders will partner on our programmes who collectively will reach 750,000 students.
- At least 75% of school leaders we work with will improve outcomes for vulnerable students.

Practice

We will research and convene learning communities around the biggest challenges in school inclusion.

- Four keystone publications will gain national traction.
- Over 20,000 practitioners, teachers and school leaders will engage with our publications, tools and frameworks.

Policy

We will build consensus on the incentives for school inclusion.

- 20 Local Authorities & Multi-Academy Trusts will change how they measure inclusion.
- This change will evidence and support our call for national incentive change which is needed to see lost learning fall nationally.

“ Young people have one chance at a good education. If we are to improve attainment and life chances, we must reduce exclusions of all kinds.

Pepe Di'lasio, General Secretary of the Association of School and College Leaders

Introduction

When The Difference began in 2017, 30 children a day were being told to leave their schools and never come back. **Today that number has doubled.** And for every one of those children leaving schools in accountable and visible ways, there are ten moving invisibly and unknown numbers sitting in isolation.

Lost learning is a waste of national talent. 95% of excluded children do not get the qualifications they need to access the workforce. Unsurprisingly, as adults they are more vulnerable to mental ill health, long-term unemployment and criminal activity. Last year's excluded cohort will cost the state an added £1.9bn in avoidable spend. And the pattern doesn't stop with permanent exclusion: for every child missing school through suspension, absence, days spent in isolation there is a knock-on impact on their achievement and life outcomes. **This is economically unsustainable.**

I am proud of what The Difference has achieved in our first five years. We've inspired teachers who considered leaving the profession to commit their careers to inclusion. Today we boast 70 leaders with enhanced careers through the Difference Leaders Programme, headteachers among them working to lead change for some of the most under-served children and families. Our work has reached more than **309,000 children**. We've built a national community committed to inclusion – with over **600 leaders** trained through the Inclusive Leadership Course and over **2,600 practitioners** attending our IncludED conferences. And through our partnerships across schools and the third sector we've brought the discussion of inclusion from the periphery to the centre of education debate.

But it isn't enough. Though 75% of Difference schools are seeing improved outcomes for vulnerable learners, nationally those outcomes have never been worse. Change isn't just needed in individual schools, it is needed nationally.

The past five years have seen us build many assets: the relationships, frameworks and impact which will underpin the work ahead. **We can't do this alone.** You may be reading this as a teacher, a parent, a young person or a philanthropist. If the problem we share compels you, if the values we share chime with you, if the work ahead inspires you, then we have one ask: **Join us.**

Kiran Gill
The Difference founder and CEO

As a teacher, and as an adoptive sister I saw the pattern in children who lose the most learning. Time and again it was those children who stood to benefit the most, who got the least from school. Children who were unsafe and allocated a social worker. Children who were neurodiverse or already falling behind in key areas like literacy. Children who were facing mental health crisis. **This is a social injustice.**

The Difference wants to see lost learning fall across the country. This is a manifesto of how we intend to do that.



The Difference at a glance

The Difference The school leadership charity for whole school inclusion
Getting children back into school

The Problem In England's schools the number of children losing learning through suspensions, exclusions and absence is rising alarmingly. Disproportionately these children are England's most vulnerable learners.

The children who need school the most are getting the least.

Our Mission The Difference exists to tackle the lost learning crisis. We do this by raising national expertise in whole school inclusion through three levers:

People

The Difference delivers programmes to school leaders which gives them the will and skill to make lost learning fall

Practice

The Difference builds communities and shares learning around the toughest challenges in school inclusion

Policy

The Difference drives awareness, consensus and sector adoption of policy solutions to the national lost learning crisis

What is lost learning?

Children are excluded from learning in many ways : from a child feeling that they don't belong, through to being sent out of class or skipping lessons, through to leaving a mainstream school roll entirely. The Difference has developed a Continuum of Lost Learning that identifies the different forms of exclusions and how they can be measured by schools and policymakers.

What is whole-school inclusion?

Whole-school Inclusion means all staff supporting the learning, wellbeing and safety needs of all children, so that they belong, achieve and thrive.

With our partners and learnings from the first five years of delivery, The Difference have developed four principles of whole-school inclusion.

- **Built from the universal up** so children's needs are met early
- **A culture led from the top** so leaders set strategy and all staff's skills are enhanced
- **Community collaboration** so parents, local groups and services are school partners
- **Measurable and driving school improvement**

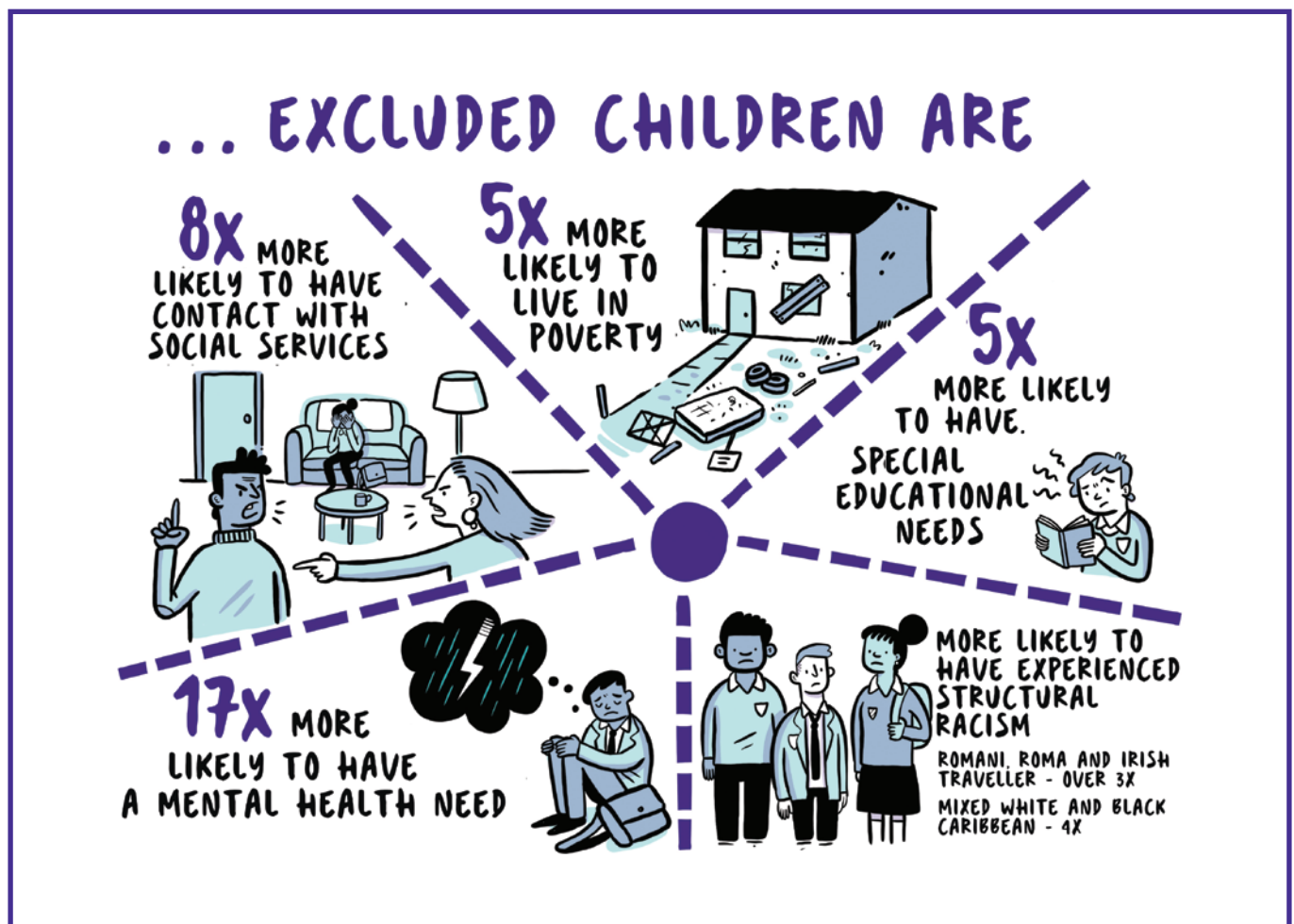
2030 Vision

Lost learning is falling nationally by 2030

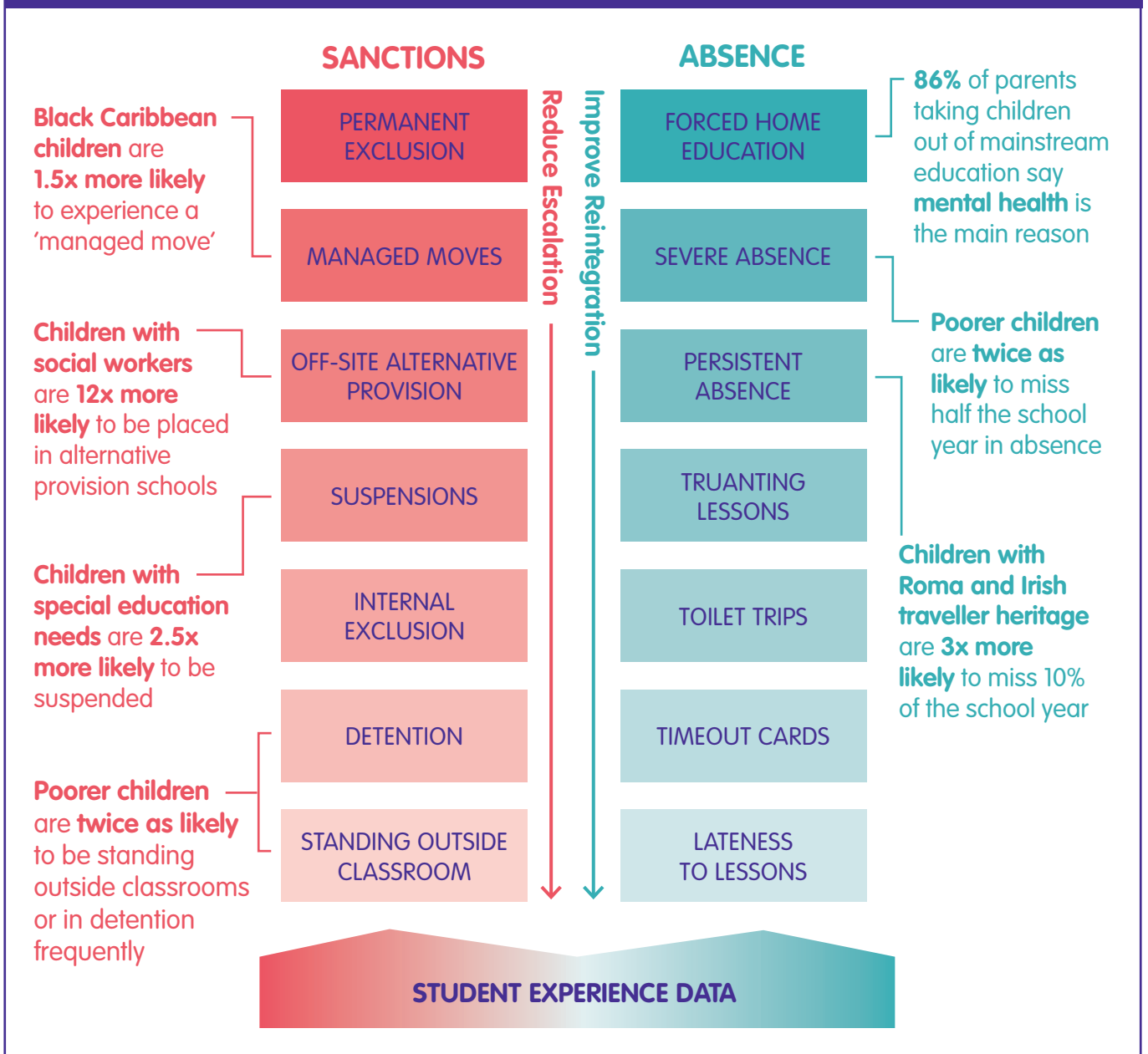
In our next five years, The Difference will turn our people, practice and policy success to date towards national impact on the challenge of lost learning.

The social injustice of lost learning

The Difference's 2024 IPPR Report 'Who is Losing Learning?' shows the most vulnerable children miss out on learning most. Children growing up in poverty, children with a social worker because their lives are unsafe, children with special educational needs and children experiencing structural racism are all over-excluded across the continuum of lost learning. A pattern across all these children losing learning is poor mental health.



Continuum of Lost Learning



Reference: Gill et al (2024) *Who is Losing Learning?* Institute of Public Policy Research

Amario's story

Challenges began at age 11 for Amario. Difficult experiences at home started showing up in his behaviour at school.

Amario felt his teachers didn't have time to engage with him. Instead he was spending a lot of time in isolation, a space used to separate disruptive students, which only made him feel worse. Amario was regularly missing a day a week of learning.

“You do literally nothing. You sit there all day. I was going to school just to sit in isolation. I just missed my education if I'm honest.

Aged 13, Amario experienced two “managed moves” – a ‘voluntary’ move to a new school, as an alternative to exclusion. *“Because I was on a managed move my new school were watching me closely. So I would get in more trouble for things than other people.”* This included sanctions for not wearing the right PE kit (which he didn't own yet). Moving schools repeatedly left Amario with little to no relationship with teachers and having to adapt to different curricula with no support. All whilst his homelife had change and challenge which was difficult to process. Unsurprisingly, Amario was falling further behind.

Aged 14, Amario was permanently excluded. Through waiting for placements and multiple moves he'd spent 6 months of Year 9 out of school. His GCSEs were beginning.

This story too often writes itself. Excluded children nationally are unlikely to leave school with qualifications in English and maths, they are at heightened risk of unemployment, lifelong mental health issues and criminal exploitation.

But someone made The Difference in Amario's story.

Haringey Learning Partnership opened up its doors. Over the past four years, The Difference has partnered with HLP, supporting them to hire and develop expert staff. Difference Leaders like Amario's form tutor, Laura Katan.



Teachers like Laura took time to look past defensive behaviour to find the real Amario. They set out to prove to him they were not going to give up on him. Special educational needs which Amario had struggled with alone were finally recognised. The school arranged mentoring and counselling to help Amario understand the challenging times he'd had outside of school.

Teachers like Laura took time to look past defensive behaviour to find the real Amario. With care and support he graduated school with 8 GCSEs.

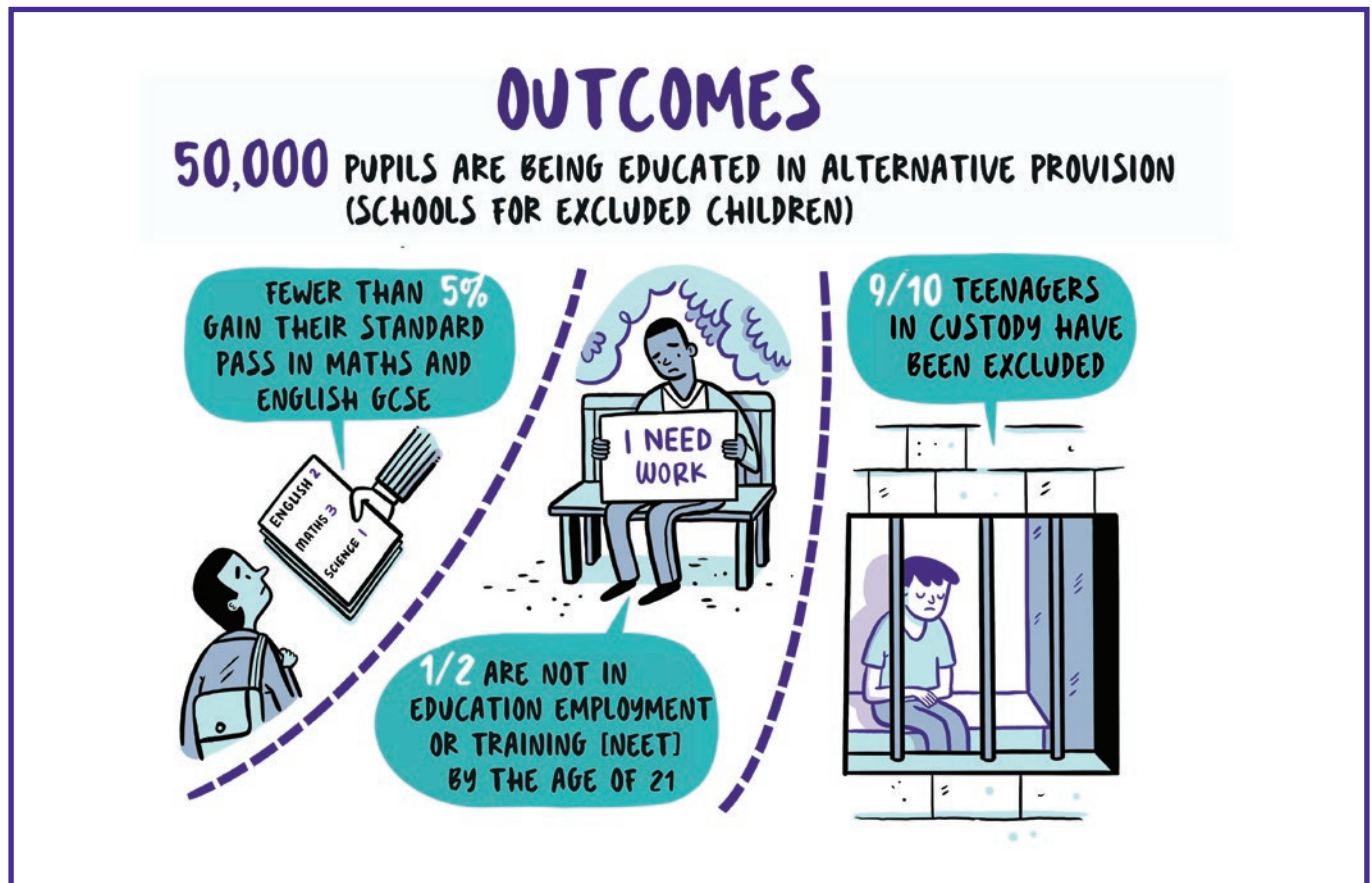
Amario began staying late after school to revise, took on new creative subjects he shone at. With the care and support of the adults in his life, Amario has been able to make up for time. He graduated school with 8 GCSEs. Today he is a confident college student, thinking of becoming a youth mentor himself.

And Laura? She grew with Amario. She is now Deputy Head of the school. Haringey Learning Partnership is a Difference Partner School, a beacon for the sector in its promising practice. Last year 40% of students passed GCSE English and maths, compared to 4% national average for schools serving excluded pupils; and 348 (since 2020) children have been reintegrated into mainstream schools working to be more inclusive.

The case for prevention

The impact of lost learning on a child's identity and life is incalculable. The relationships and learning that come from school can make all the difference between hope and hopelessness, a job or incarceration, and in the worst cases, life and death.

The moral case to ensure the best education reaches children who need it most is clear.



There is also a strong economic imperative to tackle lost learning in England's schools. Children who are permanently excluded, those told to leave their mainstream school and not come back, are more likely to be long term unemployed and interacting with the criminal justice system. The costs to society are immense. Permanently excluding a 14-year-old has an average lifetime cost to taxpayers of approximately £170,000.

The 2023/24 cohort of permanently excluded children cost the state **£1.9 billion** in avoidable spend

The Difference is raising £9m over the next 5 years to meet our vision of seeing national trends of lost learning fall.

If we avoided permanent exclusion for just one child in only a quarter of the schools we work with in 2025, we'd save the Treasury that investment.

But we don't want to change the trajectories of just a handful of children. The Difference's new strategy sets out a national impact: leveraging the success of beacon schools and trusts to change England's story on lost learning. **With the right partnerships, we will make the difference for thousands of children across the country.**



The Difference's impact

In our first five years, we set out to build a pipeline of inclusive leaders in England as part of our mission to improve outcomes for vulnerable learners by raising the status and expertise of those who educate them.

People

Developed the careers of **70 leaders through the Difference Leaders Programme**, with 80% gaining leadership promotion and 57% returning to mainstream school to lead exclusion prevention.

Trained over 600 teachers and school leaders through the Inclusive Leadership Course.

Practice

Spread inclusive practice nationally, **reaching 2,600 teachers, school leaders and practitioners** through our annual IncludedED conference.

Launched Four Bullet Friday newsletter to share our ideas and grew readership to 5,000.

Policy

Brought inclusion **from the periphery of the education debate to the centre ground** in the press and education sector.

Worked in coalition to achieve **sector consensus** on how to tackle lost learning.

CASE-STUDY

Leading inclusion trust-wide

The Xavier Catholic Education Trust runs 19 primary and secondary schools in Surrey. Their CEO, James Kibble was convinced of the value of inclusion. He wanted to develop the expertise of his senior staff, and make sure inclusion was led from the top, so all children would benefit and lost learning would fall.

“If we get inclusion right, everything else within the trust will follow.

Inclusion became a core strategic priority for the trust. To support this three strategic leaders from the Trust joined The Difference's Inclusive Leadership Course in 2023.

With learning and materials from the Course and support from The Difference, the Trust designed a Trust-wide Framework, with inclusion as a starting point. This framework drives all work across all their schools. From there they developed a behaviour policy, and training materials that all teachers across the schools can make use of – with staff trained in building on children's assets, restorative practice to repair broken relationships and parental engagement.

Change has been embedded in all aspects of the schools. From teaching staff to office staff. From the head teacher spending time on the gate getting to know students and parents, to new strategies that support students transitioning from primary to secondary.

Since partnering with The Difference, persistent absence across Xavier Trust has fallen from 11% to 7% (moving in the opposite direction to national trends with absence increasing nationally from 7% in 2022/23 to 7.3% in 2023/24). Internal suspensions in Xavier primary schools dropped from 50 to two in just two years. And suspensions in Xavier secondaries have plummeted from 190 to 15.

As well as bucking trends on lost learning, the Trust is sustaining high outcomes for students, and achieved above average attainment in reading, maths and phonics.

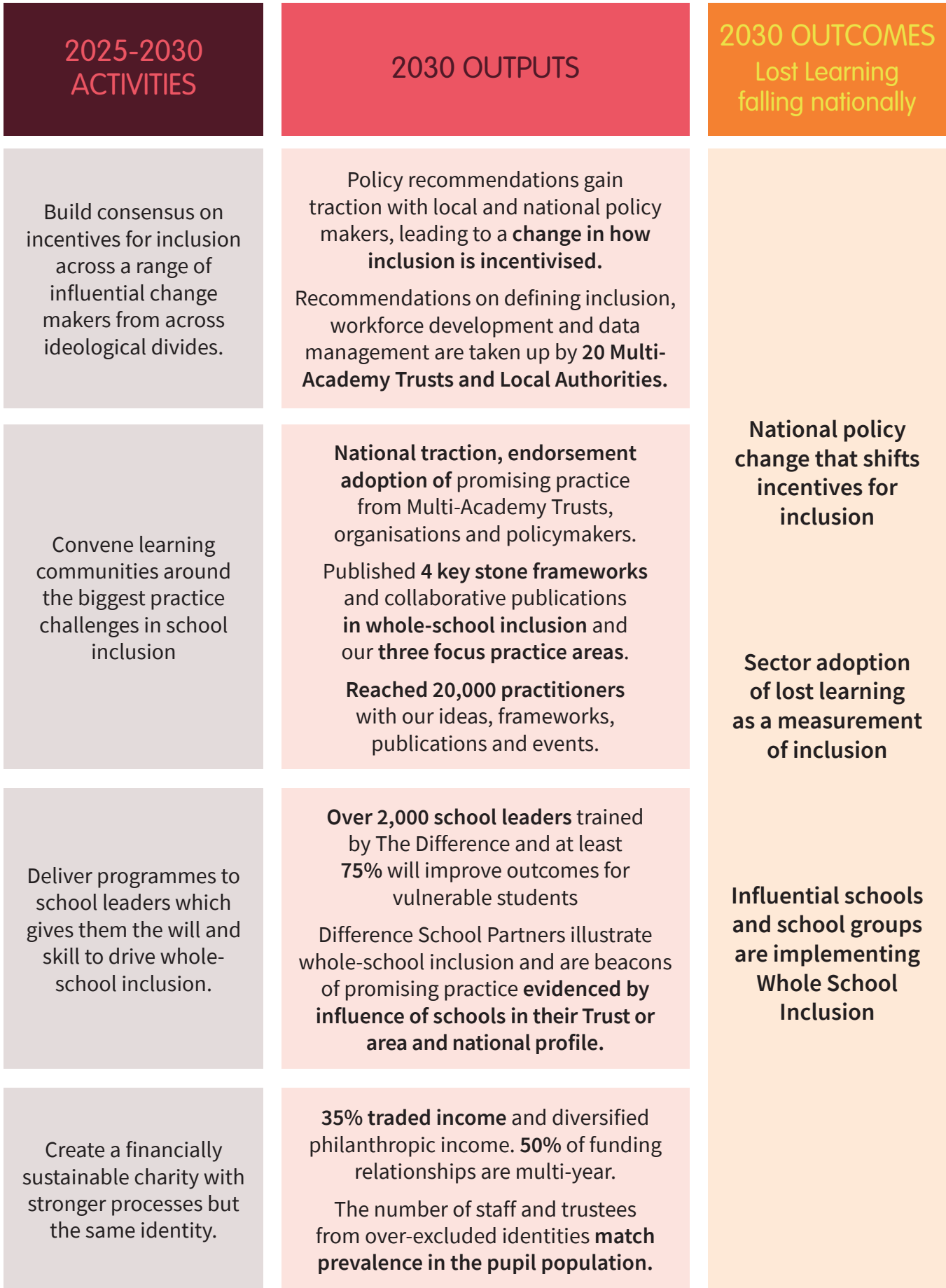
“We're always banging the drum of, it's not inclusion or attainment. You can't have one without the other... You can just see children want to be in school. If they are in school then they are happier. If they're happier, then attainment will follow and behaviour will follow. You can't just look at things like behaviour and outcomes separately. It's all linked.

Four more leaders joined The Difference's training in 2024/25, with plans for further staff and a continued partnership in future years.

“We've got this momentum and positivity. We just feel empowered through the knowledge from The Difference. It sounds really cheesy, but it has been life-changing for so many children in Surrey.

The Difference Theory of Change

	2025 PROBLEM Inclusion not valued, codified or measured	2025 THE DIFFERENCE ASSETS (inputs)
POLICY	<p>National policy incentivises lost learning.</p> <p>Resources for support commonly accessed once a child's needs are acute, not earlier.</p>	<p>Problem diagnosis including data and economic costings</p> <p>Coalition Policy recommendations developed with sector buy-in</p> <p>Working existing relationships with policy makers</p> <p>Non-ideological brand image</p>
PRACTICE	<p>We believe that whole-school inclusion leads to reductions in lost learning BUT there is insufficient evidence on the link.</p> <p>There is insufficient codifying and sharing of the practice which reduces lost learning.</p>	<p>School relationships with alumni working nationally in mainstream, Alternative Provision and SEND</p> <p>Sector relationships across research, education and third sector</p> <p>Implementation case studies of how change in Lost Learning happened in partner schools</p>
PEOPLE	<p>We believe relationships unlock success BUT leading inclusion can be lonely.</p>	<p>Delivery from expert Difference team</p> <p>Content on whole-school inclusion</p> <p>Community built through in-person cohorts and multi-year relationships</p> <p>Measurement tools including Continuum of Lost learning and student experience survey</p>
ORGANISATION	<p>The Difference start up relied heavily on CEO-Founder; reliance on a small number of philanthropic partners; drive of a small team of former teachers.</p>	<p>Codified values and beliefs</p> <p>Coalition of supporters and critical friends in philanthropy and business</p> <p>Market-valued product and school relationships</p>





People

School leaders with the skill and will to drive whole-school inclusion

The Difference believes the choices that leaders make can change the story on school inclusion in their schools and transform lives. But they can't do this alone.

Our founding problem

When The Difference began delivery in 2019, inclusion work in schools was seen as **low status**. Ambitious teachers didn't plan working in Alternative Provision schools into their careers, and there was a **lack of expertise** in working with more vulnerable children within didn't filter up into mainstream senior leadership. At the same time there was a lack of professional development in inclusive practice.

The Difference we made together

- ✓ We raised the status of inclusion expertise in schools through the Difference Leaders Programme.
- ✓ We developed a pipeline of inclusion expert school leaders.
- ✓ We developed leaders more representative of communities we served.
- ✓ We left a leadership legacy in schools for excluded pupils.
- ✓ We trained teachers and school leaders across mainstream schools through the Inclusive Leadership Course.

2025: The challenge ahead

The crisis of lost learning is worsening across the country. To shift this, three changes are needed in the work of People who lead England's schools.

1. We need inclusion to be valued, codified and measured nationally
2. We need leaders with skill to lead a decrease in lost learning
3. We need a movement of leaders with the will for change

2030: National impact

Over the next five years, The Difference build a movement of inclusive school leaders. We will grow the scale and impact of our programmes to reach new regions, more schools and more students across the country:

- Training school leaders through the Inclusive Leadership Course
- Developing and supporting beacon schools with national influence through the Difference Schools Partnership
- Working more closely with multi-academy trusts and local authorities to influence inclusive change across groups of schools and scale our impact

By 2030 our evolved programmes will:

- **Prove the link** between whole-school inclusion and improved lost learning, using the Lost Learning Continuum to measure impact. **Over 65% of our school partners will lost learning data improve.**
- **Build the skill** of school leaders to measure and reduce lost learning – the Difference Schools Partnership will work with and develop ‘beacon’ schools whose practice can influence the country. **Difference School Partners will have influenced schools within their trust or local areas.**
- **Build a movement** of school leaders with the will to tackle lost learning. **Over 2,000 school leader will be trained through our programmes.**





Practice

Learning communities tackling the biggest challenges in inclusion

The Difference is a small charity, and we know we cannot achieve our mission through scaling our programmes alone. Instead, we believe in sharing ideas open source to change what happens in the country at large. Our practice work amplifies the work of The Difference programmes.

Our founding problem

When The Difference began delivery in 2019 inclusion was seen as **low status** and there were few spaces for teachers to learn and share about what was working with their children vulnerable to losing learning. There were many places for teachers to meet and discuss curriculum and learning, but not for discussing intersecting issues of special educational needs, mental health, safety threats and lost learning.

We found that there was interesting practice going on in the best alternative provision schools for excluded pupils, in health, and in innovative aspects of criminal justice – particularly an understanding of the neurobiology of threat. But these lessons weren't reaching mainstream teachers and there was a **lack of expertise** in how to reduce lost learning.

The Difference we made together

- ✓ We built IncludED, a national conference and community to discuss and raise the status of inclusion.
- ✓ We raised the expertise of inclusion and the voices of those marginalised by the sector and society.
- ✓ We began researching from our community.
- ✓ We published our Lost Learning Continuum and Principles of Whole-School Inclusion.

2025: The challenge ahead

There's too little studying, defining and sharing of ideas and practice that address the pressing challenges in lost learning. To achieve our vision of falling exclusions nationally, a better evidence-base of what works in reducing lost learning must be developed.

1. We need a conversation on and research into the biggest challenges in school practice
2. We need inclusion to feel less lonely and more collaborative

Our practice themes

Our research will focus on:

- **Schools where second chances are more successful** – What is working in schools where children successfully reintegrate after lost learning, or where internal alternative provision is reducing suspension and absence and improving engagement and achievement?
- **Schools where more children and families feel belonging** – What is working in schools who are taking an asset-based approach to families and are monitoring children's experience including belonging? Where does this have a knock-on impact on attendance?

- **Schools where more harms are heard and repaired** – What is working to tackle the rise in misogyny, racism, homophobia and transphobia? Where are schools using student experience surveys to tackle and understand the extent of harmful behaviours. Where are schools building education responses to harm and abuse alongside sanction to reduce repeat incidents.

2030: What works in inclusion?

Over the next five years we will work with schools and our partners to research and understand the innovative and promising practice that is shifting outcomes in lost learning. From this research we will:

- **Develop practice frameworks** that support schools to measure impact and that influence the sector
- **Research and publish open source** four publications around each of our research themes
- **Convene learning communities** who are committed to inclusive practice
- **Research and publish open source** publications around each of our research themes.

By 2030 we will gain national traction with our ideas and reach over 20,000 practitioners, teachers and school leaders with our frameworks, tools and publications.





Policy

Consensus on incentives for inclusion

We cannot solve the injustice of lost learning without policy change at national, local, Trust and school level. System change is needed.

Our founding problem

When The Difference launched our founding research in 2017 the issue of exclusion was **lacking salience** – too few prominent voices were discussing lost learning, it didn't feature often in mainstream press, wasn't referenced in party manifestoes, and it wasn't on the list of concerns for Multi-Academy Trust CEOs. The public weren't linking exclusions to mental health, special educational needs, or safeguarding and criminal exploitation, instead it was firmly in the frame of behaviour and punishment.

Those who were committing their lives to improving outcomes for children losing learning were **lacking power** and were marginalised in education debate.

The Difference we made together

- ✓ We drew a link between children's vulnerability and lost learning with our 2017 IPPR report.
- ✓ We raised the salience of inclusion and alternative provision leadership in the press.
- ✓ We launched the Who Is Losing Learning? Coalition and coined the term 'lost learning.'
- ✓ We published the Who Is Losing Learning Problem Report to share the shocking scale of lost learning.
- ✓ We made a non-ideological brand to discuss inclusion and built a growing moment.

2025: The challenge ahead

Lost learning is incentivised by England's accountability and assessment systems. The competition between schools and merit which is measured solely on academic attainment means that what is best for a school and what is best for its students can often be pitted against each other. Students facing challenges are more likely to be impacted by this.

These struggles are compounded by the mistaken belief that inclusion is unmeasurable and less rigorous than driving up pupil attainment through teaching and learning.

Policy change is needed to shift national exclusion patterns.

1. We need a shared definition of inclusion across the sector
2. We need change to the current education policy that reward schools that are not inclusive
3. We need schools to improve their data collection and use on all forms of lost learning
4. We need workforce development and expertise in how to set a culture of and measure whole-school inclusion



2030: Incentives changing nationally

In Spring 2025 the Who Is Losing Learning Coalition published a Solutions Report with ten policy recommendations to address lost learning which we believe will shift the dial nationally on lost learning.

Over the next five years, The Difference will work in coalition to leverage our impact in individual schools and with individual school leaders. We will work to build consensus across a range of influential change makers on the incentives for inclusion including Ofsted, local and national government, and Multi-Academy Trusts.

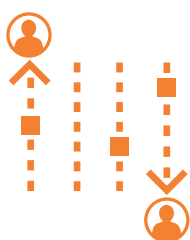
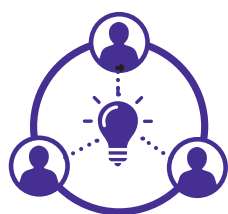
We'll know we've been successful when:

- **Programmatic partnership reform** – The Local Authorities and Multi Academy Trusts that The Difference works with shift how they define and measure inclusion. **By 2030, 20 Trusts and Local Authorities will have changed workforce development and how they measure and report inclusion data.**
- **National policy reform** – There is traction with national policymakers like those in the Department for Education, the Treasury and Ofsted, so that there is **change in how schools are incentivised to be inclusive.**

Sustaining identity

The Difference values and philosophy

The Difference values are reflected in our key programme principles, how we work internally and the messages we communicate to schools and educators. In codifying them, we can measure that we will stay true to our founding values, through growth and new partnerships. Each year we will measure internal and external perception of the charity against these values and where they are most and least embedded in our work.



Relationships unlock learning	Systems shape opportunities	We build stronger from assets	Agency makes the difference
<p>Strong relationships and the safety they bring are the foundation of achievement.</p> <p>The Difference staff and school leaders prioritise relationships over transactions to enable higher trust, challenging feedback, bolder work and stronger impact.</p>	<p>Actions always take place within systems. These can help or hinder individuals.</p> <p>The Difference staff and school leaders recognise the role of policy and structural inequality and address these directly in our work.</p>	<p>Every child, family, school and community has strengths which can be built on.</p> <p>The Difference staff and school leaders avoid deficit-labels about teachers, children and families, and instead focus on building from what's strong.</p>	<p>Bold leadership by individuals can create significant and lasting change.</p> <p>The Difference staff and school leaders are proactive in addressing problems, seeking out opportunities and building agency in others.</p>

Leading with insight

The Difference was sector-leading in recruiting Difference Leaders from over-excluded identities and experiences of children in England. We recognise how important it is to have this same level of insight and diversity within our team and our Board of Trustees.

The Difference is making a commitment to have a workforce and Board of Trustees that are representative of the over-excluded identities within England's pupil population by 2030 and that has voices of those with lived experience, family and professional experience of lost learning.

evaluation is a direct
of racism... For example,
of colour are removed from
and placed in a residential
observe that most of their
e look like them. This
powerful message
since childhood—"I am bad
y."
devalued youth become
t about gaining respect
szloffy, 2005, p25)

Respect



Our founding organisation

When The Difference first launched we were a start up driven by a small team delivering only Programmes and relying heavily on our CEO-Founder.

The Difference's start up journey was possible thanks to philanthropy from our generous partners. In our first five years, the partnerships which funded our first strategy have not only improved outcomes for young people, they have also allowed us to create content and reach schools, trusts and local authorities who will pay for our work.

Over the last five years we have continued to bring expertise from the education sector and we have also brought in expertise from the third sector, business and government. We have built a charity that works across three directorates to create change and sustain the organisation – Programmes & Partnerships; Research, Impact and Influence; and Operations.

2030: A sustainable charity

Over the next five years The Difference will transition from start up to a sustainable charity with a balanced funding model and values that underpin our work across the organisation.

Traded Income: The Difference has gone from 8% funding from schools, Local Authorities and Multi-Academy Trusts in 2019 to 25% in 2025. Over the next five years we will grow this sustainable funding stream. **By 2030 35% of our revenue will come from traded income, with at least 50% of our income from multi-year relationships.**

Philanthropy: Philanthropy and partnerships with individuals, grant making organisations and businesses will continue to be vital to The Difference. Over the next five years The Difference will **diversify our philanthropic funding** – growing income from new funding sources including individual philanthropy and corporate support, and developing new strategic partnerships that drive our work forward.


JOIN US

Could you be part of our growing movement?

The Difference's achievements to date are only possible because of those individuals, businesses, foundations, charities and schools who took a chance on our work and invested in our charity and in inclusion.

Thank you.

The Difference is looking for partners to join our movement and tackle the next challenge. Partners who are passionate about changing the story on lost learning. If you want to join our work to see the best in education to reach the children who need it most, get in touch with Kiran@The-Difference.com



“ It can feel isolating when you are trying to make change and reframe your mindset around inclusion, but the [Inclusive Leadership Course] has provided a network and encouragement to continue.

Inclusive Leadership Course Participant, 2024

“ After taking part in Difference training, I feel fuelled to do everything in my power and control to prevent an avoidable exclusion.

Difference Leadership Programme alum

“ The Difference is at the forefront of the mission to model and share the very best, evidence-based and solution-focused strategies to change education policy and to improve outcomes for the most vulnerable children and young people.

Pepe Di'lasio, General Secretary of the Association of School and College Leaders

“ On [the Difference Leaders] programme, I have felt so validated and supported in my views. I have realised that inclusion is huge and there are many people and organisations working to improve it every day.

Difference Leadership Programme participant

The Difference

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