



Annual Report

2024-25



Contents



3. Message from the Chair

4. Message from the CEOs

7. About STiR Education

8. Our Vision & Mission

9. Why Motivation Science?

10. How We Work

11. Where We Work

13. Uganda updates

16. Story of Change from Uganda

18. Indonesia Updates

20. Story of change from Indonesia

22. India Updates

24. Story of change from India

26. Ethiopia Updates

28. External Evaluation

30. Amplification Services

33. Our Partners to Date

34. Our Board of Directors

36. Financials

38. Plans for 2025-26

Message from the Chair

At STiR Education, we've always believed that motivated teachers change lives and this year, our independent impact evaluation has shown just how true that is. Seeing clear improvements in children's learning outcomes is both thrilling and deeply affirming. It proves that when teachers and education officials are inspired and supported, they can transform classrooms in ways that last.

In a world of constant change and growing challenges, this focus on intrinsic motivation is more important than ever. What excites me most is that STiR's approach doesn't just deliver results, it builds capacity within education systems themselves, so that change continues long after we've stepped back.

I am truly proud of what the team, our partners and our supporters have achieved together. It's proof that our vision isn't just possible, it's also cost effective. And it gives me enormous hope for what's to come: classrooms full of possibility, teachers who feel valued and empowered, and children everywhere given the chance to thrive.

Jonathan (Jo) Owen
Trustee and Chair, STiR Education



Message from the CEOs



Dear Friends and Supporters,

This past year has brought both significant challenges and exciting progress. The global development sector continues to face uncertainty, most notably with the sudden closure of USAID, which disrupted funding streams and forced difficult conversations about sustainability. Yet amidst this turbulence, our conviction has only strengthened: motivated teachers remain one of the most powerful levers for system-wide change.

Across Indonesia and Uganda, we've seen what happens when that motivation is unlocked. Classrooms are coming alive with purpose. Teachers and education officials are rediscovering their agency. And millions of children are benefiting from more engaging and effective learning environments. This was reflected in our impact evaluation across both countries,

where we see our approach delivering significant learning gains at scale, at a sector-leading cost of £0.25 per child per 0.1 standard deviation improvement in foundational literacy and numeracy.

This year also marked an important evolution in our strategy. We launched our amplification services, enabling us to share our deep expertise in motivation science with other organisations. By helping partners strengthen their own programmes, we're creating greater impact without duplication: supporting system led change that is locally grounded and globally informed. Early projects in Ghana and Brazil have shown the power and potential of this approach, while giving us valuable insights into new models of delivery.

Meanwhile, our localisation efforts have made major strides. In India, we reached a major milestone with the full transition of our programme (CIM) to independent local leadership, continuing to apply the STiR approach at scale. In Uganda, our long-standing partnership with the Ministry of Education and Sports continues to grow. Our secondary programme now spans 119 districts and 38 municipalities, while our primary programme reaches 64 districts and 8 municipalities. And in Indonesia, our collaboration with the Bakti Barito Foundation, under a national agreement with the Ministry of Education, is expanding across East Nusa Tenggara, East Java, and West Java.

Together, our localisation and amplification strategies are positioning STiR to make a deeper, more sustainable contribution to global education. They reflect the sector's growing recognition of the need for locally led solutions, and they reaffirm our commitment to supporting education systems from within.

Thank you for your continued support through this pivotal moment. It is because of you that we can keep advancing our vision: education systems where every teacher is motivated and every child can thrive.

With warm regards,

John McIntosh & Jenny Willmott
Co-CEOs, STiR Education





About STiR Education

STiR Education is an international NGO committed to improving children's learning by supporting teacher and education system behaviour change. We believe there is no intervention more powerful than a motivated teacher.

We bring teachers together, strengthen their classroom practice, ignite their intrinsic motivation, and build powerful networks across education systems. This leads to classrooms full of possibility and measurable improvements in children's learning. Our programmes deliver impact at scale, costing just \$0.25 per child per 0.1 SD gain in learning outcomes.

Founded in Delhi in 2012, we have since expanded to work internationally, with our India programme (CIM) now operating independently.

We launched a new range of amplification services in 2024. This enables us to share our expertise in motivation science and embed it within other educational initiatives, helping partners to strengthen their interventions and achieve sustainable, system-led change.

At STiR, our focus is simple but transformative: reigniting motivation among teachers and education officials so that every classroom becomes a place where children can thrive.



Our Vision

A world where teachers love teaching
and children love learning.



Our Mission

We are an international amplifying
organisation that supercharges the
impact of education interventions by
supporting them to integrate the latest
in motivation science.

Why Motivation Science?

Motivation is a term we all feel we understand intuitively, yet it is surprisingly poorly defined and interpreted differently across scientific disciplines. Existing psychological theories are powerful but incomplete, making it difficult to predict with confidence which factors most influence motivation in any given context. This matters enormously in education, where motivating children, teachers, and system leaders is critical to improving outcomes, especially at scale and under financial constraints.

While this academic complexity is real, STiR Education brings something unique: over the past decade, we have seen first-hand what works and what does not. Through partnerships reaching over 460,000 teachers and nearly 12 million children, we have developed practical, context-sensitive ways to strengthen autonomy, mastery, and purpose: the key drivers of intrinsic motivation. Our dual approach of localisation and amplification allows us to test, refine, and embed these insights across diverse systems, turning theory into actionable strategies that deliver measurable results at low cost.

By combining rigorous science with a decade of real-world learning, STiR is helping to shape a field-based science of motivation that makes education systems more effective, resilient, and sustainable.

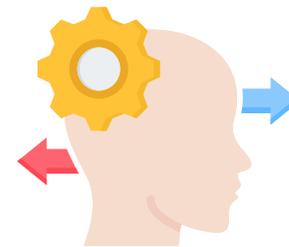


How we work

STiR Education supports education systems to become self-improving by focusing on the motivational and behavioural drivers of teachers and officials. The model works at multiple levels of the system: classroom, school, district, and ministry, through a structured and scalable approach.



Teachers participate in network meetings



Motivation and behavioural drivers



School leadership and government support



Improvement in classroom practice



Simple and low cost practice



System alignment improves outcomes



Where we work



Core Programme

Amplification Services



Uganda



Schools

11,117



Teachers

188,740



Students

5,892,477

2024-25 highlights

- National Impact Evaluation completed – showing over **15% improvement in literacy and over 14% improvement in numeracy** outcomes in Uganda, with early signs of stronger teacher practices and ownership.
- Signed a **new 5-year Memorandum of Understanding with the Ministry of Education and Sports**, outlining our gradual scale-down plan and increased cost-sharing.
- Stakeholder data reporting increased fourfold (**from 10,000 in 2023 to over 46,000 in 2024**), indicating growing system ownership.
- Partner associations like **Association of Secondary School Headteachers of Uganda (ASSHU), National Association of Municipal and District Education Officers (NAMUDEO), Uganda National Inspectors of Schools Association (UNISA) and Principals Association of Uganda (PAU)** remain deeply involved in delivery, co-design, and advocacy.
- STiR was awarded a Certificate of Appreciation by the Government of Uganda for promoting “**EDUCATION FOR LASTING PEACE**”.

Programme updates

Uganda's education landscape continues to evolve, with new reforms such as the National Teacher Policy, Teacher Incentive Framework, and a Digital Agenda aimed at strengthening the teaching profession and integrating technology into classrooms. The Teacher Bill and Teacher Qualifications Framework are currently under development, signalling progress towards professionalising teaching, though challenges remain in funding and implementation.

At the leadership level, the appointment of Dr. Kedrace Turyagyenda as Permanent Secretary has boosted government engagement with education partners. We've also seen strong ownership from the new Commissioner for Government Secondary Education, a former programme Headteacher who continues to champion our work.



We've scaled our secondary programme to 119 districts and 38 municipalities. Our primary programme now spans 64 districts and 8 municipalities in partnership with NAMUDEO, UNISA and PAU. This year, our content focused on creating safe and supportive learning environments. Specifically, the strategies implemented aimed to foster positive relationships and promote a sense of belonging and inclusion in classrooms, ultimately making schools safer for all children.

We also began laying the groundwork for a pilot intervention in refugee settlements. Initial discussions with Finn Church Aid explored opportunities to strengthen teaching and learning quality in education-in-emergency settings. Following these conversations, Finn Church Aid expressed strong interest in partnering with STiR Education. Subsequent meetings focused on deepening our understanding of their work in the settlements, sharing STiR Education's approach, and identifying potential areas of collaboration. As a result, Finn Church Aid recommended five refugee settlements in South Western Uganda as possible pilot sites for the intervention.

The signing of a Memorandum of Understanding, as well as the co-design and implementation of the pilot, has been scheduled for the 2025/26 financial year.



***Modern Karema Musiimenta,
Country Director, Uganda***



Story of change

School Improvement Plans Driving Lasting Change in Rukiga District

By Catherine Kyomugisha, Senior District Inspector of Schools



My name is Catherine Kyomugisha and I am Senior District Inspector of Schools. Before joining the STiR's Teacher Changemaker Development Programme. Our work in Rukiga district felt less structured. Meetings with school leaders lacked focus, budgeting often caused conflict, and many schools had no clear plans for improvement.

Through STiR's programme, I learnt how to develop and use School Improvement Plans (SIPs). We introduced SIPs across schools, ensuring each had a clear vision, mission, and direction. This shift alone transformed performance; schools became more organised, and we saw stronger academic results. The '5 standards' taught in the programme helped us set strategic goals, strengthen leadership, involve parents and communities, and make schools safer learning spaces.

The training also gave us tools for conflict resolution and budgeting. Disputes that once slowed schools down are now replaced by teamwork and prioritisation. Leaders are more skilled, teachers more motivated, and parents more engaged. Even aspects like hygiene have improved alongside learning outcomes.

Today, schools in Rukiga are better managed, more collaborative, and focused on student success. For me, the most powerful lesson is that with the right tools, leadership, and teamwork, lasting change in education is possible.





Indonesia



Schools

3,265



Teachers

25,549



Students

478,335

2024-25 highlights

- The National Impact Evaluation has been completed, showing over a **16% improvement in literacy and 4.4% improvement in numeracy** in Indonesia. The study also found that every **£1 invested yields a Social Return on Investment (SROI) of £6**.
- High participation from teachers and officials, with **strong demonstration of behaviour change**.
- Increased **district ownership**, with expanded participation and co-design efforts.
- Use of **innovative storytelling technology** to capture voices of change.
- Expansion to **six districts across three provinces**, reaching 3,266 schools.

Programme updates

Our work in Indonesia continues to deepen, with high participation from teachers and officials and strong demonstration of target behaviours. In Kediri City, officials expanded our institute sessions to include supervisors from early years and high schools, an encouraging sign of local ownership.

We're now focusing on increasing district-led co-design. Each district has its own team, and we're building a central repository of adaptable content to support contextualisation.

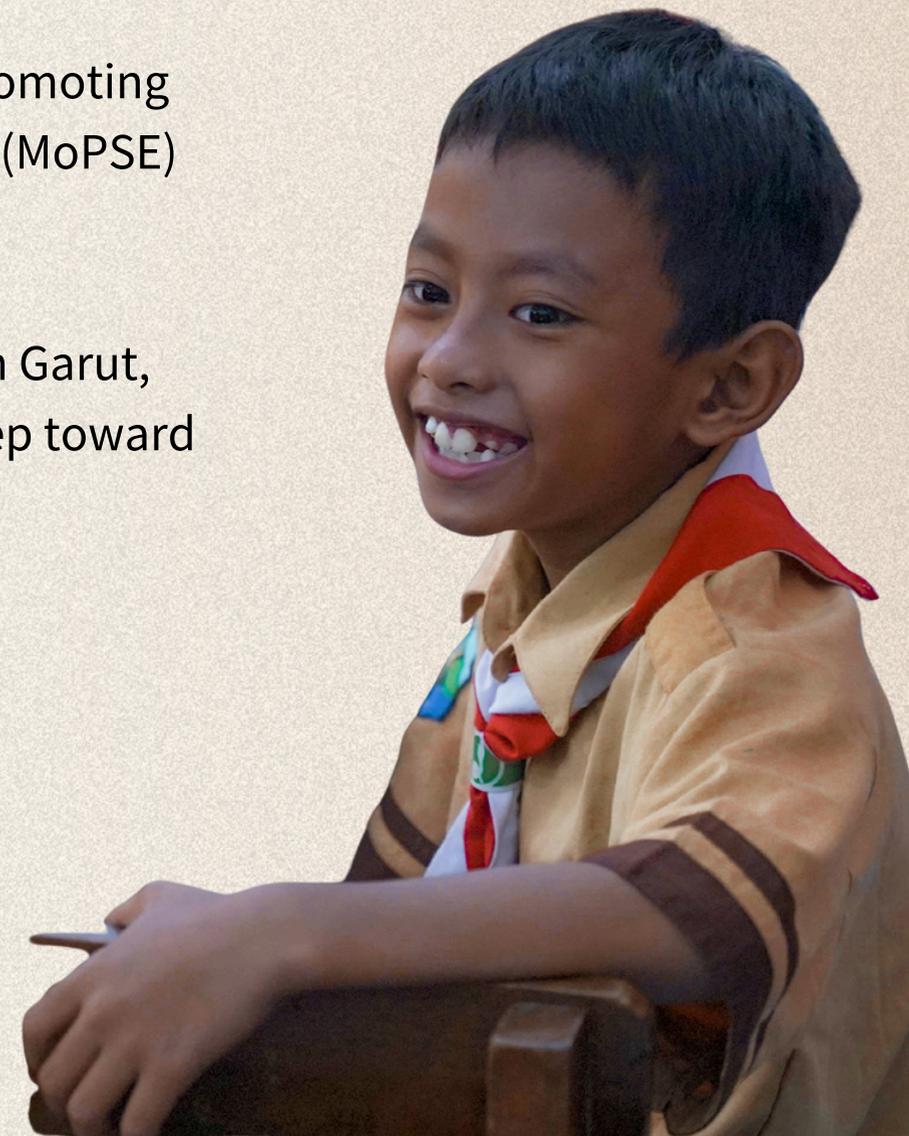
In 2024, we piloted a new approach to gather real-time stories of change using mobile technology. In collaboration with Fortell.ai, we're testing a scalable, video-based tool that interacts with respondents in their local language, offering rich behavioural insights. Initial findings are expected soon.

Gender equity remains a core priority. We're ensuring our content avoids gender bias, promoting inclusive facilitation, and working with the Ministry of Primary and Secondary Education (MoPSE) to explore best practices.

We've expanded into six districts across East Java, East Nusa Tenggara, and West Java. In Garut, we launched our first Environmental Learning Module with Bakti Barito, an important step toward integrating climate education into our core programme.



***Yoni Nurdiansyah, Country
Director, Indonesia***



Story of change

Growing and Sharing Through the Lumajang Co-Design Team

By Lira Fajarwati, Lumajang District



My name is Lira Fajarwati, and I teach at a primary school in Jatiroto, Lumajang. For me, being a teacher is about never stopping learning. As the world changes, our teaching must also evolve, and I've found the best way to grow is by learning from one another. Even small acts of sharing within a school or cluster can spark big changes.

Many teachers I know hesitate to share because they feel unprepared or weighed down by paperwork. But I believe this hesitation can hold us back from meeting our students' needs. That's why I try to keep learning and passing on what I can.

I was grateful to be chosen to join the Lumajang co-design team, where teachers, principals, and supervisors work together to create materials for professional learning communities. It's been a special experience. I've learned to listen to different perspectives, speak up with confidence, and create useful resources like on questioning techniques and appreciative inquiry, supported by the STiR Education and Bakti Barito team.

One of my proudest moments has been training school supervisors and seeing how open they are to learning. This journey has inspired me to keep sharing knowledge and to plant seeds of change that will grow across Lumajang.





India



Schools

50,781



Teachers

253,003



Students

5,302,814

2024-25 highlights

- In line to our localisation strategy, **STIR transitioned a full handover to Centre for Intrinsic Motivation (CIM) from November 2024.**
- In Delhi, the **Teachers Development Coordinator (TDC) programme continued post-handover**, with Learning Improvement Cycles (LIC) and collaboration with State Council of Educational Research and Training (SCERT) and Municipal Corporation of Delhi (MCD).
- Leadership training, teacher Peer learning Communities (PLCs), and tech-enabled mentoring scaled through strong state and city-level partnerships.

Programme updates

STiR Education formally concluded its operations in India in October 2024, completing a successful handover of all programme activities to Centre for Intrinsic Motivation (CIM). CIM now leads ongoing implementation across Tamil Nadu, Karnataka, and Delhi.

In Tamil Nadu, teacher professional development continued at scale, with leadership training facilitated under the Model School Society and high engagement in chatbot-based tech mentoring. Monthly teacher and head teacher PLCs fostered peer learning, reflection, and well-being across all districts.

In Karnataka, nodal officials and district resource teams in five districts conducted training sessions, developed action plans, and prepared for the next Learning Improvement Cycle. In partnership with Amazon, schools were also engaged through change champion workshops and technology integration contests.

In Delhi, we were pleased to see the system sustain the TDC approach, with successful delivery of LIC 15 and ongoing network meetings supported by SCERT and DoE. The Academic Coordinator Programme was launched in partnership with MCD but was paused due to funding constraints. In partnership with Amazon, schools continued engaging with technology-focused PLCs.

As STiR exited direct delivery in India, we are proud of the strong government ownership and local leadership that ensures the work continues meaningfully under CIM's guidance.



Story of change



How Ms Kalavalli Turned a Lesson into a Movement of Respect

During a school gathering, Head Teacher Ms Kalavalli was reminded of the true meaning of respect when a student bravely pointed out that her public scolding contradicted her own message. Rather than dismissing him, she took time to reflect. A few days later, in front of the whole school, she apologised to the student and asked for his forgiveness. That simple act of humility inspired both students and teachers to do the same, creating a culture of empathy, respect and accountability.

Leading a school in rural Tamil Nadu, Ms Kalavalli places equal importance on emotional well-being and academic growth. She has introduced thoughtful initiatives such as a punching bag in the corridor to help students release stress, and private sessions with adolescent girls where they can share personal challenges openly. Instead of reprimanding children for small habits, she looks for positive solutions like placing mirrors in the verandah so students can freshen up quickly and return to class on time.

She also nurtures creativity through Talent Magazines, celebrating students' stories, drawings and recipes, while empowering teachers to take ownership, as seen in a successful Tamil Koodal literature event. Her leadership shows that true respect and growth come from reflection, compassion and action.





Ethiopia



Schools

106



Teachers

2,068



Students

92,955

2024-25 highlights

In 2023, STiR Education signed a five-year MoU with the Ministry of Education and began work in the South Ethiopia region, launching our programme in the woredas of Sodo Zuria and Bayra Koysha. We later expanded to Humbo and Damot Galie, reaching 106 schools, 2,068 teachers, and nearly 92,955 students within a year.

Our model, grounded in peer networks, reflection, and action-feedback loops, was integrated into existing teacher development structures, supporting improved teacher motivation and student engagement.

Despite strong early momentum and positive collaboration with government stakeholders, we unfortunately had to cease operations in Ethiopia in 2024 due to funding constraints. We remain hopeful that the foundation laid will continue to inspire improvements in classrooms and teacher development.





External Evaluation

In 2024, STiR Education's programmes in Indonesia and Uganda were independently evaluated by **Deloitte**, with **academic oversight from Professor Nishith Prakash of Northeastern University**. The study used a quasi-experimental design to assess our impact on foundational learning, social-emotional learning, and teacher behaviours, with data collected directly from students and educators.



[Read Indonesia Report](#)



[Read Uganda Report](#)



We are happy to have concluded our impact evaluation study this year. It not only validates our direction but also gives our donors confidence to scale what works. We are excited to build on our evidence and refine our approach to achieve greater and sustainable impact.

- Jobin Thomas, Associate Director, Monitoring & Evaluation



Key Findings

- Foundational learning showed statistically significant gains in literacy in both countries, with modest but meaningful effect sizes for a low-cost, system-wide programme.

Literacy improved by

16.4%

in Indonesia

Literacy improved by

15.6%

in Uganda

- There's a **14.2% improvement in numeracy in Uganda**.
- Impact on social-emotional learning was limited, though improvements were noted in **peer collaboration (Indonesia) and conflict resolution (Uganda)**.
- Teachers in Uganda showed **improved professional behaviours (peer learning, coaching, and observation)**. While self-reported intrinsic motivation didn't correlate directly with learning, its predictors (autonomy, mastery, and purpose) were linked to improved teaching and learning.

These results highlight the potential of STiR's model to influence teaching and learning at scale, and the need for continued exploration of practical strategies to embed motivation.



Amplification Services

In 2024–25, STiR Education expanded its global influence through a growing demand for amplification services, offering insights, capacity building, and research on intrinsic motivation in education systems. As the only global organisation with an explicit focus on teacher intrinsic motivation at scale, we're proud to support partners in embedding this approach into their work.

Amplification is our way of helping education organisations and systems deepen and sustain their impact by integrating the latest insights from motivation science. Rather than replicating programmes, we strengthen existing initiatives by focusing on the human factors that drive change, building intrinsic motivation among teachers, leaders, and other stakeholders. Through capacity building, co-design, and behavioural measurement, our amplification services enable partners to align efforts across all levels of the system and achieve lasting, scalable improvement in teaching and learning.



Key Highlights

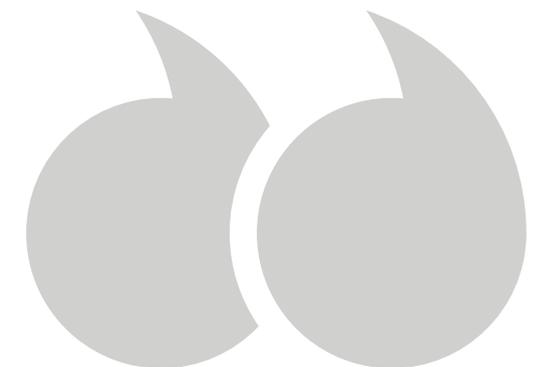
- We continued our partnership with Transforming Teaching, Education and Learning (T-TEL), a local NGO, and the Government of Ghana, to support their national secondary education reform project, 'Leading in Teaching'. We're helping them to understand how to strengthen and measure teacher motivation through this project.

- In partnership with UNICEF Ghana, we completed a landscape study exploring the motivation of teachers and education officials in Ghana's pre-tertiary education system. Conducted between August 2024 and April 2025, the study provides practical insights to inform policy and programming aimed at strengthening motivation, retention, and performance across the sector.
- In Brazil, we completed projects with local NGOs Centro Lemann and Ensina Brasil. We have supported each organisation to integrate content on motivation into their programmes, and worked with Ensina Brasil to embed co-design processes into their work with municipalities.
- We supported Save the Children to develop global modules for teachers on literacy development.
- We delivered motivation-focused workshops for the Teach for All Global Academy.
- We ran the webinar "From Intervention to Amplification", featuring representatives from leading global organisations including Brookings, IDP Foundation and Teach for All.



We're excited by the opportunity to share our learning about motivation in education systems through our amplification activities. By integrating insights from motivation science into other successful interventions, we can deepen and extend our impact to improve learning for many more children.

- Mark Butcher, Associate Director, Amplification and Advocacy





Collaboration involves:
work
support
decision-making
creative problem-solving
creative effort

Our Partners to Date



Our Board of Directors

We are immensely grateful to our Board of Trustees, whose guidance, expertise, and commitment make our work possible. Their leadership and support help steer our charity with vision and integrity, and we thank them wholeheartedly for the time and care they give.



Jonathan Owen – Chair has founded eight NGOs with a collective annual turnover of £100 million. He is an award winning author, keynote conference speaker and coach with widespread experience working across countless industries and continents. He has written 20 books on leadership and management – translated to more than 100 global editions – and is the only person to win the CMI Gold Award four times.

Euan Wilmshurst has deep experience in advocacy and communication and has wide experience across both the corporate and non-profit sector including with Coca Cola, IBM, Lego Foundation and the Global Partnership for Education, among many others.



Bijoya Banerjea is an international development professional with 20 years of global experience in programme and operational management, as well as resource mobilisation in NGOs and for-profit organisations. She currently leads partnership development at the Union for International Cancer Control.

Louise Henbest is HR Director for Unilever's Global Business Services. She has 17 years' international experience with a background in people operations, transformation and employee relations.



Sarah Washington is a senior charity sector leader with 20 years of experience in fundraising, communications and engagement. She was the Fundraising Director at Mission 44 and ActionAid UK and is now a consultant at Philanthropy Company.

Leah Anyanwu is a programme specialist at the Lego Foundation and brings deep education expertise, and experience of working across Africa and India.



John Knight, Trustee and Chair of Finance Committee, has worked in finance throughout his career. He was most recently Chief Financial Officer at Pearson International, the education division at Pearson for all countries excluding the USA and Canada.

Thanks also to our Finance Committee members: **Matthew Reeves, Philip Rand, Deepa Sharma and Vicky Lockie.**



Financials

BALANCE SHEET AS AT 31 MARCH 2025

Description	2025	2025	2024	2024
	£	£	£	£
Current assets				
Debtors	199,301		196,975	
Cash at bank and in hand	594,454		1,012,897	
Total	793,755		1,209,872	
Creditors: Amounts falling due within one year	-354,506		-622,671	
Total	-354,506		-622,671	
Net current assets and net assets		439,249		587,201
The funds of the charity				
Restricted funds		30,920	41,317	
Unrestricted funds				
General fund		408,329	545,884	
Total funds		439,249		587,201

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED MARCH 31, 2025

Income and expenditure	Unrestricted funds	Restricted funds	2025 Total funds	<i>Unrestricted funds</i>	<i>Restricted funds</i>	<i>2024 Total funds</i>
	£	£	£	£	£	£
Income from:						
Donations and legacies	447,102	1,487,455	1,934,557	242,322	1,729,364	1,971,686
Interest Income	1,505	-	1,505	5,637	-	5,637
Other income	2,155	-	2,155	3,769	-	3,769
Total- income	450,762	1,487,455	1,938,217	251,728	1,729,364	1,981,092
Continued Operations	448,844	1,287,136	1,735,980			
Discontinued Operations	1,918	200,319	202,237			
Total Income	450,762	1,487,455	1,938,217	-	-	-
Expenditure on:						
Charitable activities	588,317	1,497,852	2,086,169	569,559	2,022,773	2,592,332
Continued Operations	481,936	1,317,716	1,799,652	0	0	0
Discontinued Operations	106,381	180,136	286,517	0	0	0
Total expenditure	588,317	1,497,852	2,086,169	569,559	2,022,773	2,592,332
Net (expenditure) for the year and net movement in funds	-137,555	-10,397	-147,952	-317,831	-293,409	-611,240
<i>Transfer Between Funds</i>				106,909	-106,909	-
Reconciliation of funds						
Total funds brought forward	<u>545,884</u>	<u>41,317</u>	<u>587,201</u>	756,806	441,635	1,198,441
Funds balances carried forward	408,329	30,920	439,249	<u>545,884</u>	<u>41,317</u>	<u>587,201</u>

Plans for 2025-26

Priority one - Income generation

- Ensure all geographies are fully funded through a diversified income approach. 100% of Indonesia funded by grant funding, 100% of Uganda funded by grant funding and 50% of global costs covered through grant funding and 50% by amplification consultancy.
- Indonesia and Uganda fundraising strategies in place and being implemented by fundraising staff in-country.
- Create a new global fundraising strategy for 2025 - 2028.

Priority two - Development of amplification service

- Have increased awareness of our work and buy-in to the importance of motivation with a growing audience for our output.
- Have established a learning partnership with an external organisation to help us chart how the new approach is helping us achieve our goals, including clear evaluation of impact of partnerships to date.

Priority three - Progress towards country independence/ localisation

- Transition plans in place for Indonesia and Uganda, based on assessments by transition groups, with clear action plans to meet country independence conditions along with clarity on how we will know if we've met those conditions.
- As part of transition plans, capacity strengthening plans in place for each country.

Priority four - Organisational culture

- Support provided to leadership teams to assess levels of values alignment and team cohesion internally and implement plans to strengthen.
- Sessions globally on giving and receiving feedback well, barriers to it and how to overcome them.
- Revitalise existing mastery policies and activities to ensure they are fit for purpose and better utilised (e.g. L&D fund, development reviews, study leave, threshold, internal mentoring, cross-geographical sharing).

Priority five- Communications (internally and externally)

- Create a new comms strategy and plan that covers the changing needs of our social media posting and our global website.
- Create new global and local assets that showcase our work through video and photography.
- Create new global assets for amplification services.







[STIR Education](#)



[@STIReducation](#)



[STIR Education](#)



[@STIReducation](#)

<https://stireducation.org/>

info@stireducation.org