



# Making a measurable difference

OUR IMPACT



I am extremely proud of what EDT has achieved this year. Together, we reached millions of people from Sierra Leone to Brunei, from England to Zimbabwe, and in dozens of territories in between. The stories and statistics on these pages show that we made a measurable impact on children, leaders and adult learners. We did this by supporting our partners to improve schools and education systems at scale, and through our work in continuous professional development and employability and skills services.

EDT's purpose is to increase the life chances of individuals by improving education and skills outcomes. With this in mind, we undertook a robust review of our own systems and organisational structure in 2023–24 and developed an ambitious growth strategy for the next five years. At every step of this transformational journey, I have been inspired by the incredible expertise that runs through the veins of EDT, and the collaborative spirit at its heart.

Our trustees, the executive team and I – along with our colleagues and partners across the UK, Sub-Saharan Africa, the Middle East and Asia – know there is much more work to be done. As we look ahead to 2025, we are excited about the opportunities we have to increase our impact further, by delivering evidence-led solutions to governments and other organisations around the world.



**Dan Sandhu**  
CEO



# Making a measurable difference at scale

Our purpose at EDT is to increase the life chances of the people we support by improving education and skills outcomes. To know whether we are making a difference, we need a clear understanding of the results of our work. We therefore take the measurement of impact very seriously.

All operational teams at EDT have targets for the impact they are making on beneficiaries, and they report on performance regularly. This review draws upon the resulting data for 2023-24. Most of our frontline teams met or exceeded their impact targets, and the pattern that has emerged is overwhelmingly positive.

“Thanks to the vision of our partners and the expertise and commitment of our people, EDT has made a remarkable global impact again this year. There are many success stories in this annual impact review, including teachers growing in confidence, jobseekers finding pathways to work, marginalised children being able to learn, and schools supporting each other. I am particularly proud of our groundbreaking work on early childhood education, foundational learning and climate change. Thank you to all our fantastic teams around the world for making our impact goals a reality.”

**Ilse Howling**  
Chair of Trustees

# Our impact

Our impact is amplified by the scale of our activity: in 2023-24, we worked in 39 countries, and our clients spanned the Global North and the Global South in both high- and low-income countries. This enables us to consider 'what works' in terms of impact, across a great range of different contexts. Our large-scale projects are mainly concentrated in the UK, Sub-Saharan Africa, the Middle East and Asia, while consultancy assignments have a much wider geographical spread. The map below shows the countries where we either ran large-scale projects or undertook consultancy assignments this year.

Many of our interventions have considerable scale, in terms of the number of people whose life chances we have an opportunity to improve, and this is why reach metrics matter. Often our immediate beneficiaries, such as members of the education workforce, have the power to change the lives of many more. We therefore ask our teams to track and measure the number of people reached – directly and indirectly – and collect evidence that we have made a positive impact on their lives.

## Our reach

In 2023-24, we worked in **39 countries** in the Global North and Global South, including both high and low-income countries.



# How we measure our impact

We use a variety of evidence sources to measure our impact, and our teams around the world gather both quantitative and qualitative data on a regular basis. Hard numbers are essential, but it is also important to give a voice to our beneficiaries and listen to what they tell us; this enables us to both measure impact and drive continuous improvement.

Regular surveys of users' perceptions play a central role in our impact assessment methodology. We carry out systematic analyses of data generated by questionnaires, and we gather data through focus groups and case studies. We also understand the importance of objectivity when considering impact, so we seek independent third-party evaluations and, whenever possible, look to external sources to verify our own impact judgements.





**WALT**  
 We Are Learning To...  
 Write the letters M, R, S, K, T, Y, P, Q  
 Write the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9  
 Write the words hot, cold, sister, brother

- Daffa
- Farwizah
- Achwa
- Shahfiq

n b m s k t y u p d

- Pra C
- Yusuf
  - Akhriz
  - Arwey
  - Alzam
  - Qawi
  - Syafi
  - Rafyan
  - Shafiyah
  - Q...
  - W...
  - atul

How are y



What is your name?

My name is

How old are you?



I am 5 year

Do you have a brother?



sister?

No, I don't

Yes, I do

How many

# Our work in early childhood education

Evidence shows that high-quality early childhood education can significantly improve an individual's life chances, especially among disadvantaged or marginalised groups. EDT's work begins making an impact when a child takes their first steps into the world of education, to be welcomed by skilled and confident teachers.

Our **CfBT Education Services** team has, for many years, supported pre-school literacy learning in Brunei Darussalam. Our work focuses on providing Bruneian and CfBT teachers with the strategies and resources they need to prepare pre-school children for later learning in primary and secondary school. During a compulsory pre-school (known as 'pra') year of education, we help teachers use synthetic phonics instruction to support children's first steps in reading literacy, in both Brunei Malay and English.

In 2023-24, we held a national pre-school English teaching showcase, bringing together professionals to share their knowledge on teaching approaches and practices. Approximately 50 Bruneian English teachers attended the workshops; 96% of participants rated them as 'useful' or 'very useful', and 98% said they would use the strategies learned in their classrooms.



“As a newbie ... I found out that there are actually lots of phonics types. Learning how to voice sounds was really useful. Thank you!”

Teacher, Brunei

“This is new to me, and I've been teaching upper primary most of my teaching years. This can help me to help my lower ability students with their reading.” Teacher, Brunei

# Supporting workforce professional development

Starting school is a major milestone on the journey through childhood, and a pivotal time in a child's education. EDT provides professional development opportunities for the teachers and school leaders who deliver that education – which leads to school improvement and ultimately better educational outcomes for young people. Much of our work in the Middle East and Asia focuses on developing teachers' skills and their capacity to engage students to become dynamic learners and proficient English language speakers.

In 2024, CfBT marked 40 years of continuous partnership with the **Ministry of Education (MoE) in Brunei**. This year, we deployed 200 expatriate teachers of English to 131 government schools, in every district of the country, and they directly taught 17,000 primary, secondary and sixth form students. We also supported the MoE to build the capacity of 600 Bruneian teachers through school-based continuous professional development training, one-to-one mentoring on the **English Language Peer Partnership** programme, and national and cluster-based workshops. As a result, we indirectly reached thousands more students across Brunei.

The publication of the Programme for International Student Assessment (PISA) 2022 test results this year showed that Brunei's 15-year-old pupils improved significantly in English, science and mathematics between 2018 and 2022. Their improvement in reading literacy, in a test conducted in English, was the best of all participating countries in the world. We are extremely proud to have played a part in this success story.

“It's such a blessing to be able to access the materials from the resource portal. I'm extremely grateful for all that (especially the resources related to 2024 O level syllabus)” **English teacher, Brunei**

“We are extremely satisfied with [our CfBT teacher's] professional and personal qualities. Her dedication, expertise and positive attitude greatly enhance the learning environment and contribute to the overall success of our students. She demonstrates strong leadership, exceptional teaching skills, and a genuine passion for education. Her ability to build meaningful relationships with both students and colleagues further underscores her value to our school community.” **School leader, Brunei**



## Brunei and PISA: a case study in long-term impact

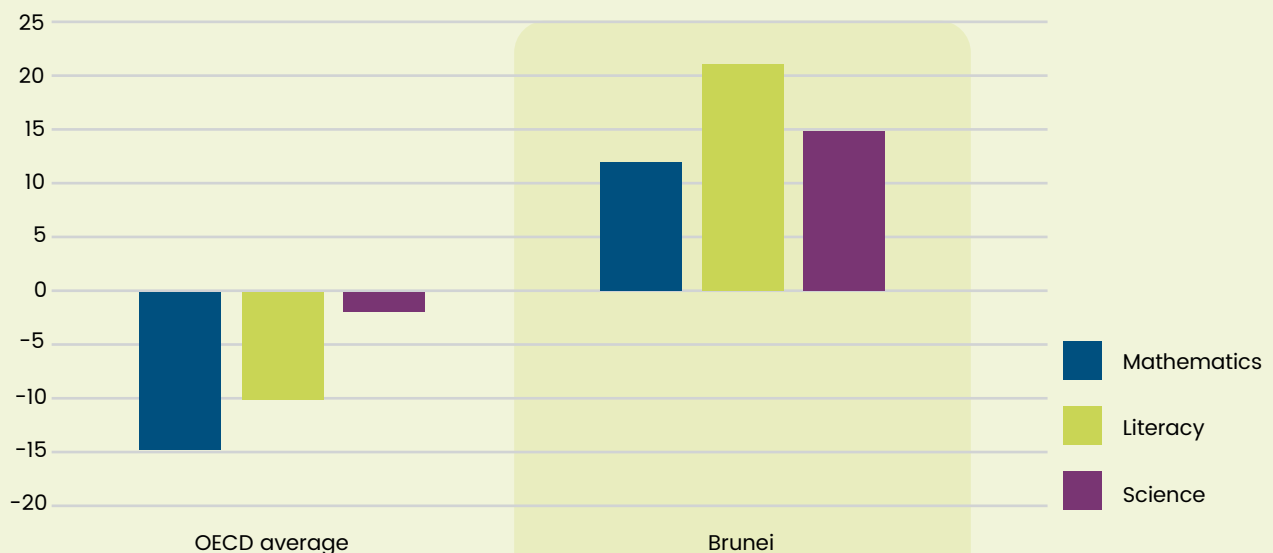
Measuring EDT's long-term impact is challenging because we usually operate within time-limited contracts. The short-term outcomes from our work are nearly always positive. But the full long-term benefits – for example, of our work in Africa in support of the empowerment of girls and young women in education and training – usually manifest themselves many years after our programmes and projects end.

In 2023, the publication of the results of the global Programme for International Student Assessment (PISA) tests conducted in 2022 provided us with an unusual opportunity to measure the impact of an intervention several years after its completion. In 2016, the government of Brunei commissioned EDT to support a professional development intervention known as the **Literacy and Numeracy Programme (LNCP)**, and in 2018, Brunei participated in PISA for the first time.

The LNCP aimed to improve the performance of Bruneian students in core subjects. The EDT team worked with the Brunei Ministry of Education to identify and train local pedagogical coaches, to ensure a sustainable school-based coaching programme. Since then, the coaching programme has been managed by the ministry. The LNCP project concluded in 2019, but the infrastructure of school-based coaches has endured and in 2024 there are coaches in nearly every government school in the country.

In 2022, 15-year-olds from 81 countries took the PISA tests organised by the Organisation for Economic Co-operation and Development (OECD). From a relatively low baseline in 2018, the Bruneian students made dramatic progress. Against the background of school closures brought about by the Covid-19 pandemic, only four countries in the world improved their PISA performance between 2018 and 2022 in all three subjects (English, science and mathematics), and Brunei was one of them. And the improvement of Bruneian students in reading literacy was the greatest in the world. While we cannot identify a precise cause of this, we are confident that the impact of EDT's support for pedagogical coaching in schools contributed to this success.

### Change in points scored by students in PISA tests 2018–2022 compared with OECD averages. The improvement in literacy – in English – was the highest in the world



CfBT ran 198 literacy-based initiatives for students in 2023–24 and delivered 382 professional development or mentoring sessions. We led a research symposium, ran the national spelling bee, and held training sessions on pre-school teaching strategies and collaborative learning. We also organised a charity children's book drive during the month of Ramadan – collecting over 1,000 books and donating them to six Bruneian government schools – to help improve literacy and promote a reading culture.

2024 marked



## 40 years of continuous partnership

with the government of Brunei Darussalam



Feedback on the impact of CfBT's activities has been consistently positive. Between February and May 2024, we provided teacher training workshops on IGCSEs and O levels, and at least 89% of participants from each session agreed or strongly agreed that the training had improved their teaching practices. In July, we ran a primary phonics workshop series for Bruneian English teachers; most participants said that the workshops were useful, and that they had acquired greater knowledge about phonics teaching strategies as a result. Furthermore, all our CfBT teachers achieved grade three to five on the Brunei teaching standards framework, and 97% of school leaders surveyed gave them a score of three or higher on teaching standards and overall performance.

Meanwhile, we have been running an innovative professional development programme in the Middle East since 2017, to support Ministry of Education supervisors who manage the performance of classroom teachers. Our approach is known as **Evidence-Based Supervision (EBS)** because we help supervisors use the best available research-based evidence when coaching teachers to improve their pedagogical practices. In 2023–24, we delivered EBS training in Egypt, Lebanon and Jordan, using funds from our own Alexandria Schools Trust (AST). This work enabled these three governments to build the capacity of teachers and supervisors to use English as a medium of instruction – while improving their teaching strategies and techniques.

In **Egypt**, for example, we worked with the **Ministry of Education** to train 150 supervisors responsible for the quality of English teaching in schools serving almost 40,000 students. As a result, the supervisors reported improvements in their coaching skills, fostering more positive relationships with teachers and a shift to a more collaborative approach. Most of the teachers appreciated the supportive nature of the coaching, and said they felt more empowered after the training. Overall, 99% of participants would recommend the programme to others.

In **Lebanon**, we trained 25 English counsellors and 46 teachers on behalf of the **Ministry of Education** – reaching 4,000 students, including Syrian refugees. Despite challenging circumstances, the programme achieved a high completion rate of 96%. Positive outcomes included better relations between teachers and counsellors, enhanced observation techniques, and improved teaching practices. Feedback also indicated that teachers adopted new strategies such as improved lesson structuring and student engagement techniques, leading to improved learning outcomes.

In partnership with the **Ministry of Education in Jordan**, we provided EBS training to 85 English language supervisors, supporting 86 teachers and indirectly impacting approximately 2,500 Jordanian and refugee students across all governates. We also partnered with the United Nations Relief and Works Agency (UNRWA) to train 39 supervisors, which supported 450 teachers and indirectly impacted 5,000 refugee students across the country. All the participating principals and vice principals said they would recommend the programme to others, and 96% of the teachers reported increased student engagement in classrooms after taking part. We also trained a further 39 teachers in teaching English for large class sizes.

“[The programme was] very effective. It helped me to reconsider my teacher practice based on evidence and to figure out how to enhance students’ phonemic awareness and participation through adopting appropriate strategies, especially while dealing with low achievers.”

Teacher, EBS Lebanon

“[One teacher] has now begun adapting her methods to focus more on student-centred approaches. Following the EBS programme, she has shifted her focus to allocate more time to guided practice, incorporating scaffolding and adhering to instructional principles to improve the overall learning experience for students.” Counsellor, EBS Lebanon

His Majesty the Sultan of Brunei, Hassanal Bolkiah Mu'izzaddin Waddaulah at the National Teachers' Day celebrations in October 2024

# Whole school improvement

While in full-time education, children and young people develop socially, personally and academically in many ways. And we recognise that their individual learning experiences are affected by the organisational, pedagogical and cultural norms that exist throughout their whole school. Therefore, in addition to providing professional development opportunities for teachers and leaders, we also approach school improvement at an institutional level. In the Middle East and Asia, one of our key focus areas is the work we do with system-level partners to raise school standards through inspections, accreditation and accountability.

We provide assigned consultant support and school quality assurance through our **International Schools Quality Mark (ISQM)** accreditation programme, and we are one of only three agencies authorised by the UK Department for Education to conduct **British Schools Overseas (BSO)** inspections. In 2023–24, we worked with over 2,000 teachers and leaders in schools across the Middle East and Asia; we were proud to partner with the **Government of Thailand** through the ISQM accreditation programme, while our BSO work extended to **Dubai, Qatar, Thailand, Malaysia and Vietnam**.

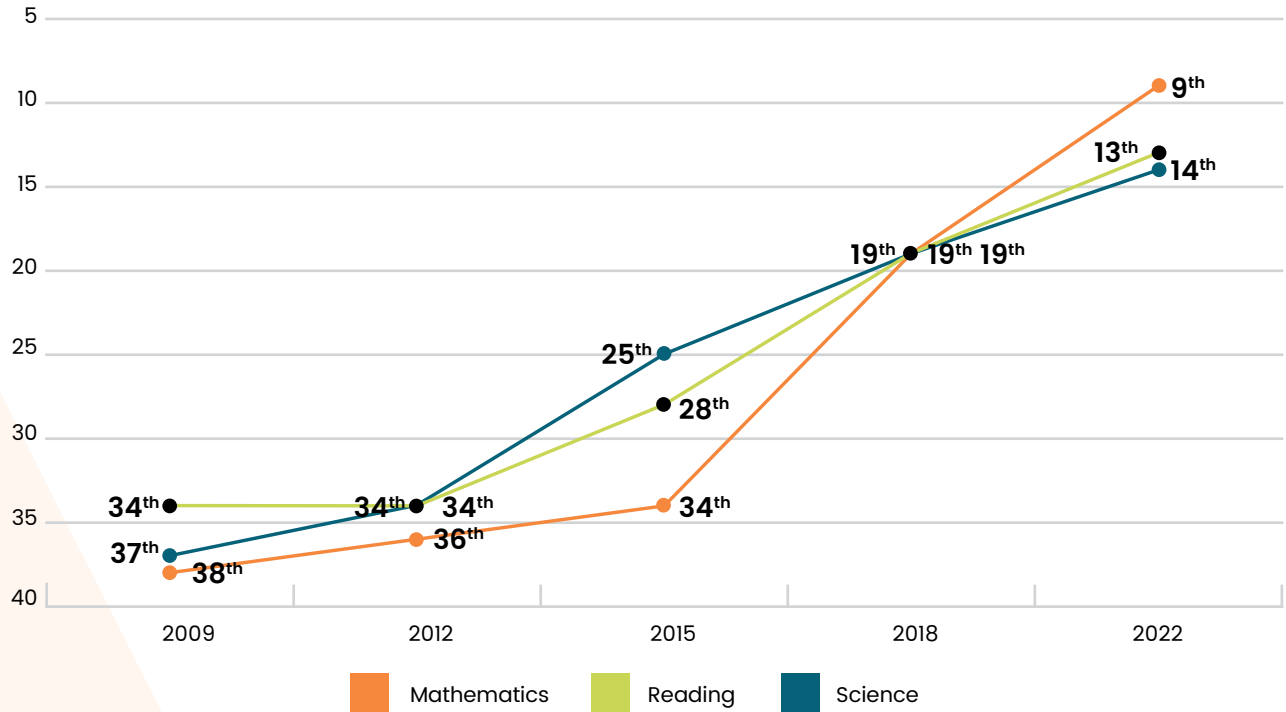
During this period, six new schools were accredited with the ISQM, and we supported an additional 49 through consultancy assignments. School representatives expressed a high level of satisfaction during our inspections and accreditation visits, with 86% agreeing or strongly agreeing that the experience had made a positive impact on school improvement.

We continued our 18-year strategic partnership with the Dubai government's **Knowledge and Human Development Authority (KHDA)** in 2023–24, supporting them with regular, transparent inspections of private schools. The inspections reached 15,000 teachers and leaders, which led to higher standards of teaching and learning for approximately 365,000 students. Results from various international comparative assessments document the trend towards improved academic outcomes for Dubai's private schools, and we are proud to have contributed to this through our ongoing collaboration with KHDA.

“We wanted an international benchmark that would put us on a level playing field with other international schools in the region. The accreditation / reaccreditation process helped us to streamline the work we do, making us look at procedures and outcomes more keenly, by linking these with data and evidence.”

ISQM accredited school, Malaysia

**International ranking of the Dubai private schools (viewed as a school system), as measured by performance in PISA tests (2009-22), compared with other countries' education systems**



In 2023–24, we continued our strategic partnership with the **Sharjah Private Education Authority** (SPEA) in the United Arab Emirates (UAE). We reviewed 63 schools on their behalf, benefitting over 3,500 teachers, 128 school leaders and approximately 89,000 students. Feedback from SPEA in relation to all aspects of the reviews was positive, including the process, our expertise, and inspectors' behaviour. The summary report we produced, which outlined key findings from the inspections and recommendations for system-level improvements, was also well received.

We also partnered with the **UAE Ministry of Education** this year to inspect 34 private schools in the Northern Emirates, helping to improve the practices of 984 teachers and 68 leaders, and shape the learning experience of over 24,000 students. At one of our regular quality assurance meetings, a ministry representative thanked EDT for the quality of our work and the exemplary behaviour of our inspectors.

“The BSO inspection served as a valuable lens, allowing us to view our institution from an unbiased, external perspective. It pushed us to introspect, affirming our strengths and pointing out areas of improvement with precision. The rigour and high standards set by the BSO reinforced our commitment to providing world-class education, ensuring that we consistently align with best international practices for our pupils.”

BSO-reviewed school, United Arab Emirates





England's former schools minister, The Right Honourable Sir Nick Gibb, alongside EDT colleagues visiting The International School @ ParkCity, Kuala Lumpur, Malaysia, which has some of the most impressive reading outcomes we've seen globally and has been an ISQM accredited school for seven years, achieving the highest level – gold.

(R-L: Dr Louise Pagden, Director of Southeast Asia EDT, Nathan Phipps, Head of Lower Primary at The International School, The Right Honourable Sir Nick Gibb, Dr Richard Churches, Director of Research EDT, and Andrew Dalton, Group Director of Education at The International School)

# Employability, skills and careers

We believe that people of all ages, abilities and backgrounds should have access to opportunities for meaningful work, and we are proud of the impact we make in the UK by improving people's life chances through employability, skills and careers guidance. We are now bringing our expertise to international markets too, by developing a future readiness portfolio to help tackle the many challenges facing the global workforce. We advocate for an interdisciplinary approach and work closely with governments, clients and partners to meet the needs of individuals and employers, by developing evidence-led solutions informed by country-specific priorities and educational needs.

We are currently developing and piloting our innovative **Lifelong Learners** programme in Jordan, with AST funding and in collaboration with the **Crown Prince Foundation and UNRWA**. This initiative is designed to empower high school students from Jordanian government schools and Palestinian refugee communities by preparing them for the future in a rapidly changing world, using English as the medium for instruction.

Lifelong Learners incorporates all the essential elements of EDT's future readiness approach: its young participants will learn about digital technology, climate action, financial literacy, navigating the job market, and looking after their own wellbeing. They will also develop their creativity and critical thinking capabilities, their ability to collaborate and adapt, and their communication skills as fluent English speakers. We are still in the early stages of delivering this groundbreaking programme, and we look forward to reporting on its impact across the Middle East and Asia in the months and years to come.





# Strengthening education systems

To enable children to thrive as they progress through their early years and into school, and transition successfully into the workplace, the systems that they are part of must be strong and effective. In 2023-24, we supported policymakers in 32 countries with technical assistance, expert guidance, and planning for education reform. This made an impact on learners in many countries around the world by strengthening the education systems that their schools operate in, while improving educational outcomes at scale.

## Research and consultancy

Our global research and consultancy team supports systems reform worldwide, with a particular focus on capacity building at a government ministry level. In 2023-24, this work was funded by 14 different clients – including the **Foreign, Commonwealth and Development Office (FCDO)**, **Global Partnership for Education (GPE)**, **the United Nations Children’s Fund (UNICEF)** and the **Bill and Melinda Gates Foundation** – and indirectly made an impact on learners all around the world.

One notable milestone in 2023-24 was the completion of a six-year partnership with **IIEP-UNESCO (the United Nations Educational, Scientific and Cultural Organisation’s International Institute for Educational Planning)**. Funded in part by **Dubai Cares**, this project investigated promising policies and practices for teaching in refugee settings. This year we focused on contributing to the global body of evidence on education by disseminating our findings. Over the lifetime of the project, we published four country case studies – in Ethiopia, Jordan, Kenya and Uganda – along with policy briefings to provide guidance for supporting teachers of refugees at national and regional levels.

In 2024, we began work on the **UK-funded SCALE (Scaling Access and Learning in Education)** programme, which aims to improve foundational learning outcomes at scale in low- and middle-income contexts in the years ahead. We support the provision of technical assistance to the FCDO overseas, while helping to shape and deliver the UK government’s international education development strategy. Assignments so far have included studies of education policy issues across sub-Saharan Africa and central Asia and the Asia-Pacific region – providing technical support to government officials and policymakers.

Some of our many other research and consultancy projects in 2023-24 (along with our funders and partners) include:

- conducting an Association of Southeast Asian Nations (ASEAN) **education policy and market evaluation** (*UK government and Malaysian High Commission*)
- developing a national policy on **learning through play in Rwanda** (*UNICEF*)
- enhancing **access to education** for out-of-school children (*Educate a Child Foundation, Qatar*)
- supporting **teacher training in Saudi Arabia** (*Talemia Agency, Kingdom of Saudi Arabia*)
- reporting on **education system resilience** and the **refinement of thematic priorities** (*GPE Knowledge and Innovation Exchange, and International Development Research Centre*).

# Our global research programme

As a not-for-profit organisation, we fund our own programme of publicly available research and have a highly skilled, dedicated research team. Our research makes an important contribution to the global evidence base on education. It helps us to understand what works and what doesn't, it guides our approaches and solutions to educational challenges, and enables us to make evidence-led recommendations to policymakers. It also helps us to evaluate our own work, in continuous cycles of innovation, implementation and learning.

In 2023-24, we published the findings from our research into the impact of climate change on education in Kenya. We also explored how climate shocks have a negative impact on learning in low-income contexts worldwide, and how education can play an important role in tackling climate change through mitigation, adaptation and resilience building. As a result of our research in the increasingly important area of **climate and education**, we were commissioned to undertake several country-level studies of climate change preparedness in 2023-24, as part of the GPE programme promoting climate smart education systems. Our experts analysed the climate-related challenges facing school systems in Cambodia, South Sudan, Ethiopia and Bangladesh, to support the work of national governments and international development partners.

We also published two research papers on the subject of **girls' education** this year. We examined girls' learning in Cambodia and found that progress has been made in moving towards gender-responsive approaches to education, but more work needs to be done on addressing deep-rooted gender biases and safeguarding issues. We also published the second report from an ongoing multi-year research study into the transitions that Kenyan girls make from primary to secondary school and onwards into higher education and work. Our findings are making a significant contribution to the global evidence base on equity in education, and we will be publishing more in the years to come.

**To read these and all our other research reports, please visit [edtresearch.org](https://edtresearch.org)**



## Looking forward

We are proud of the measurable impact we make on people at the different stages of life: from the three-year-old entering education for the first time, to the student studying for their exams; from the young person wondering what to do when they leave school, to the adult wishing to upskill or change their career. To this end, we will continue to support governments and other partners to deliver professional development programmes, improve schools, provide employability, skills and careers guidance, and strengthen education systems at scale.

We have an exceptional team at EDT, and a clear sense of purpose. We are now building on the impact we made in 2023-24, and continuing our work of increasing the life chances of individuals by improving education and skills outcomes all around the world. As several exciting new programmes get underway, we are confident we will make an even bigger impact in the months and years to come.



## Keep in touch

 [enquiries@edt.org](mailto:enquiries@edt.org)

 [Education Development Trust](#)



[edt.org](http://edt.org)

Highbridge House, 16-18 Duke Street, Reading, Berkshire RG1 4RU  
T +44 (0) 118 902 1000  
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