

# STiR EDUCATION

## Annual Report 2022-23



# Foreword

## Jo Owen, Founder and Chair



It's now 11 years since we started STiR. Over this time, we've seen great investment in government schools, and huge improvements in attendance. But children in low- and middle-income countries are still not learning. More than half of the world's students are not on track to gain the most basic skills they need to get a job or participate in society. A lack of access to quality teaching is preventing quality learning.

To solve the global learning crisis, we must also solve the global teaching crisis. Education systems face a staggering shortage of 44 million teachers and high levels of burnout and attrition. Demands on teachers have never been greater. As well as delivering quality education, they must also tackle complex social issues such as climate change, gender inequality and social justice. We see many fantastic organisations delivering excellent work in these areas, but results remain elusive. If teachers are demotivated, then the best initiatives will struggle to succeed.

Over the last 11 years, we've shown it is possible to re-engage students, teachers and officials at a system level. Cultivating a love of learning and

teaching enables all education systems to thrive and progress. By helping teachers to rediscover their motivation, we create the conditions in which other investments in education can succeed. As a result, STiR amplifies the impact of others.

I'm proud to have been part of this journey. We've been investing in teachers since 2012, starting with a small pilot for 25 teachers in Delhi. Today, we're reaching more than 550,000 teachers and 12 million children across India, Uganda and Indonesia. I'm excited by the progress that the team has made over the past year. Thank you for supporting us, and I look forward to seeing what we can accomplish together next year.





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A teacher affects eternity; he can never tell where his influence stops.

-Henry B. Adams



Earlier they  
wanted to marry  
me off, but now  
they can see  
the dream in my  
eye and my  
confidence of  
being someone  
someday.

- Student, Delhi

# Foreword

Girish Menon, CEO

This has been another exciting year to lead STiR. I'm extremely proud of our team who have achieved so much, and I'm pleased to have this opportunity to share our progress with you through this report.

This year, we have launched our first operations in Indonesia, making it our third country programme. I was fortunate to have the opportunity to visit Indonesia earlier this year, and met many inspiring teachers and officials. Together with our partners, I believe that the timing is right to make an important impact for teachers and children across the country.

Across our existing programmes in India and Uganda, we've seen greater contextualisation of our work to the needs of each system. I'm proud to have increased our scale, with encouraging signs of ownership and sustainability too.

On a personal level, I am inspired by every teacher and leader working in education today. Teachers like Olive Nambi in Uganda (page 13), who wanted to make her district a safe space for all girls. Or Pak Huda in Indonesia (page 15), who encouraged parents to create learning environments at home.

We want to reach many more teachers like these. In the coming months, we expect to launch our first activities



in Ethiopia, which will become our fourth country programme. I'm excited by the opportunities we will have to learn about motivating teachers and students in this new context.

I'm also especially excited about the growth of our advisory services. We're excited to be operating in Brazil this year, and hope to initiate work in Ghana next year. By partnering with other organisations, we can have an influence that extends far beyond our own operations. We'll show that motivating teachers and students can have a transformative impact on other outcomes too.

Our work is always challenging. But we're convinced that it is possible to build a world where teachers love teaching and children love learning. Thank you for joining us on this journey.





## OUR VISION

A world where teachers love teaching and children love learning.

## OUR MISSION

We support education systems to reignite intrinsic motivation so that every child, teacher and official is motivated to learn and improve.



# Our programme

We focus on improving student learning by inspiring motivation in teachers. Our model uses peer networks to motivate and support teachers in government education systems at large scale. Through our monthly meetings, teachers see that their decisions matter. They see themselves improving, they feel connected to their peers and they feel accountable to the children that they teach. Classrooms brim with possibility, so that every child's potential can be unleashed, and their aspirations realised, to develop a lasting love of learning.

Every programme activity is delivered through government systems. This helps us to achieve scale sustainably, and ensures that we reach every child, with a special focus on girls. Together, we co-design programmes that better understand local needs and contextualise our work to them. We then support governments to deliver each activity. We also build ownership so that each programme is eventually delivered independently by our partner governments.



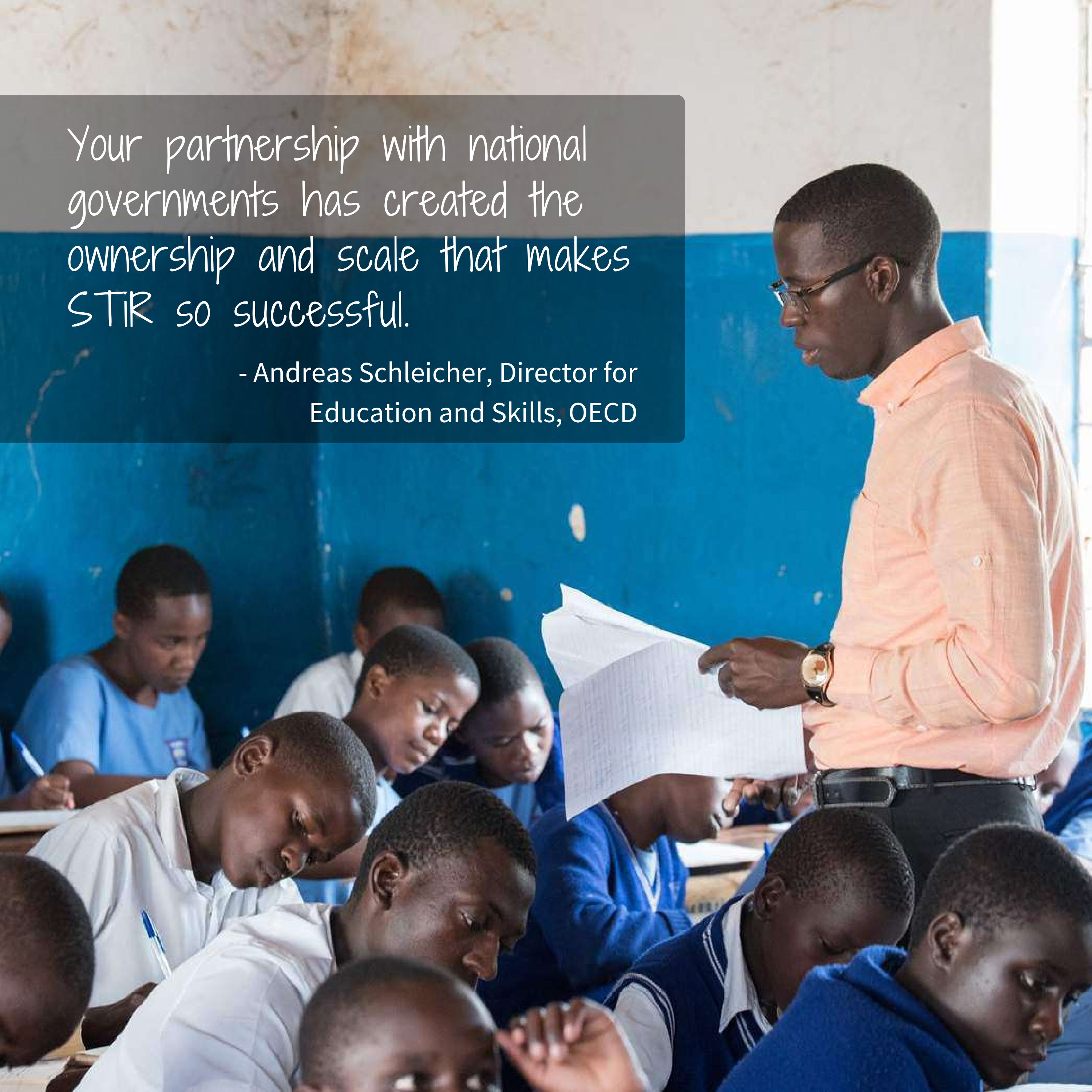
# Where we work





Your partnership with national governments has created the ownership and scale that makes STIR so successful.

- Andreas Schleicher, Director for Education and Skills, OECD



# Our work in India

Our journey started in India with 25 teachers in Delhi back in 2012. We've since expanded to Karnataka and Tamil Nadu. Each programme is unique to the specific state, working closely with our government partners.

In Delhi, our programme enhances teaching and learning in government secondary schools. We are making good progress in building government ownership. We've agreed a sustainability plan to reduce our support for the programme next year. We've also been invited to expand our work into municipal primary schools.

In Karnataka, we've supported the government to deliver a learning recovery programme to tackle learning losses experienced due to Covid-19. We supported state-wide implementation in every primary and secondary school. We co-designed review meetings, and developed an end-to-end monitoring process for the programme. We're now discussing a new partnership for the next academic year.

In Tamil Nadu, we support teacher professional development as a knowledge, implementation and management partner. In August, we signed a new four-year partnership agreement covering every district in the state. We're supporting districts to periodically review and improve their teacher development provision. We're also identifying and promoting best practices across the state.

We continue to explore opportunities to expand our work into other states.

## Our reach numbers in 2023



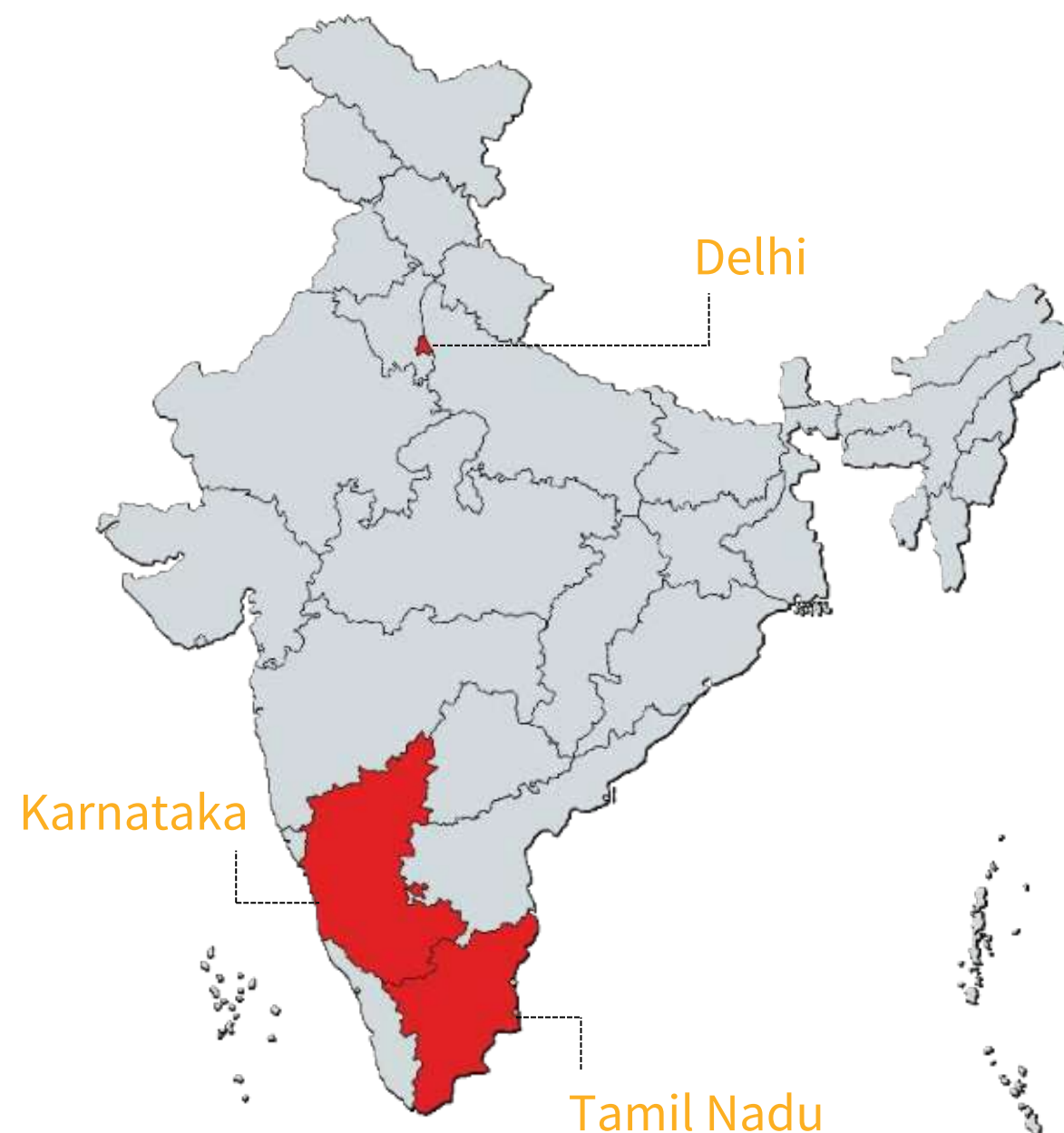
**88,192**



**480,147**



**9,244,658**



## Case Study

Sapna is a class 8 student in Delhi. After the deaths of her parents, it was difficult for her grandmother to meet the costs of her education. But her teacher Ankita refused to let her drop out of school. She gave Sapna extra classes in the library, and persuaded the school to provide financial support to continue her education, allowing Sapna to continue her education without interruption. The school now works proactively to identify and support other students who are at risk of dropping out.

"Ankita Ma'am gave wings to my dreams. She would always motivate me to study well. I now want to become a lawyer."



# Our work in Uganda

STiR has been working in Uganda since 2014. Since 2018, we have worked in partnership with the national Ministry of Education and Sports. Our programmes are contextualised to the needs of teachers in primary and secondary schools.

Education in Uganda has been profoundly impacted by Covid-19. Children suffered the world's longest school closures. As a result, years of progress have been wiped out. Schools reopened in early 2022, which allowed us to restart in-person training for teachers and government officials. Attendance at these sessions has been strong, and engagement has been very high.

Our biggest success this year has been increased system ownership. Our new partnership with the Association of Secondary School Headteachers of Uganda (ASSHU) is driving the expansion and sustainability of our work in secondary schools. ASSHU staff have taken on key roles in programme delivery. ASSHU also contributes the majority of our programme costs.

Next year, we are planning to increase our scale in both primary and secondary schools. We plan to launch a pilot programme in primary schools with districts taking a greater leadership role. We also intend to start activities in at least one refugee settlement.

## Our reach numbers in 2023



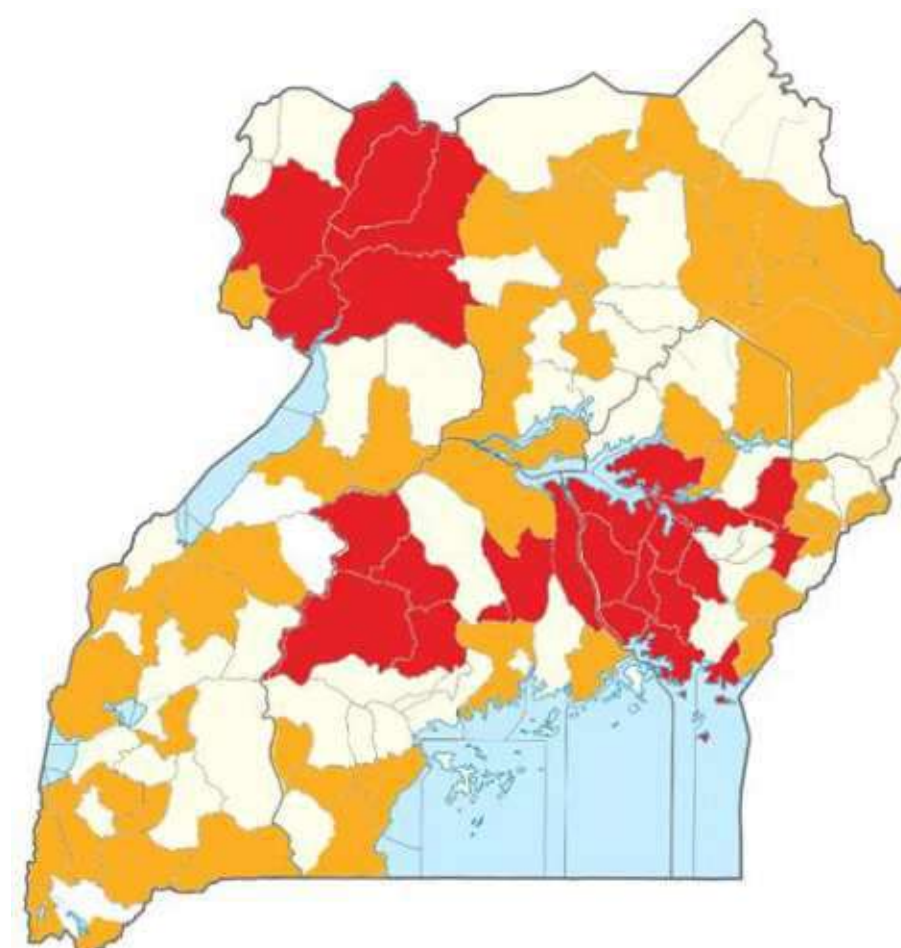
5,681



74,569



2,919,228



Primary and secondary

Secondary

## Case Study

During Covid-19, she noticed a significant increase in underage pregnancies. Like many other teachers, Olive Nambi, a headteacher from Kimuli district, used to treat the pregnant girls harshly and used to dismiss pregnant girls from her classrooms without counselling.

After attending STiR's gender responsiveness training, Olive is transformed with sensitivity and understanding. She wants to make her district a safe space for learning for all girls. She now champions inclusion and support for pregnant students, ensuring they do not discontinue school.

"We have seen a drastic change in teacher mindset. Teachers are now more aware of the increased risks that girls face at school."



# Our work in Indonesia

Indonesia is the world's fourth largest education system. Since 2020, increased government education spending has resulted in more children enrolling in school and staying longer. Teacher numbers have also increased. But many lack the required skills and knowledge to be effective educators. As a result, learning outcomes are poor.

In 2022, we successfully launched our first operations in Indonesia. In partnership with local NGO Bakti Barito Foundation, our first projects are in two districts of East Java (Kediri City and Lumajang). We're helping the district leadership to revitalise their existing structure of teacher meetings.

We've also been working on a national memorandum of understanding with the Ministry of Education, Culture, Research and Technology (MoECRT). This will give us national profile and create greater leverage for our scale efforts. We expect this document to be signed in 2023.

Also in 2023, we hope to expand into new districts. We are currently in discussions with districts in both East Java and a second province (East Nusa Tenggara) and plan to expand our programme soon.

"We welcome the presence of STiR and hope that there will be more exciting breakthroughs to improve the quality of teaching and learning."

- Bapak Dr. Agus Salim, Head of Education Agency, Lumajang district

## Our reach numbers in 2023



Schools

**518**



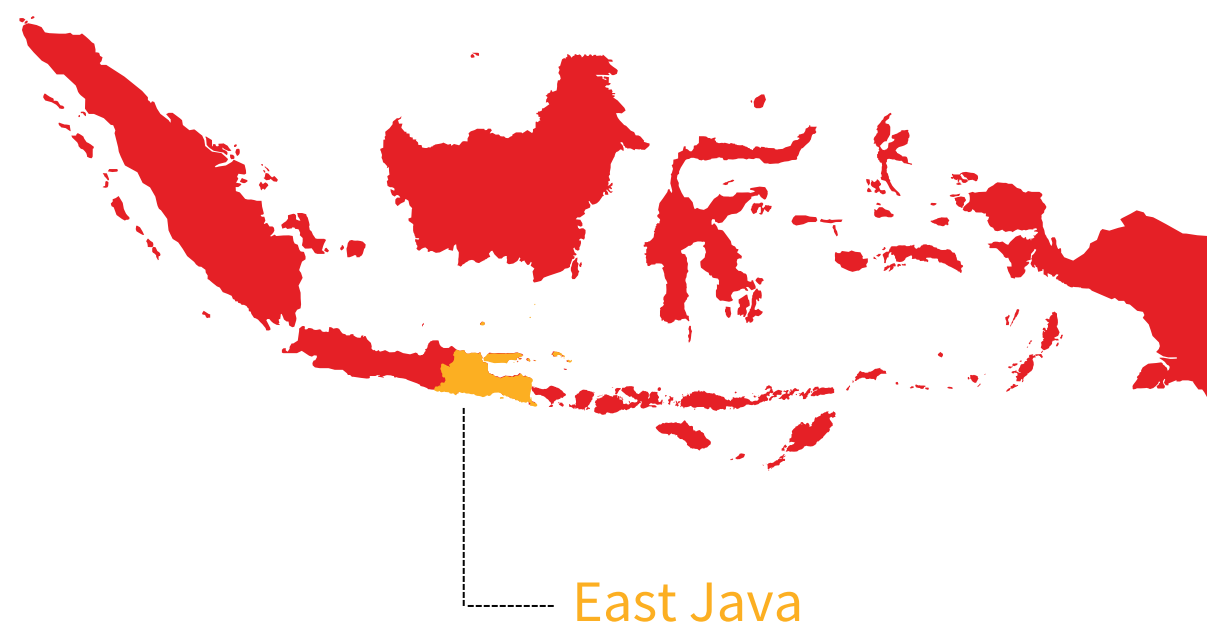
Teachers

**4,111**



Students

**72,826**



## Case Study

Pak Huda is a headteacher in Kediri City. He noticed how difficult it is to create a pleasant environment in school which keeps both the children and teachers happy.

He realised that collaboration between schools and the surrounding community is essential for learning. He invited parents to attend meetings to understand the needs of their children. Parents are now encouraged to create a learning environment at home. The school now instils a positive mindset about the potential of every child.

"Being aware of motivation is a stepping stone to creating a safe and fun learning environment."



## Expanding our reach

This year, we started to set up operations in Ethiopia to become our fourth country. We've signed a five-year memorandum of understanding with the Ministry of Education. We also have an agreement with the South Ethiopia region, where we intend to launch our first project. We'll be supporting the improvement of teacher working groups in primary schools. We have a small team in place and expect to start our activities in 2023.

Establishing operations in new countries is challenging and extremely time-consuming. For example, we've been working towards a launch in Ethiopia since 2020. At present, we're not anticipating any further new countries in the coming years.

"STiR will help us improve our training programme by strengthening our capacity to develop the motivation of education leaders. It is essential to provide all Brazilian students with equitable educational opportunities."

- Anna Penido, Executive Director, Centro Lemann

However, interest in our work is growing. We are the only global education organisation with an explicit focus on motivation. Recently, we have started to receive requests from other organisations to support them to foster motivation in their own work.

This year, we've been supporting Centro Lemann, an organisation supporting school leaders in Brazil. We have helped them to incorporate motivation into their leadership programme. We've also shared practical examples to bring motivation to life.

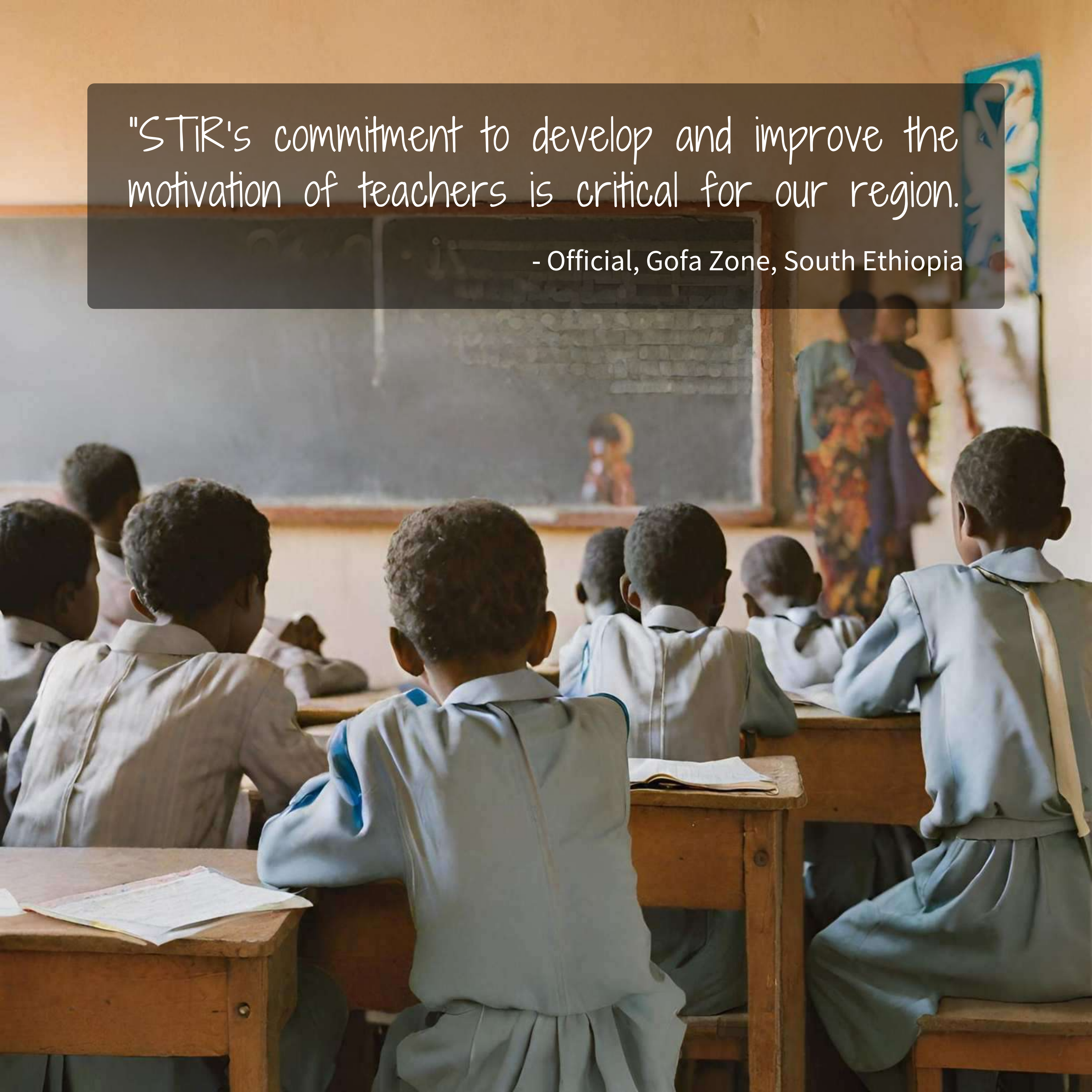
We hope this project will grow further in 2023. We're also looking for other opportunities to expand our advisory services with new partners.





"STIR's commitment to develop and improve the motivation of teachers is critical for our region.

- Official, Gofa Zone, South Ethiopia



## Our Impact

We want to create a world where children love learning. This requires motivated teachers, nurtured through carefully designed professional development. But teachers do not work in a vacuum. Teacher motivation needs a conducive environment. So school and district leaders need to role-model motivation too. And for this to work across a whole education system, national governments need to focus on harnessing motivation in alignment with their local priorities.

Measuring motivation is hard. We believe that changes in behaviour over time most clearly show our progress. We track these behavioural measures over time. All our processes need to be simple, affordable and scalable. We also conduct frequent research studies to validate and deepen our learning.

Over the next two pages, we share some of our findings over time at each level of the system. Together, they show a snapshot of our global progress.



# Children

## WHAT ARE WE TRYING TO ACHIEVE?

Children have highly positive attitudes to learning.

They display successful learning behaviours.  
They attend school and feel safe.

They engage in classroom activities and show curiosity in class.

They develop academic and social emotional skills to thrive both within school and beyond it.

## THE EVIDENCE

A 14% increase in children asking questions in classrooms in Delhi.

A 55% increase in children's self-esteem in Karnataka.

In a survey of 8,000 teachers in India, they believe participation in our programmes resulted in:

- 94% reported safer classrooms and happier students.
- 88% reported improved student reading levels.
- 86% reported improved student numeracy levels.



## Teachers

### WHAT ARE WE TRYING TO ACHIEVE?

- Teachers want to improve their practice.
- They have the professional space to reflect and make improvements.
- They have a deep sense of professional pride.
- They want to be in classrooms and maximising learning time.

### THE EVIDENCE

- A 36% increase in teacher engagement in Delhi.
- A 17% increase in teacher curiosity and critical thinking in Karnataka.
- 53% of teachers in Uganda feel they have created more positive classrooms through our programme.

## School and district leaders

### WHAT ARE WE TRYING TO ACHIEVE?

- Leaders want to spend time in schools understanding and responding to the needs of teachers.
- They make thoughtful decisions about leadership.

### THE EVIDENCE

- A 19% increase in self-esteem of leaders in Delhi.
- A 30% increase in critical thinking from leaders in Karnataka.
- 100% of school leaders in Uganda believed the coaching they received improved their effectiveness.

## Governments

### WHAT ARE WE TRYING TO ACHIEVE?

- Governments are committed to quality teacher professional development.
- They are excited about the transformational power of motivation in creating positive change.

### THE EVIDENCE

- The government in Uganda included a section on motivation in the National Teacher Policy.
- The Delhi government has established a Lifelong Learning Unit to oversee the design and delivery of our programme.

# Our finances



This financial year has been positive with a 108% increase in net income. Expenditure has also risen by 21%, leading to a net deficit. The charity has unrestricted net reserves of more than £750k to support its ongoing financial sustainability.

It has been a challenging year for fundraising. We have focused on local philanthropy as our primary target. But progress has been slow following the pandemic. Funder priorities are shifting, and there is increased pressure to show immediate impact.

We've responded by adding resource to our fundraising teams, and diversifying our approach. We have continued to improve our financial monitoring and internal control systems. We have built a strong pipeline and the team is continuously working on our funding needs. We engage regularly with our partners

and we want to target more high-net-worth individuals (HNIs) in the year ahead. We hope that an increased focus on advisory services will also raise income through a fee-for-service model.



# Our partners to date



# Plans for 2023/24

## 1) REALISING SUSTAINABLE SYSTEMIC BEHAVIOUR CHANGE

Develop clear plans to embed our core principles and allow us to step back from our most mature projects. Increase clarity on our expansion plans to ensure sustainable growth in our target geographies.

## 2) DRIVING EQUITY

Develop clear plans to integrate gender equity in our programme design and delivery. Ensure that our monitoring and evaluation activities capture learning and track our progress on equity.

## 3) ADVOCATING FOR CHANGE IN THE EDUCATION SECTOR

Establish advocacy priorities at global and national levels with key messages around teacher motivation. Increase our presence at global events to support effective advocacy.

## 4) STRENGTHENING OUR OWN MOTIVATION

Develop collective leadership and increase external visibility of our India and Uganda teams. Review our approach to equity, diversity and inclusion, especially relating to induction and mental health.

## 5) DIVERSIFY FUNDRAISING AND STRENGTHEN COMMUNICATIONS

Diversify our income with increased funding from corporate, major and individual donors. Further refine our story to open up new areas for funding.

"I am grateful to STIR as their contribution has provided our country with a lasting impact."

- Maryscovia Nowembazi, Bushenyi district, Uganda







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