

Impact Evaluation of STiR Education's Programme in Uganda and Indonesia

Context & Purpose: STiR Education aims to reignite intrinsic motivation in public education systems by strengthening classroom practice, peer collaboration, and system leadership. An independent evaluation, led by Deloitte¹ and reviewed by Professor Nishith Prakash², assessed STiR's impact in Uganda and Indonesia.

Methodology: A mixed-methods, quasi-experimental design compared matched treatment and control groups, using standardised assessments, surveys, and in-depth interviews. The study employed regression analysis and followed OECD-DAC standards for qualitative insights.

Key Findings:

- **Student Learning Outcomes & Social Emotional Learning (SEL)**
 - Uganda: Statistically significant gains in literacy (15.6%, 0.133 SD) and numeracy (14.2%, 0.166 SD). SEL outcomes showed improved emotional regulation and conflict resolution.
 - Indonesia: Significant literacy gains (16.4%, 0.156 SD), modest numeracy improvement (4.37%, 0.055 SD, not statistically significant). SEL outcomes improved help-seeking, empathy, peer support, and less conflict escalation.
- **Intrinsic Motivation**
 - In both countries, STiR enhanced teacher autonomy, peer collaboration, and leadership support. Challenges included applying interactive methods and implementing feedback.
 - Data also shows a negative correlation between reported teacher motivation and student learning outcomes (Indonesia: -0.04, Uganda: -0.36), and positive correlations between student learning outcomes with Autonomy, Mastery, and Purpose (AMP) (Indonesia: -0.005 to 0.012, Uganda: -0.21 to 0.28). AMP was also positively correlated with teacher behaviours such as using varied methods (Indonesia: 0.06 to 0.32, Uganda: 0.10 to 0.49), adapting to student needs (Indonesia: 0.03 to 0.34, Uganda: 0.09 to 0.22), and encouraging student questions (Indonesia: 0.01 to 0.26, Uganda: 0.05 to 0.27).
- **System Impact**
 - Uganda: Relatively stronger impact in secondary schools; primary schools showed a need for external motivators to sustain momentum.
 - Indonesia: Government alignment, expansion to new districts, and support for teacher networks.
- **Professional Development**
 - LICs improved peer learning and teacher reflection, especially in Indonesia. Engagement from education officials remained limited to facilitation.
- **Gender & Equity**
 - Uganda: Near-equal literacy outcomes by gender in treatment schools; numeracy gaps persist.
 - Indonesia: Girls in treatment districts outperformed boys and control peers in both subjects. Gender was not a core programme focus.
- **Social Return on Investment**
 - Uganda: £3.12 per £1 invested
 - Indonesia: £6.88 per £1 invested

Key Assumptions and Limitations: The evaluation assumed comparable treatment and control groups and reliable self-reporting on intrinsic motivation. While matching reduced selection bias, unobserved external factors were not controlled. As such, findings indicate causal impacts but do not match the rigour of a randomised control trial.

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