

Towards Intrinsically Motivated, Self-Improving Education Systems where Everyone Learns



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About STiR

- Founded in 2012, working across **India (Delhi, Karnataka, Maharashtra, Uttar Pradesh) and Uganda**
- **750 million children** at risk of not learning basic skills by 2030
- Teacher quality most important in-school variable to impact student learning, yet, **poor motivation is fueling low teacher effort and poor teaching practice**

About STiR

- **Teachers as the solution**, not the problem
- **Government partnerships to run teacher networks**, impacting 75,000 teachers and 2.6 million children
- Teachers meet monthly and experience a **structured journey focused on key classroom principles**

Our Values

We don't have all the answers upfront.

Instead, we empower people: with high expectations and support, we'll find answers together.

We'll continually listen, reflect, learn and improve – and lead through whatever obstacles come our way.

We're united by a shared belief, passion and vision – which we'll build, achieve and grow together.

Our Learning Approach Thus Far

- **Rigorous, external impact evaluations**
 - SIEF-funded RCT (Delhi APS and Uttar Pradesh)
 - USAID-funded quasi-experimental study (Uttar Pradesh)
- **Using innovative evaluation tools**
 - Partnership with New York University
- **More recent partnerships around formative evaluation on system change**
 - DFID-funded study with EDT (Delhi)

SIEF-funded RCT (2015-2017)

- **Formative, 2-year RCT with ID Insight** to assess causal impact of STIR programme on teacher motivation, classroom practice and student learning
- **Delhi** (APS-schools) and **Uttar Pradesh** (government schools), voluntary participation
- **Sample (baseline):**
 - **Delhi** - 1249 teachers surveyed, 342 teachers observed, 3367 students assessed
 - **UP** – 1145 teachers surveyed, 838 teachers observed, 7386 students assessed

SIEF-funded RCT (2015-2017)

- **Effects observed at school level, instead of school level** (on average 20% of teachers had any basic participation in the STiR programme i.e. attended 1 out of 8 network meetings annually in both years)
- **Two treatment arms:**
 - **Standard** = monthly meetings, new ideas are taken back to classroom (in year 2, these were evidence-informed)
 - **Exploratory** = added non-financial extrinsic motivators



SIEF-funded RCT: the tale of two states

Delhi (APS)

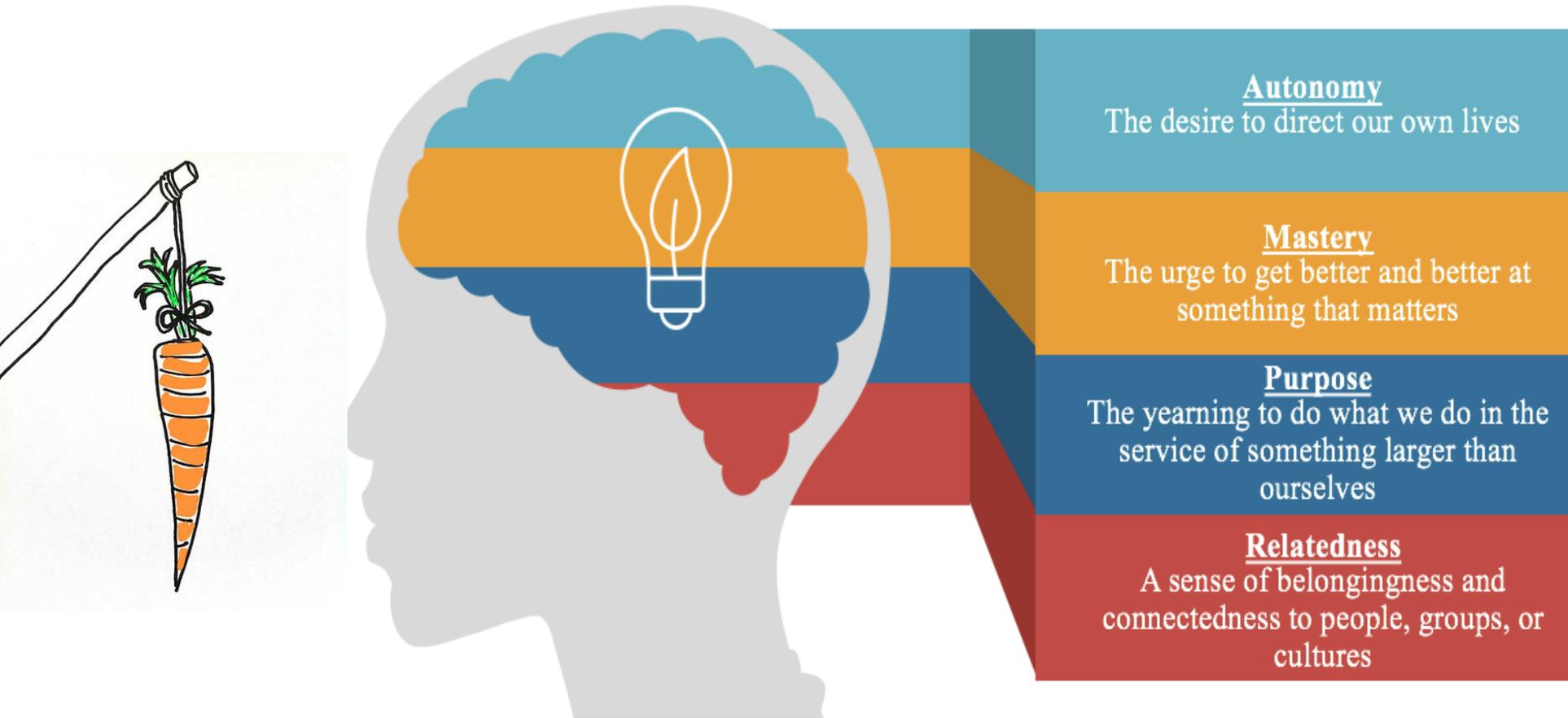
Uttar Pradesh (Government)

Significant results at whole school level:

- 0.13 sd gain in teacher motivation & 0.15 sd gain in growth-mindset (0.18 sd in standard schools)
 - 13.6 percentage point increase in teacher smiling
 - 0.15 sd improvement in math learning outcomes for standard schools, (especially among children with lower baseline levels), 0.1. sd overall
- 4 percentage point increase in time spent teaching (8 percentage point in standard schools)
 - Yet, no significant effect on learning outcomes (both treatment and control increased sharply over baseline, bucking overall state trends)

Learning 1: Lightbulb Moments are Key

- Teacher motivation as critical entry point to address wicked problem



Learning 2: Intriguing Business Case for Intrinsic Motivation

Short-term cost savings (UP, added teaching time):

\$1  **\$7**

Long-term increased earning (Delhi, learning gains):

\$1  **\$100**

Learning 3: Importance of Teacher Support Structures and Commitment of System Officials

- Identical fidelity data; **key differences in system support structures:**
 - **Dedicated role of Education Leader** in Delhi vs **teachers being seconded** into roles in U.P
 - Therefore, lack of **in-person support** to schools between network meetings in UP
 - Content covered in network meetings did not translate into **day-to-day improvements in classroom practice**
- Need to follow up internally on two ‘puzzles’ remaining from study (UP contamination/spillover puzzle, learning outcomes on children directly taught by participating teachers)

EDT Rapid learning evaluation (ongoing) on support structures

- **Formative DFID-funded evaluation with EDT in Delhi** (public secondary schools)
- Assess key challenges and opportunities as we scale our programme:
 - **1) School leadership is key:**
 - Recruitment and Empowering of TDCs (in school support structures)
 - Role model, moral support, contextualizing of programme
 - **2) Importance of Intrinsic Motivation among Head Teachers, MTs and TDCs (key support structures in system)**
 - Sense of purpose, accountability
 - Growth-mindset
 - Collaborative, reflective, and problem-solver

Testing Model - rapid learning, rapid iteration to test other impact levers

Move from traditional RCTs to a combination of big data, external sampling and rapid learning cycles, with rapid RCTs to optimize potential impact levers

Key measures we will look to test:

1. Data driven programme improvement – both internally and with the government
2. Developmental classroom observation and feedback for teachers
3. Recruitment & management of Education Leaders (people who run STIR networks)
4. Engagement of Principals/Head Teachers
5. New Motivation Levers for Teachers and Officials
6. Testing mechanisms for the government to replicate the model to new districts in their states / countries with limited STIR support
7. Testing partnerships with technical partners (particularly around reading)

Greater Emphasis on System Pre Conditions in work going forward

Commitments	Support Structures
Clear leadership and vision	Core team at state/national level who will work closely with STIR team
Strong political support	Minimum support structures at district level to support teacher and head teachers
Will to develop a cadre of people who can take the approach forward	Initial cadre of people who can be trained within districts who will provide leadership for sustainability and replication
Alignment with STIR values	Willingness to provide STIR with a strong locus of influence at local, state and national levels
Commitment to the process of discovering solutions together	Commitment to aligning the intrinsic motivation approach with other system improvements (eg: technical programmes)
	People and financial resources OR a plan to mobilise such resources to ensure efforts are sustained and replicated

Understanding and measuring intrinsic motivation at every level of the system



Every child is engaged, loves learning, feels secure, trusts and values their teacher, and is on a path towards sustainable grade-level proficiency, particularly in reading and math



Every teacher loves teaching, is continually improving their classroom practice, and is moving on a sustainable path towards mastery



Every principal and local system official sees children's learning as their core goal, prioritizes the support of teachers and uses data and insight to continually improve

Big implications and learning for STiR overall

For STiR	For Systems
More focused & a unique contribution to the learning crisis.	Unleash people's collective energy that value teachers and want kids to learn
Create deeply co-designed and co-delivered partnerships with joint accountability.	Greater clarity on commitments and support structures we need from government
Focus on innovation and quality so govt can take on the operational and financial aspects of scaling.	We'll be more responsive to their unique priorities and needs
Our M&E will now focus on rapid learning and iteration.	No 'one size fits all' solution. Co-discovery and co-design process with each system,
We'll be smaller, nimbler and focus on staff quality and development	Help govts achieve a self-improving education system for the long-haul.
As a learning org, we'll share learnings and seek advice – to build a shared purpose	



Thank you!

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