



**DECEMBER
2024**

IMPACT REPORT

**THE COMMONWEALTH
EDUCATION TRUST**

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Adam Barton (Lead Marketing Consultant)*



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METHODOLOGY

At the Commonwealth Education Trust, we measure impact under 3 overarching categories:

- **Reach:** where users are geographically based and how far globally our courses extend.
- **Enrolment:** the number of users accessing and completing our courses.
- **Improvement:** the development of both teaching and digital skills.



OVERVIEW

All children deserve a quality education from a transformative and supported teacher. Yet, millions of children are not receiving this due to teacher shortages and a lack of training within the profession.

The Commonwealth Education Trust provides professional development and training, particularly to teachers in low- and middle-income settings (4c). We work towards the United Nations Sustainable Development Goal 4 (SDG4) to ensure inclusive, equitable, quality education for all (SDG 4.1.1 1b).

As an accredited Commonwealth organisation, we also support the Commonwealth Charter, specifically:

- the necessity for Access to Health, Education, Food and Shelter (11)
- the Importance of Young People in the Commonwealth (13)
- the Needs of Vulnerable States (15)

OUR CORE PILLARS

WE BUILD through our ed-Tech, award winning, low-cost platform, Teach2030. Easy-to-use and low data, teachers in under resourced settings can receive contextualised, assessed, and certified foundational materials to underpin and advance their practice. Scalable and designed for whole school or independent learning, we encourage teacher professional development (TPD) to become standard, ongoing practice.

Our intensive TPD courses '*Foundations of Teaching for Learning*' are hosted by Coursera, and refresh, develop and promote classroom skills. These are designed and led by educationalists from universities across the Commonwealth.

WE ADVISE by focusing on increasing learning outcomes and classroom knowledge, bringing sustainable TPD to teachers, governments, NGOs and other organisations.

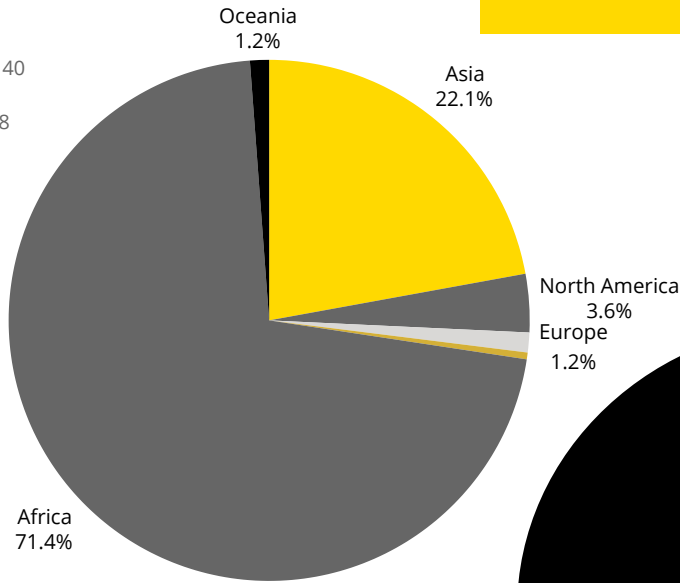
WE WORK TOGETHER through collaborating with worldwide partners - pooling our knowledge and resources.

WE ELEVATE and celebrate the voices of our global community of teachers. We empower them to design innovative solutions for their classrooms and communities, whilst discussing their practice with fellow educators.



TEACH 2030 REACH

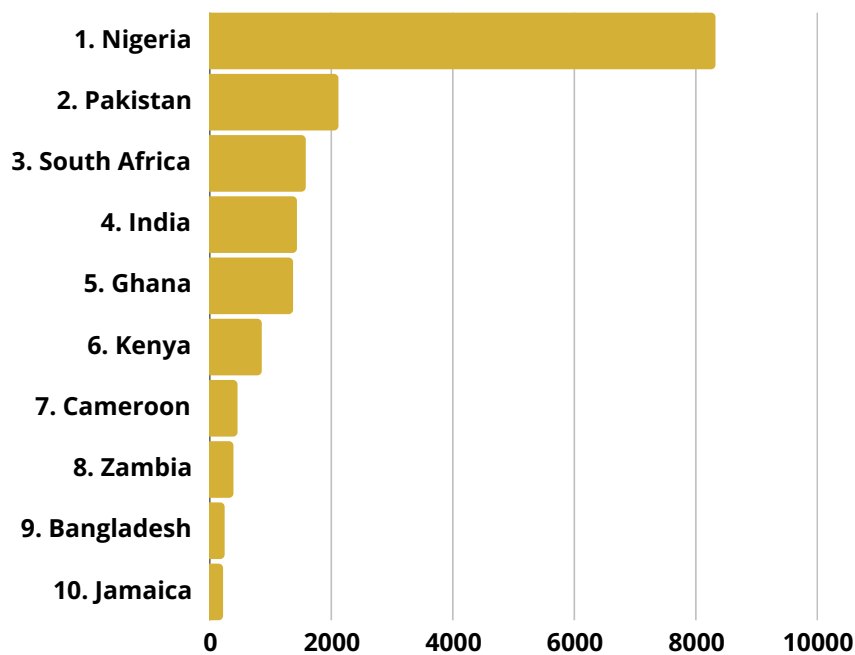
- Malawi, 206
- United States, 203
- Sri Lanka, 193
- Tanzania, 190
- Sierra Leone, 155
- Trinidad and Tobago, 140
- Lesotho, 114
- Papua New Guinea, 108
- United Kingdom, 106
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- Philippines, 89
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- Uganda, 86
- Namibia, 80
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- Malaysia, 49
- Liberia, 47
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- France, 40
- United Arab Emirates, 35
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- Germany, 29
- Gambia, 23
- Australia, 21
- Ethiopia, 20
- Nepal, 19
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- Turkiye, 16
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- Dominica, 12
- Solomon Islands, 12
- Zimbabwe, 12
- Canada, 11
- Morocco, 11
- Spain, 11
- Vietnam, 11
- Grenada, 10
- Niger, 10
- St Vincent and Grenadines, 10
- Maldives, 9
- Thailand, 9
- Dominican Republic, 7
- Cambodia, 6
- Gabon, 6
- Mexico, 6
- Oman, 6
- Singapore, 6
- Somalia, 6
- St Kitts and Nevis, 6
- Taiwan, 6
- Uzbekistan, 6
- British Virgin Islands, 5



148
COUNTRIES

- Ecuador, 5
- Guatemala, 5
- Turkey, 5
- Brunei, 4
- Cyprus, 4
- Kiribati, 4
- Myanmar, 4
- New Zealand, 4
- Russia, 4
- Samoa, 4
- Afghanistan, 3
- Algeria, 3
- Armenia, 3
- Benin, 3
- Brazil, 3
- China, 3
- Eswatini, 3
- Guinea, 3
- Italy, 3
- Japan, 3
- Kazakhstan, 3
- Luxembourg, 3
- Puerto Rico, 3
- Romania, 3
- South Korea, 3
- Sweden, 3
- American Samoa, 2
- Argentina, 2
- Bahrain, 2
- Burkina Faso, 2
- Burundi, 2
- Chad, 2
- Colombia, 2
- Costa Rica, 2
- Czechia, 2
- DR Congo, 2
- Finland, 2
- Hong Kong, 2
- Iraq, 2
- Ireland, 2
- Kuwait, 2
- Lebanon, 2
- Nauru, 2
- Poland, 2
- Portugal, 2
- Tonga, 2
- Ukraine, 2
- Angola, 1
- Cook Islands, 1
- Denmark, 1
- Georgia, 1
- Haiti, 1
- Honduras, 1
- Iran, 1
- Ivory Coast, 1
- Jordan, 1
- Kyrgyzstan, 1
- Libya, 1
- Lithuania, 1
- Mali, 1
- Malta, 1
- Moldova, 1
- North Macedonia, 1
- Peru, 1
- Senegal, 1
- South Sudan, 1
- Tunisia, 1
- Turks and Caicos Islands, 1

TOP TEN COUNTRIES



TEACH 2030 IN NUMBERS

108,900

TOTAL YOU-TUBE VIEWS

We have held free, 15 minute,
fully certified, interactive
workshops monthly.

106

WORKSHOP
ATTENDEES

35,367

REGISTERED USERS

↑ 84% THAN DECEMBER 2023

48%

COURSE COMPLETION RATE
(AV. WORLDWIDE = 12.6%)

↑ 3% HIGHER THAN DECEMBER
2023

31,776

TOTAL COURSE USERS

↑ 106% INCREASE SINCE
DECEMBER 2023

HOW MANY CHILDREN'S LIVES HAS TEACH2030 IMPACTED?

THIS YEAR, EACH OF OUR TEACHERS TAUGHT
140 CHILDREN
(ON AVERAGE)

x

35,367 TEACHERS
(CURRENT USERS)

=

4,951,380 CHILDREN
BENEFITTED FROM OUR TPD
IN 2024.

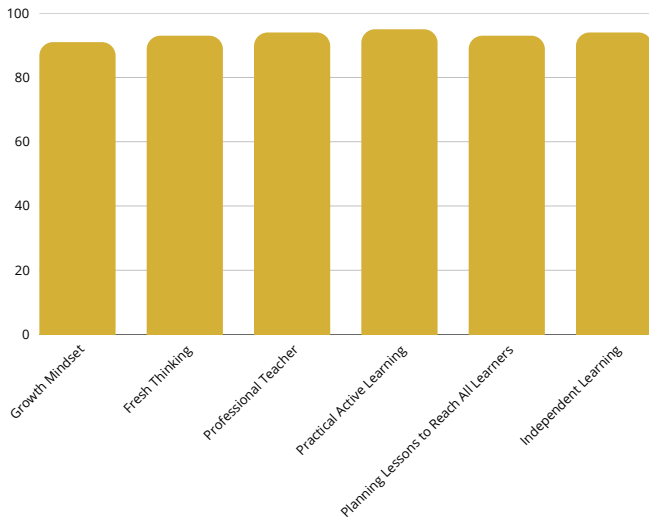
Statistics based on most recent information from post-course teacher surveys

USERS' SKILLS IMPROVEMENT

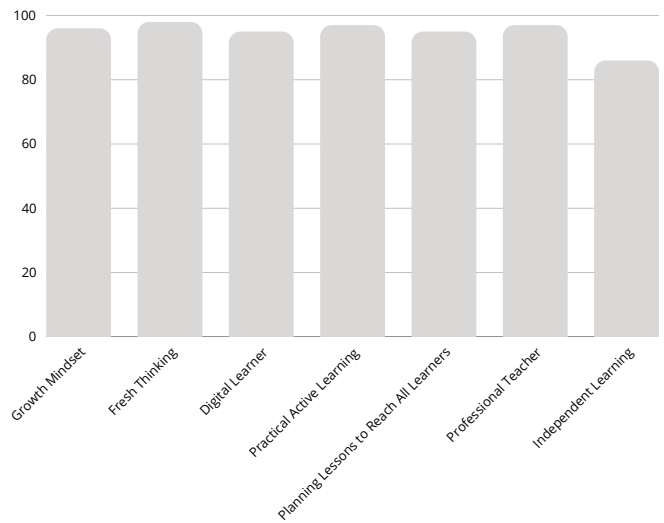


NEW TEACHING COURSE

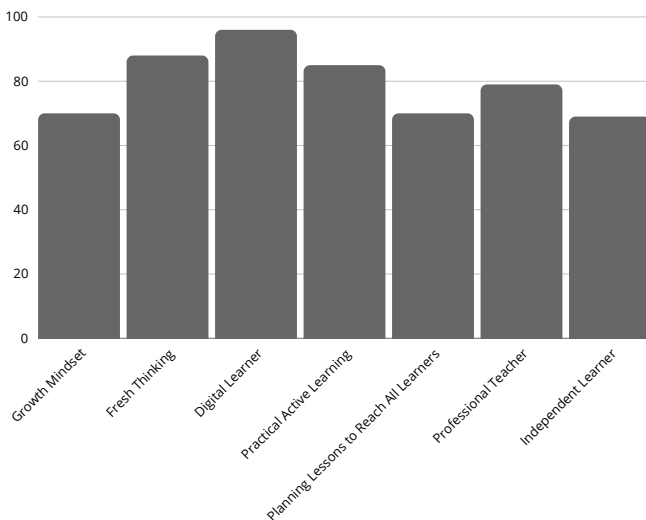
% OF USERS WHO CONSIDER COURSES WELL CONTEXTUALISED



% OF USERS WHOSE TEACHING SKILLS IMPROVED



% OF USERS WHOSE DIGITAL SKILLS IMPROVED



Overall:

- 95% of users' teaching skills have improved
- 93% of users state our courses are well contextualised
- 80% of users' digital skills have improved

COMMUNITY IMPACT

'This course focuses on innovative teaching methods, which have enhanced my knowledge and learners' engagement, fostered critical thinking, and allowed for differentiated instruction. I have noticed improvements in student participation and learning outcomes.'

Essoung Epse Nkoa, Cameroon

'I am thankful to Teach2030 for helping me to be introspective with my reflection and evaluation.'

Dinish Rawat, India

YEAR OF THE YOUTH COMPETITION

On Commonwealth Day, we announced our 10 finalists for our Commonwealth endorsed competition to support Year of the Youth.

We created a course enabling teachers to develop independent learners. Groups of 3-4 students taught other learners about something they think is important.

Often, traditional teaching is based on teaching standing at the front and lecturing students. This competition provided the skills to teachers to encourage young people to proactively learn by themselves and collaboratively. This relevant curricula and pedagogy helps young people throughout their entire life, preparing them for work, and only leading them to better economic opportunities, particularly in the job sector.



Watch the winning video

29
ENTRIES



28

TEACHING TIPS...

...REACHING **13,210** ON META

'I get feedback from my partner that observes my class. My learning partner helps and motivates me to be better. I feel successful after my class.'

Rashidat B Uthman, Nigeria

AMBASSADOR IMPACT

23

AMBASSADORS

IN 14 COUNTRIES

512

NEW COURSE USERS
THANKS TO OUR
AMBASSADORS



8

AMBASSADOR
NEWSLETTERS

Ambassador Snapshots

Our Zambian Ambassador, Sera Inambao, set up teacher training.



Our Nigerian Ambassador, Emmanuel Anya also set up teacher training.



James Carbah, our Liberian Ambassador, created a community WhatsApp group.



'An empowered, knowledgeable, and skilled teacher is vital in the improvement of learning outcomes and the delivery of quality education. It is critical for teachers to engage in professional learning and the Teach2030 programme offers exactly that!'

Rebecca Akinyi Migwambo, Kenya

'As teachers we are change agents. We must take professional development very seriously in order to achieve our set goals and be the best at what we do which is teaching for transformation and transformative change. This is what Teach 2030 has done and we should take this opportunity seriously.'

Kelechi Ezeigwe, Nigeria



[Blessing Moses Godos, Nigeria](#)
[Click to play](#)

AMBASSADOR SPOTLIGHTS

TEACHER'S CONFERENCE, KENYA

This year, Rebecca Akinyi Migwambo, our Kenya Ambassador, highlighted that the Inaugural Teachers' Conference in Kenya was occurring, asking if she could attend as a representative of the Commonwealth Education Trust.

This conference gathered educators committed to advancing teaching excellence and innovation. It brought together a diverse audience of educators and educational stakeholders, serving as a platform for dialogue, professional growth, and dissemination of effective teaching strategies.

Rebecca used the conference as a platform to promote Teach2030, particularly when she presented in their plenary session.



SCHOOL TOUR, CAMEROON

In August, our 4 Cameroon Ambassadors, Boris Tacho, Njilefac Atem, Sandrine Essoung Laure and Odilia Tamfu, joined together to create an initiative to promote Teach2030.

They began by using promotional materials to attract headteachers, which led to 6 different school visits, reaching 137 teachers. All were introduced to our Growth Mindset For Teachers and Learners course. 41 additional aspiring teachers also joined a WhatsApp group, completing two Part-1 courses.

Boris said that 'after going through the Teach2030 courses, we gained a lot of skills and information that made us better practitioners. We thought we should take this same training to other teachers, as there is a need. Teachers in Cameroon do not have access to such material, so this is a unique opportunity for them to upskill themselves and for career development'.

1 of the schools visited, Greenfield's International School, Limbe, has signed up for a partnership.

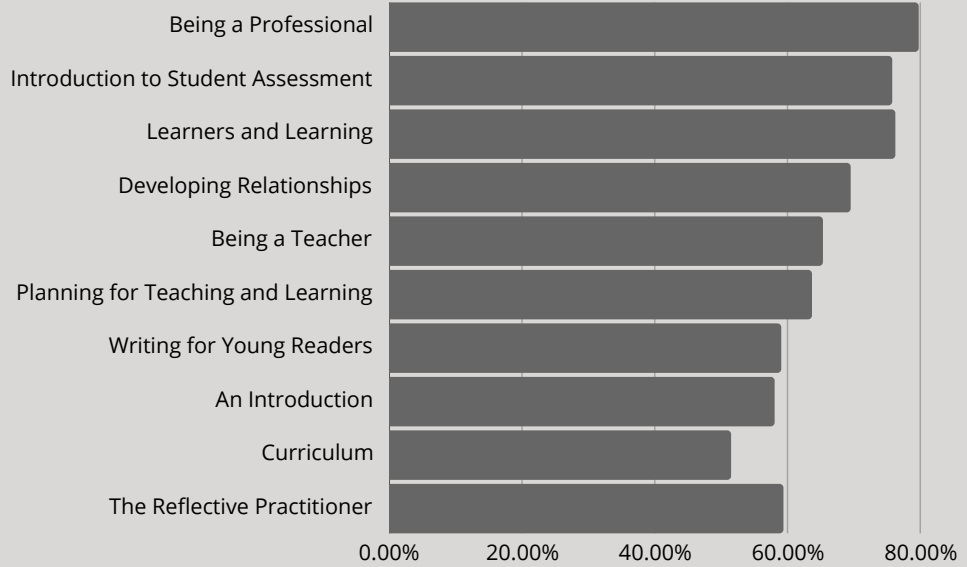


FOUNDATION OF TEACHING FOR LEARNING STATISTICS

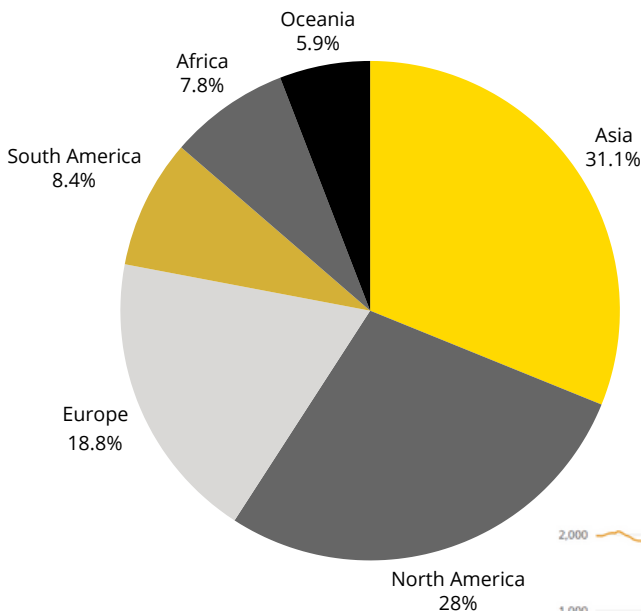


COURSE COMPLETIONS

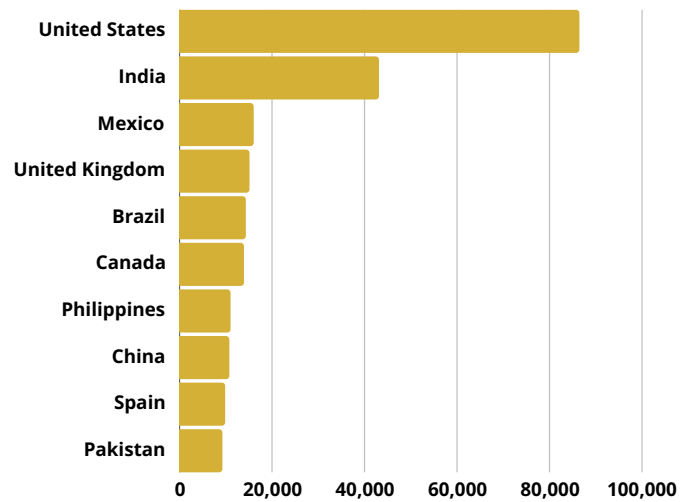
COURSE COMPLETION RATE



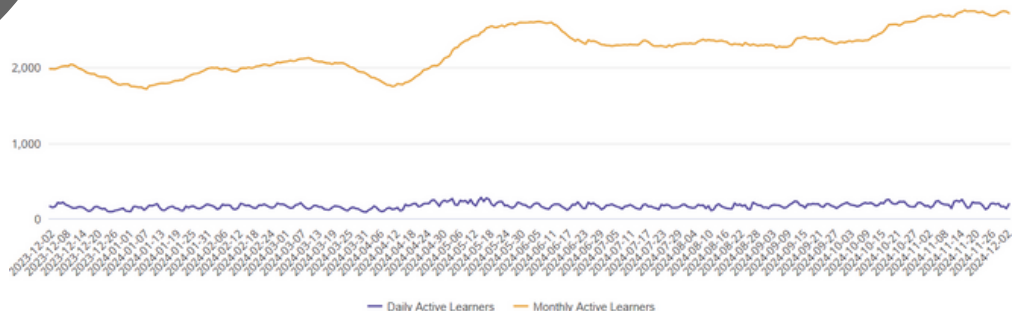
REACH BY CONTINENT



TOP 10 COUNTRY ENROLMENT



ACTIVE LEARNERS



Teachers

Teachers are partnered with others worldwide.

They coach and collaborate based on pedagogical targets.

UK SCHOOL PARTNERSHIPS

GORDON'S SCHOOL

Now in its fourth year, the partnership has evolved into a whole-school leadership programme. Those in positions of responsibility from Zambia, Nigeria, Cameroon, Trinidad and Tobago and the Bahamas were matched to Gordon's teachers according to their aspirations, goals and priorities.

These 9 pairings met regularly within the six-month project. In initial meetings, Gordon's teachers met their worldwide peers to clarify objectives. Afterwards, they produced highly useful content and possible methods for dissemination. Worldwide partners implemented these strategies and reported back, asking for further clarification, debriefing and gaining further support.

We are looking forward to this partnership continuing in 2025, with the new cohort launched in December 2024.

'Thinking outside of my curriculum area has been an individual challenge but I have been able to use my experience of line managing outside my department to share best practice and deliver ideas to best suit my partnerships needs.'

Matthew Gullick, Head of Physical Education, Gordon's



[Watch 2023-2024 Impact Video](#)

We partner with UK and international schools. By building communities of teachers and students, we facilitate the mutual sharing of knowledge and experience.

RADLEY SCHOOL

Three years ago, The Commonwealth Education Trust partnered with Radley College in the hope that through connecting their students with a number of schools worldwide, we could create global citizens who are empowered to change society for the better.

In 2024, Year 9 students volunteered to converse with students in small groups on a bi-weekly basis, discussing a range of topics that progressed from getting to know you to ideas for solving the learning poverty crisis. Meanwhile, Year 10 fundraised through innovative, creative methods.

In October 2024, we were delighted to visit the school again to launch the 2025 partnership.

£7908

RAISED BY RADLEY
2023-2024

'Working with CET has enabled a group of our Year 9 boys to have regular Zoom meetings with pupils in Kenya. They have really enjoyed sharing jokes and discussing how to solve the world's problems, like poverty and ill health.'

Mark Jewell, Head of International Partnerships, Radley College

Students

Students are matched with others worldwide. They meet virtually to discuss issues and lifestyle.



NGO PARTNERSHIP SPOTLIGHTS

100%

LEARNT SOMETHING NEW ABOUT IMPLEMENTING TPD

42

WORKSHOP ATTENDEES

'It (the workshop) has been very fruitful and the same is coming from those who attended. They are all happy and said that they have gained something that they will share with their school.'

Mavis Lespoire, Project Lead, Seychelles

COMMONWEALTH OF LEARNING

The Commonwealth of Learning enlisted the Commonwealth Education Trust to review the *Seychelles' National Professional Competency Framework for Teachers Handbook* and to formulate an *Implementation Plan for School-Based Teacher Development*.

We then designed two two-hour dissemination workshops, with the content mirroring the structure and steps of the *Implementation Plan For School-Based Teacher Development*. The aims of the workshops were to develop the content further, answer any questions and provide opportunities for participants to create action plans that would enable them to implement the outlined strategies in the schools of the Seychelles.

Meanwhile, in the second workshop, the role of leadership, strategies to motivate and how to ensure all have access to digital devices were all discussed.

THE HELGA TODD FOUNDATION

This year, the Helga Todd Foundation has partnered with the Commonwealth Education Trust to provide TPD to 3 schools in India: Him Jyoti, a secondary girls boarding school in Dehradun; Shri Sain, in Kaithal, Haryana; and Florence Nightingale Inter College, Lucknow. In total, 68 teachers participated.

The Helga Todd Foundation works with their highly experienced UK education advisors to further structure and support the implementation of Teach2030 courses within these schools.

We are expanding the partnership in 2025 to include a teacher-training NGO, EdIndia, and a primary school in Cameroon, St Brigit's.

[Click to play](#)

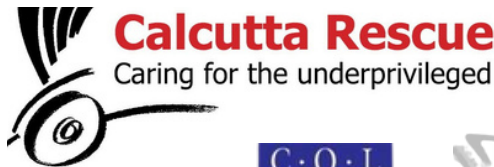


ALL OUR PARTNERSHIPS

4%

COURSE USERS ARE FROM VALUED PARTNERSHIPS

Thank you to all our valued partners for collaborating with us in 2024.



COMMONWEALTH OF LEARNING



PARTNER WITH US

- ✓ NGOS
- ✓ GOVERNMENT ORGANISATIONS
- ✓ CHARITIES

Tailored Teacher Professional Development (TPD)

Personalised certification

High level progress tracking and reporting

Regular virtual meetings

Ability to accommodate high numbers

To become a partner, register your interest

OUR GOALS

By December 2025:

- **42,000** users enrolled on Teach2030 courses
- **4%** of total users will be through partnerships
- **55,000** course completions on Foundations of Teaching for Learning

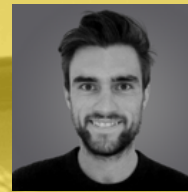
YOUR COMMONWEALTH EDUCATION TRUST TEAM



Betty Abeng
CEO



Gillian Young
Trust Secretary



Adam Barton
Marketing Lead



Alex Starr
Lead Education
and
Partnership
Consultant



Sarah Kerr
Educational
Consultant



Patrick Alexander
Volunteer Senior
Education Advisor
(Oxford Brookes
University)

MESSAGE FROM BETTY

'We would like to thank all those who are contributing to the Commonwealth Education Trust. The impact we are making around the world, in over 100 countries, is profound and deeply personal to me. The role of a teacher in shaping the lives of children is unparalleled and it is our responsibility to share our knowledge, skills and resources to help others to improve.'



**DONATE TO IMPROVE
THOUSANDS OF CHILDREN'S
LIVES WORLDWIDE**



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