CHANGING THE WORLD, ONE CHILD AT A TIME

STILL I RISE

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STILL I RISE

Impact report

2025



*Dedicated to **Vital Kamungu**, Program Manager of the Still I Rise Academy in D.R. Congo, who passed away prematurely on November 30, 2025 at only 36 years old.*

Vital, we will continue your work.



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THE YEAR OF EVOLUTION

2025 was **our best year ever**, with fundraising revenue up 30% compared to 2024. **And yet, it was not enough.**

For the first time in Still I Rise's history, we ended the year with a financial deficit, spending approximately €250,000 more than we raised.*

The past twelve months marked the moment when Still I Rise left its start-up phase behind and stepped into its role as a mature organization, a natural yet complex transition. It required us **to dismantle old habits** and build scalable processes capable of sustaining a global impact.

We invested approximately €1 million worldwide. These costs will be absorbed over time, but their impact was significant within a single year. Thanks to the generosity of a family foundation, which covered our fundraising, management, capital, and financial costs throughout 2025, we were able to invest further in fundraising, including a Christmas initiative with a leading retail partner, to reach a broad new audience.

We made mistakes, too. We own them with our heads held high, and every year we share them openly in our **Failure Report**. They are the foundation of our future.

The quality of education delivered to our students remained at the highest level. The challenges we faced never crossed the thresholds of our classrooms.

In 2025, we opened our Emergency School in Juba, South Sudan, bringing education and protection to a region devastated by war and extreme poverty. That same year, we maintained a retention rate of over 95% among children rescued from the mines in the Democratic Republic of Congo and children living in refugee camps in Syria and Yemen. In Kenya, we launched an international scholarship Program (ISSP), enabling students from our Emergency Schools, where it is not possible to offer the International Baccalaureate (IB©), to access one of the world's most highly regarded educational programs. **Our Mission did not slow down by a single inch, not once.** We can say this with absolute certainty: even as we faced these structural challenges, our compass kept us firmly on course.

Supporting Still I Rise means fueling an organization with the courage to learn from its mistakes and become unstoppable. **This is our pact of trust.**

We will continue to build solid foundations in complete transparency. In 2026, we are more structured, more rigorous in our data analysis, and more determined than ever to do exactly what we were made to do: **change the world, one child at a time.**

Nicolò Govoni, President and CEO Still I Rise



* Reference to the cash flow present in Still I Rise's accounts as of December 31, 2025



2025 BY THE NUMBERS

STILL I RISE ITALY
TOTAL DONATIONS
€3,947,349

including a €200,000 grant from Still I Rise Switzerland

STILL I RISE ITALY
COSTS
€3,564,899

Funds drawn from reserves allocated in previous years: €702.503

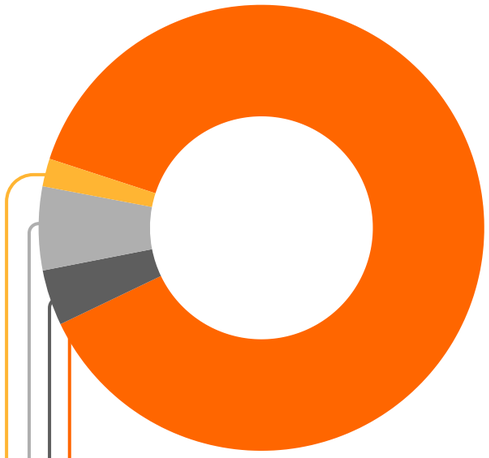
STILL I RISE ITALY
TOTAL COSTS
€4,267,403

2025 operating surplus: €382,450

The operating surplus will be reinvested in the development of Still I Rise's programs and activities as follows:

- Construction of the Kwale Campus in Kenya: 100,000 €;
- School in Kenya: 112,980 €;
- School in South Sudan: 112,980 €;
- School in Colombia: 56,490 €.

STILL I RISE APS ITALY
COSTS DISTRIBUTION



88% mission and programs
3,085,758 €

4% general support
125,372 €

6% fundraising activities
228,320 €

2% financial and capital costs
87,769 €

100% Total:
3,527,219 €

STILL I RISE SWITZERLAND
TOTAL DONATIONS
€678,221.14

STILL I RISE SWITZERLAND
COSTS
€912,454.64

The €200,000 grant transferred by Still I Rise Switzerland to Still I Rise APS Italy has been excluded from Still I Rise Switzerland's income and expenditure figures to avoid counting the same amount twice. This provides readers with a clear picture of the combined donations and costs of Still I Rise APS Italy and Still I Rise Switzerland.

Please note that Still I Rise APS Italy's expenses are classified according to the accrual accounting principle for 2025, rather than on a cash basis.



STILL I RISE ITALY AND SWITZERLAND
TOTAL DONATIONS
€4,625,570.14

STILL I RISE ITALY AND SWITZERLAND
TOTAL COSTS
€5,179,857.64

*General support costs, fundraising expenses, and financial and capital costs (which represents the 13% of total costs) were covered throughout 2025 by a family foundation that chose to support these expenses. This allowed us to allocate 100% of all other donations received directly to programs and activities.

2025 BY THE NUMBERS

STILL I RISE APS **CASH AND CASH EQUIVALENTS**

AS OF 31/12/2025	AS OF 31/12/2024
€1,665,642	**€1,744,800**

Figures are based on the organization's financial statements.

STILL I RISE SWITZERLAND **CASH AND CASH EQUIVALENTS**

AS OF 31/12/2025	AS OF 31/12/2024
€686,597	**€865,183**

Figures are based on bank account balances.

TOTAL LIQUIDITY STILL I RISE APS ITALY + STILL I RISE SWITZERLAND AS OF 31/12/2025:

€2,352,239

N.B.: Still I Rise APS expenditure data comes from official budget data, which are prepared on an accruals basis, not on a cash basis. This means that some expenses physically incurred in 2026 but pertaining to 2025 have been calculated as 2025 costs.



STILL I RISE ITALIA
DONATIONS DETAILS

2025 Results Overview

TOTAL AMOUNT RAISED

€3,947,349 (+24.2 COMPARED TO 2024)

98,95%
from single individuals

10.950
occasional donors

3.329
active regular donors

New donors: 11,060 + 1,312 new regular donors

1,05%
from companies and foundations

108 companies

8 foundations

5x1000

An increasingly important income for Still I Rise:

412.643 €
(+ 7.5 COMPARED TO 2024)

12.636
signatures of those who have chosen our organization
(+ 15.1 COMPARED TO 2024)



South Sudan School Campaign

We raised a record amount of:

€611,000.00

over 5,600 donations
with approximately 4,000 donors



	2024	2025	Variation
5x1000	383.682,66€	412.643,48€	+7,5%
Active regular donations	563.707,00€	745.066,00€	+ 32%
Individuals up to €999	1.125.897,00€	1.376.103,46€	+22%
Donations over €1,000	626.793,00€	668.805,49€	+ 7%
Foundations	119.070,00€	111.917,70€	-6%
Companies	256.554,00€	182.112,00€	-29%
Local Groups and events	103.380,00€	96.865,87€	-6%
Mondadori Campaign		103.835,00€	
Legacies		50.000,00€	
Grant SIR Switzerland		200.000,00€	
Totale	**3.179.083,60€**	**3.947.349,00€**	+ 24%

100% MODEL

Since June 2024, we have achieved an important milestone: 100% of every donation we receive is allocated to our programs and activities. This means that every donor can be certain that their contribution is directly helping build a better future for the children we support, with complete transparency and no funds lost to fundraising and financial costs.

This has been made possible by the support of a private family foundation that believes in our Mission. By matching the amount raised through our fundraising campaign for the School in India, the foundation enabled us to cover all of Still I Rise's operating costs from mid-2024 through the end of 2025.

These costs include:

▸ **General support costs:** project materials, consumable supplies, insurance, travel, training, membership fees, volunteer-related expenses, and more;

▸ **fundraising costs**: expenses related to both ongoing and one-time fundraising activities;

▸ **financial and capital costs:** banking fees, postal expenses, provisions for risks and liabilities, and other related costs.

As a result, all other donations can directly support our programs and activities, including:

▸ **free schools**, providing high-quality education;

▸ hot meals, medical care, psychological support, and protection for children living in emergency contexts;

▸ **teacher training and educational research**;

▸ **free sharing** of our educational Method with other schools around the world;

▸ **INSIEME project,** which educates young people in Italy about migration, inclusion, child labor, and the right to education;

▸ **legal and advocacy work** to advance human rights at the institutional level

▸ **communication, transparency, and reporting activities**, ensuring that every donation can be traced and every impact verified.

In 2025, the contribution of a family foundation allowed us to **invest more heavily in fundraising**. During the 2025 Christmas season, we took on an ambitious initiative with a leading retail partner, establishing a presence in more than 50 stores throughout the holiday period. This brought our Mission into cultural spaces visited by thousands of people every day and strengthened Still I Rise's **national visibility and positioning**. The initiative was made possible by the involvement of 300 people, including staff members, volunteers, and individuals hired specifically for the project.

Between November and December 2025, we provided paid employment to 119 people, all under the age of 22 or over the age of 50 and facing barriers to employment. The initiative involved significant costs. We will not repeat it in 2026, but we are proud to have taken on a partnership of the kind typically managed by the country's largest nonprofit organizations. According to the partner, the quality of the service we delivered surpassed that provided by much larger and more established organizations.



*read more in Chapter 8 of Fundraising

WHO WE ARE

Read more on
www.stillirise.org/en

We are an independent humanitarian organization that, since 2018, has been providing high quality education to refugee and vulnerable children in some of the world's most challenging contexts.

We believe that quality education is not a privilege, but a human right. **Only then can we change the world.**



Our Mission is to end the global education crisis.

We open top-quality Schools to empower the most vulnerable. Through our groundbreaking Educational Method and our relentless work to defend human rights, we aim to guarantee free, world-class education to every child within our lifetime. We are independent, transparent, and efficient, and we move forward every day.

We change the world, one child at a time.

We are independent

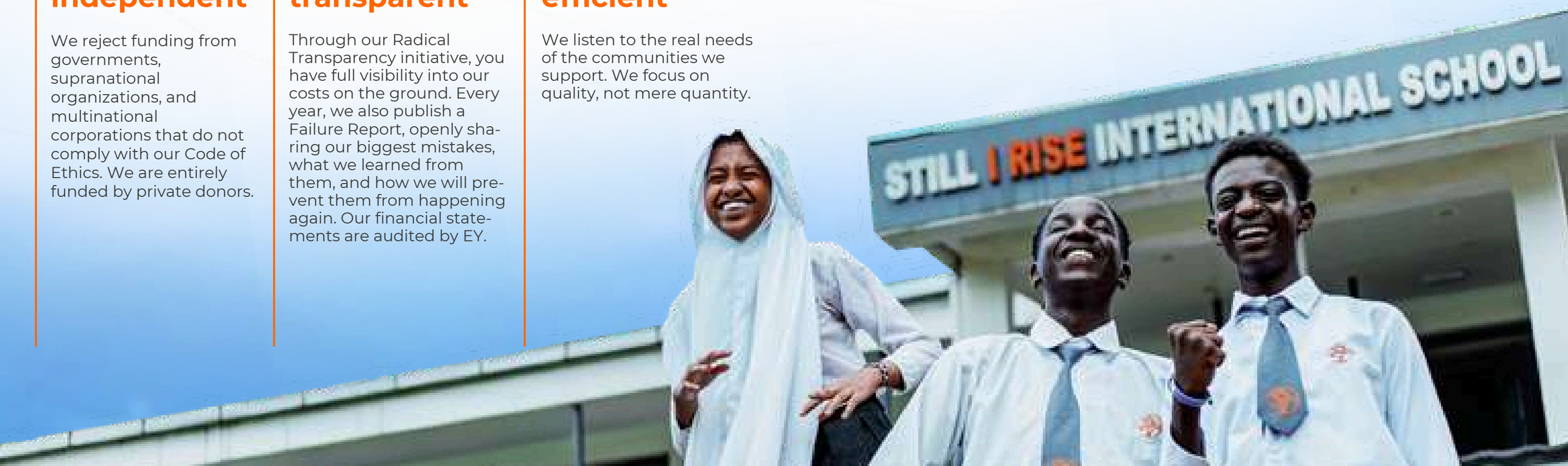
We reject funding from governments, supranational organizations, and multinational corporations that do not comply with our Code of Ethics. We are entirely funded by private donors.

We are transparent

Through our Radical Transparency initiative, you have full visibility into our costs on the ground. Every year, we also publish a Failure Report, openly sharing our biggest mistakes, what we learned from them, and how we will prevent them from happening again. Our financial statements are audited by EY.

We are efficient

We listen to the real needs of the communities we support. We focus on quality, not mere quantity.



OUR STORY

We established Still I Rise to help Europe's forgotten children. We evolved to bring change to the world. We continue to fight to build a better future.

2018



On April 30, Still I Rise was founded in Italy



In June, Still I Rise Greece is founded on Samos



First Emergency School opens in Samos, Greece

2019

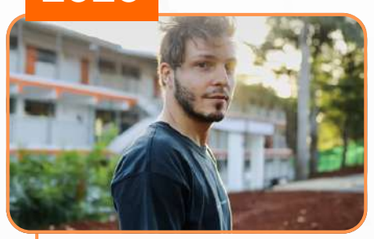


In June, the first criminal proceedings against the Samos hotspot were launched



European Court of Human Rights rules against Samos hotspot

2020



Nicolò Govoni, the President, nominated for the Nobel Peace Prize



Second Emergency School opens in Ad-Dana, Syria

2021



The first International School opens in Nairobi, Kenya.



SIR International School of Nairobi is officially added to the IB network

2022



The third Emergency School has opened in Kolwezi, DRC.



Mazì closes after the Greece mission is complete

2023



Still I Rise receives Nobel Peace Prize nomination



Fourth Emergency School opens in Aden, Yemen

2024



Second International School opens in Bogota, Colombia



SIR International School of Nairobi becomes “IB World School”



Victory at the ECHR

2025



School of Life, a documentary film about our history, is released in cinemas in Italy and reaches number 5 at the box office.



The fifth Emergency School opens in Juba, South Sudan.

2025 HIGHLIGHTS



International Students Scholarship Program

We launched the International Schools Scholarship Program for the first time, enabling students from our Emergency Schools to access the IB pathway at Still I Rise International School in Kenya. The program also allowed us to welcome 18 refugee children from Kakuma Refugee Camp who, thanks to this opportunity, were able to reclaim their right to education.



100%

of our students passed their final exams and were able to return to their countries' public education systems

100% success rate in the academies

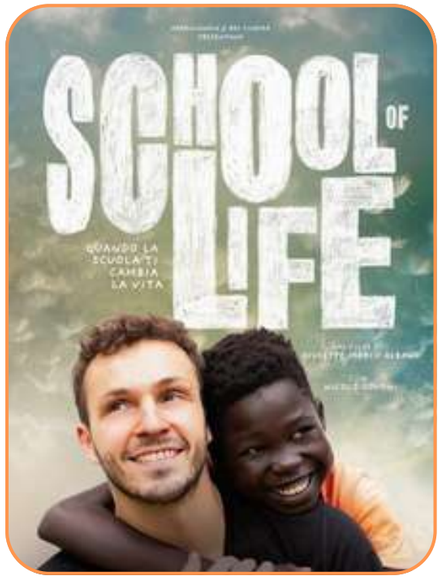
For the second consecutive year, education proved to be a powerful driver of transformation across Still I Rise's Academies in Syria, the Democratic Republic of Congo, and Yemen. This was a major achievement for these children, who came to Still I Rise from situations of extreme vulnerability

1st

Open Day

For the first time, we opened the doors of our International Schools in Nairobi and Bogotá to the public, in person and online. It was a unique opportunity to experience Still I Rise's Mission up close and discover what everyday life is like for our students. We have decided to make it an annual event.





2025 was the year Still I Rise reached the big screen. In June, the highly anticipated documentary School of Life was released. Directed by Giuseppe Marco Albano, it was produced by Groenlandia and Rai Cinema and distributed by Freak Factory.

+840
theaters

+62k
viewers

€392k
at the box office, none of which went to Still I Rise

Initially, only five screenings were planned, but strong grassroots support quickly grew among audiences and Still I Rise volunteers.

On November 14, the initiative expanded to schools, with a special event connecting 150 cinemas simultaneously and bringing together more than 16,000 students.

The press response was significant, leading to more than 140 issues during the launch period and a total of 295 publications between June and December.

Newspapers quickly labeled School of Life as "a case" **in the Italian cinematic panorama, capable of challenging the great American blockbusters such as Superman and Jurassic World: Rebirth.**



Emergency and Rehabilitation School in South Sudan

Following a fundraising campaign that raised €611,000, we opened the doors of our new Academy in Juba, South Sudan, in December. For the first time in Still I Rise's history, we purchased the land and built the School ourselves.

WHAT WE DO

World-Class Education

We open Emergency and Rehabilitation Schools to respond to the most severe humanitarian crises through an integrated approach to education and care. We provide an accelerated learning pathway that enables children to catch up on lost school years and re-enter into their country's public school system.

Where emergency gives way to reconstruction, we open free, world-class International Schools offering the IB® pathway. Through these Schools, we democratize elite education in the world's most disadvantaged communities and nurture a new generation of leaders who are aware, engaged, and active in their communities.

Holistic Approach

We respond to the basic needs of our students and their families, giving children back their childhood and freedom. We regularly distribute food and hygiene packages, provide school uniforms, and ensure safe transportation between home and School through our school buses. We guarantee two meals a day, meet our students' healthcare needs, also thanks to our partnerships, and provide psychosocial support.

Human Rights Advocacy

We carry out reporting and public awareness activities to give a voice back to those who have been denied their rights for far too long. Our advocacy work is an integral part of our educational Mission. We believe that only systemic change can build a better future for our students, their families, and the communities they live in.

Research and Development

We continuously improve our Programs and Educational Method through research, experimentation, and innovation, providing education that is accessible, world-class, and adaptable to the needs of the children we support. Pedagogical innovation and adaptability lie at the heart of our work. They are essential tools for addressing unprecedented challenges and building truly transformative educational pathways.

Projects in Italy

Our educational initiatives in Italy are rooted in the direct experience gained in our Schools. They are designed to bring the same values that guide us every day - equity, participation, critical thinking, and responsibility - into Italian schools and educational communities. We offer training programs and projects for students, teachers, and educational communities, with the goal of working together to build a fairer, more equitable school system that can respond to the challenges of our time.

Our Results from 2018 to 2025

Meals served
1,308,758

Class hours
120,860

Hours of psychosocial support
23,563

People reached
77,200



WHAT WE DO

OUR ADVOCACY WORK

In 2025, our advocacy work continued to be one of the strongest expressions of **our global humanitarian mandate**.

By combining research, field data collection, and public awareness efforts, we sought to show how political and economic changes affect the lives of the most vulnerable communities, those living in contexts marked by deep inequality, humanitarian crises, forced migration, and institutional fragility.

We explored issues related to housing rights, border management, citizenship, and environmental justice, transforming our fieldwork into tools for exposing injustice and building greater public and political awareness.

Our goal is to bring justice where rights are denied and visibility to those whose voices go unheard.

ITALY

We produced a podcast dedicated to the "citizenship referendum", addressing the right to identity documents. Because we work every day with children living with insecure documentation or without legal recognition, we wanted to contribute to the public debate by sharing direct experiences and firsthand testimonies. For us, talking about citizenship means talking about rights, access, identity, and the future.





SYRIA

Between late 2024 and early 2025, following the fall of the Assad regime in Syria, our three co-founders made a historic field visit. They visited our School and met our students, while also reporting live on the changes unfolding across the country and on the hopes and fears of its people.

LAMPEDUSA

In 2025, we travelled to Lampedusa to resume our work observing and documenting migration across the Mediterranean.
Our field visit allowed us to monitor how European border-management practices are changing and the consequences they continue to have for people on the move. We sought to bring the human perspective of those crossing borders, and those working to rescue them, back to the center of the conversation.



KENYA

In Nairobi, we researched the city's waste-management system and its social and environmental impact on Nairobi's most vulnerable areas .Our work focused on the connections between environmental crisis, urban marginalization, and access to essential services.



D.R. CONGO

In the Democratic Republic of the Congo, we launched a research project focused on forced displacement in mining areas. Our work centered on collecting documents, testimonies, and data on the forced evictions affecting local communities and the families of our students, who are often forced to leave their homes because of the expansion of mining operations.

After collecting and analyzing the data, we launched community awareness campaigns that reached 5,000 people in the Kolwezi area.



OUR SCHOOLS



OUR SCHOOLS

SYRIA

Syria continues to face one of the world's most severe humanitarian and education crises. Years of war, displacement, and instability have deeply damaged the school system and the well-being of millions of children, leaving entire generations without education, protection, or prospects for the future.

2025 marked **a further period of transformation and uncertainty** for the country, shaped by the political transition following the end of the Assad regime. In this context, characterized by administrative instability, the continuous movement of families, and growing economic and social vulnerability, **children remain among those most severely affected by the crisis**.

The Cost of a Decade of War

- **16.7 million people** need humanitarian assistance
- **Over 7.5 million children** need humanitarian support
- **More than 7,000 schools** are damaged, destroyed or unusable
- **Approximately 2.45 million children** are out of the school system
- **Another 1.6 million children** are at risk of dropping out of school



Still I Rise Academy **Ad Dana**

EMERGENCY AND REHABILITATION SCHOOL

In 2020, we opened the first Emergency and Rehabilitation School in the Harem district, in the city of Ad Dana, helping children living in internally displaced persons camps reclaim their right to education.

Still I Rise Academy - Al Dana provides world-class education, targeted child-protection interventions, and holistic food, psychosocial, and healthcare support programs.

2025 IMPACT

Milestones

Enrolled students
76

School attendance
above 95%

Success rate in final exams
100%

Education

Class hours
3,616

Hours of psychosocial support
310

Hours of extracurricular activities
1,821

Distribution

Meals served
41,533

Food and non-food items distributed
26,328 kg

IMPACT 2020 - 2025

Distribution

Meals served
130,128

Food and non-food items distributed
164,320 kg

People reached
9,486

Milestones and Education

Success rate in final exams
100%

Class hours
16,361

Hours of psychosocial support
4,865

Hours of extracurricular activities
2,683

School is my home. Here I'm not hungry. Here I can dream.

ALAA,
student at Still I Rise Academy Syria





OUR SCHOOLS - SYRIA

KEY RESULTS

Strengthening Participation, Independence, and Educational Innovation

In 2025, the Program continued to invest in the quality of learning and in the development of more participatory, inclusive teaching methods centered on students' needs.

The introduction of the Future Classrooms model transformed the organization of lessons and learning spaces, moving from a more traditional approach toward learning that is more dynamic, hands-on, and collaborative. Classrooms were organized to allow students to work in small groups, move between different activities, and participate more actively in the learning process.

Through activities based on exploration, inquiry, collaboration, and the development of practical projects, students were able to strengthen their independence, problem-solving skills, critical thinking, and teamwork.



The use of learning stations and differentiated activities also enabled teachers to adapt lessons more effectively to students' different learning levels and needs, promoting greater inclusion and participation.

▸ The impact of this approach is clearly reflected in the 2025 Student Survey. Ninety-one percent of students reported that they greatly value their School experience, while 91% said they believe they can "change the world." These results reveal remarkably high levels of self-confidence and hope for the future, despite the vulnerable circumstances our students live in.

Open-ended responses also show that students identified the following among the most positive aspects of School:

- ▸ learning and academic progress;
- ▸ the opportunity to study English and computer science;
- ▸ sports and extracurricular activities;
- ▸ positive relationships with teachers and classmates.

Peer relationships were the leading factor contributing to student well-being, cited by 32% of respondents, followed by academic learning at 21% and extracurricular activities at 18%. This confirms that collaborative teaching methods and participatory activities made a tangible contribution to strengthening students' motivation, engagement, and sense of belonging within the School community.

▸ Throughout the year, the Program also expanded its educational options through clubs, themed days, hands-on activities, mentorship programs involving former students, and community projects.

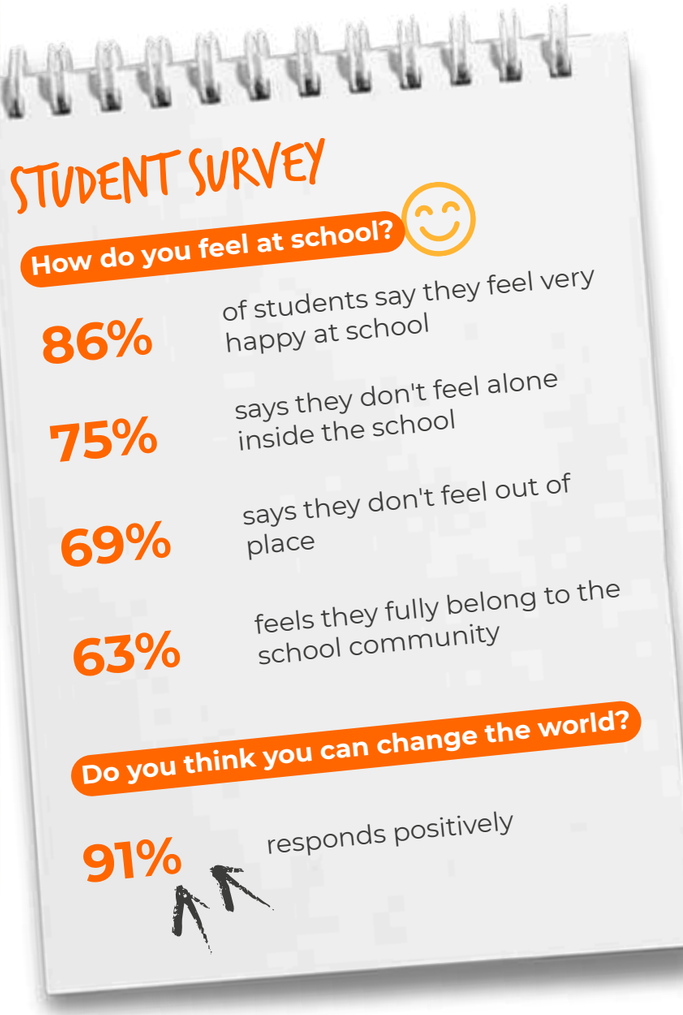
Cultural visits to Aleppo, the Citadel, libraries, and the Idlib Book Fair provided important opportunities for experiential learning, helping strengthen students' curiosity, cultural openness, and connection to their local area.



Building a School where students feel safe and welcome

In a context deeply marked by the effects of war, displacement, and instability, one of the Program's most significant achievements was its ability to create an environment that students perceive as safe, inclusive, and protective.

Student survey data showed very high levels of well-being at School:



OUR SCHOOLS - SYRIA

KEY RESULTS

▸ These results were made possible through significant investment in educational relationships, emotional support, and students' active participation in School life. Student-representation activities encouraged greater responsibility, participation, and a stronger sense of community. At the same time, the Child Protection and Psychosocial Support Department continued to provide emotional support through group discussions, theater, arts, and educational recreational activities.

▸ The team worked particularly hard to help students process their experiences during the conflict and the political transition, creating safe spaces for listening, dialogue, and emotional expression.

▸ The goal was not only to support students' psychological well-being, but also to rebuild trust, stability, and a sense of belonging in a context where many children have endured years of insecurity and disruption to everyday life.

Investing in Teachers' Professional Growth

In 2025, the Program continued to invest significantly in the professional development of its teaching team, with the goal of strengthening the quality of education and responding more effectively to students' educational and relational needs.

Teachers participated in joint planning activities with other Still I Rise Programs, peer-learning sessions, and training focused on:

▸ teaching differentiation;

▸ organization of participatory and collaborative lessons;

▸ methodologies based on exploration and research;

▸ management of classes with different learning levels;

▸ child protection and student protection;

▸ development of critical thinking and global citizenship.

Particular attention was paid to the use of the Future Classrooms model, which promotes more active, hands-on, and collaborative learning, helping teachers build more inclusive and engaging lessons.

TEACHERS SURVEY

showed that the team demonstrated strong resilience, motivation, and a deep sense of responsibility despite a complex operating environment and a heavy workload.

Teachers reported that professional-development opportunities had led to concrete improvements in:

▸ The quality of lesson planning
▸ Their ability to adapt lessons to students' different needs
▸ The management of differences in learning levels
▸ Student engagement and active classroom participation

One particularly significant finding was that **no teacher reported being dissatisfied with their role**, despite the operational challenges and heavy workload described by the team.

This reflects a high level of motivation and a strong sense of belonging to Still I Rise's educational project.



"

I'VE LEARNED THAT FEELING GOOD ISN'T JUST ABOUT EATING WELL. IT'S A LIFESTYLE, WHICH BEGINS WITH LAUGHTER.

RIMAS,
student at Still I Rise Academy - Ad Dana



OUR SCHOOLS - SYRIA

KEY CHALLENGES

1 Maintaining Educational Continuity Despite Instability and Displacement

One of the most significant achievements of 2025 was the School's ability to ensure educational continuity in a context marked by ongoing political and security changes.

During the year, 25 students discontinued their education. Twenty-four of these cases were directly linked to family relocation caused by changes in the political and security environment, while only one case was related to internal disciplinary issues.

This confirms that external instability remains the primary cause of students leaving School, rather than educational issues within the Program.

Actions Taken:

- Regular monitoring of families
- Individualized support for the most vulnerable students
- Ongoing coordination with families and local communities

2 Preventing Bullying, Peer Conflict, and Social Exclusion

Despite the generally positive School climate, our students survey showed that bullying, teasing, and social exclusion remain among the main challenges perceived by students.

72% of students identified peer conflict and social exclusion as among the most negative aspects of School life. This reflects the continuing impact of years of conflict, instability, and emotional vulnerability on relationships between students and on well-being at School.

Actions Taken:

The education team and the child protection department have strengthened:

- bullying prevention and awareness activities;
- courses dedicated to conflict management;
- collaborative and group activities to strengthen positive relationships between students;
- educational approaches based on dialogue, mutual respect and empowerment;
- early monitoring of situations of relational vulnerability.

3 Operational Sustainability and Limited Educational Resources

In 2025, the Program continued to operate in an extremely fragile humanitarian context, with resources that remained limited in relation to the growing needs of the School community.

The main challenges included:

- The need to expand learning spaces and School infrastructure
- Limited access to technology and educational resources
- The sustainability of extracurricular activities
- The growing need for emotional and psychosocial support for students and families

Actions Taken:

The program continued to invest in strengthening educational quality and student support through:

- development of more participatory teaching methodologies;
- strengthening extracurricular and practical activities;
- expanding emotional and relational support for students;
- constant coordination between the education and child protection teams;
- more effective use of available educational resources.

4 Addressing the Emotional Impact of War and Instability

One of the main challenges faced in 2025 was managing the emotional impact of war and political transition on students and families. Many students continued to experience stress, anxiety, and deep uncertainty linked to security concerns, population movements, and the instability of the social and economic environment.

The consequences of the conflict continue to affect students' emotional well-being, ability to concentrate, and sense of safety.

Actions Taken:

To meet these needs, the Child Protection Department has strengthened:

- activities dedicated to managing emotions;
- individualized support for the most vulnerable students;
- regular monitoring of emotional well-being;
- artistic, creative and educational-recreational activities;
- work with families and caregivers;
- creating safe spaces for listening and dialogue.

"

GIVE THE MANY CHILDREN WHO REMAIN A CHANCE TO GO TO SCHOOL, LIVE A NORMAL LIFE, AND DISCOVER THE MEANING OF THE FUTURE.

ABDULKAFI,
Program Manager Still I Rise
Academy - Ad Dana



OUR SCHOOLS

KENYA

The country continues to be marked by profound economic and social inequalities. Urban growth in recent years has led to the ever-expanding enlargment of informal settlements, where millions of people live with limited access to essential services, quality education, healthcare, and social protection.

About half of Nairobi's population now lives in informal settlements. Mathare represents one **of the most vulnerable and complex contexts.**

In this scenario, Still I Rise International School Nairobi continues to represent a space of protection, stability, and concrete opportunities for personal and academic growth for refugee students and young people from informal settlements.

Between poverty and school exclusion

- informal settlements occupy **only 5% of the city's** residential area but are home to at least half of Nairobi's urban population, or **approximately 3 million**.
- approximately **42% of children** in Kenya live in poverty
- **nearly 48%** experience multidimensional forms of poverty, linked to deficiencies in education, health, water and social protection
- **over 2.5 million children** are out of the school system
- many schools face overcrowded classrooms, teacher shortages, and limited access to technology resources and teaching materials

Still I Rise International School **Nairobi**

INTERNATIONAL SCHOOL

On January 4, 2021, our first International School opened in Nairobi, Kenya, with the goal of becoming the first in the world to offer the International Baccalaureate (IB®) free of charge to vulnerable children in a slum. After years of hard work, in April 2024 we achieved official recognition as an “IB World School”®, passing the final inspection for IB-MYP® accreditation. This placed us in the top 0.1% of schools globally.

Today, the Nairobi School lies at the heart of the development of the Still I Rise Educational Method. Over time, it has become the organization’s main center for research, experimentation, and pedagogical innovation.

It is here that we develop and test new educational approaches, teaching methods, child-protection tools, and student well-being programs. These are subsequently adapted and implemented across other Still I Rise Schools around the world.

IMPACT 2025

Instruction

Class hours
19.128

Hours of psycho-social support
492

Hours of extra-curricular activities
2.716

Distribution

Meals served
176.322

Essential goods distributed
172 kg

People reached
207

IMPACT 2021 - 2025

Milestones and Education

Class hours
47.725

Hours of psycho-social support
1.633

Hours of extra-curricular activities
4.487

Distribution

Meals served
658.000

Essential goods distributed
22.225 kg

People reached
9.727

On my first day at school, I saw smiles and kindness. In that moment, I realized I could build a better future.

LUCKY,
student at Still I Rise International School - Nairobi





OUR SCHOOLS - KENYA

KEY RESULTS

ISSP and International Educational Opportunities

In 2025, 26 students from Kakuma Refugee Camp, Yemen, and the Democratic Republic of the Congo were selected for the ISSP program-Still I Rise's International Schools Scholarship Program.

ISSP is far more than a scholarship. It is a comprehensive educational, pedagogical, and logistical system that gives students access to an international educational pathway they would otherwise have no opportunity to pursue.

The Program also strengthened its international network through cultural-exchange experiences. Five students from Still I Rise International School, Nairobi took part in a six-week exchange program at Liceo Isaac Newton in Brescia, Italy. The experience offered them opportunities for intercultural dialogue, personal growth, and learning in an international environment.



Integrating Education and Protection: A New Systemic Model

One of the most significant changes in 2025 was the integration of the Education and Child Protection Departments, which were formally unified within a single department.

This decision reflects a core principle of the Still I Rise model: when working with students experiencing vulnerability, education and protection cannot be treated as separate areas.

Education cannot be effective without protection, and protection cannot work without a full understanding of each student's educational journey. This integration allowed us to move from a primarily reactive approach, intervening once a critical issue emerged, to a preventive, systemic, and shared approach.

The two functions now use common tools for observation, monitoring, and intervention. Every educational, emotional, or behavioral situation is viewed as part of a single, integrated student-development pathway.

This change also had a direct impact on boarding, which is no longer viewed simply as a logistical service, but as an educational environment shaped by close relationships and daily care. Throughout 2025, our matrons, the educational staff members responsible for supporting students who live on campus, were fully integrated into the educational system through:

- systematic participation in interdepartmental calls;
- introduction of standardized reports;
- training on educational methods and protection;
- structured meetings with the Child Protection and Safeguarding Officer.

The result was a paradigm shift: matrons are now an integral part of the School's educational, relational, and student-support system, with a central role in monitoring student well-being and helping establish clear and consistent boundaries.

Expanding Boarding to Ensure Stability and Educational Quality

Alongside this pedagogical development, 2025 also saw a significant investment in infrastructure to support the growth of the educational system.

Thanks to the support of a family foundation, we allocated €100,000 to expanding the dormitories on the Nairobi campus. This brought the School's overall boarding capacity to 150 students, supported by 10 matrons.

The investment also funded the construction of an executive residence to support the stability of the Education Team and the renovation of the staff pods.

These developments reflect a core belief of the Still I Rise Educational Method: as an education system grows, the quality of its spaces cannot be separated from the quality of relationships and the daily care provided to students.



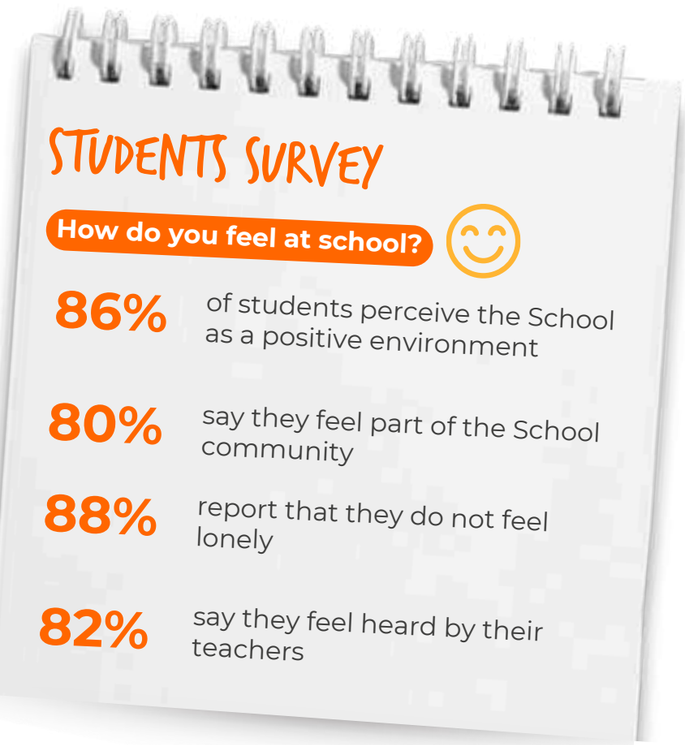


OUR SCHOOLS - KENYA

KEY RESULTS

A School Students Experience as Positive and Inclusive

The 2025 Student Survey confirmed the strong sense of belonging and well-being built within the School.



These findings are especially significant in a context where many students come from backgrounds marked by vulnerability, displacement, or social exclusion. The main reasons students gave for feeling happy at School were:

- learning (33%);
- relationship with friends (21%);
- relationship with teachers (17%);
- extracurricular activities (14%).

The survey therefore shows that well-being at School is closely connected not only to the quality of learning, but also to the strength of educational relationships and students' ability to participate actively in School life.

Strengthening the Connection Between our School and the Community

In 2025, our School opened its doors to the public for the first time through an Open Day held both in person and online. The initiative was created in response to the many requests from supporters who wanted to learn more about the Still I Rise educational model.

The event marked an important moment of openness toward the international community. It allowed supporters, families, and partners to meet students and teachers and gain a firsthand understanding of how the educational model developed in Nairobi works.

IC3 Regional Forum East Africa: Nairobi as a Center for Educational Innovation

In 2025, Still I Rise International School - Nairobi hosted the IC3 Regional Forum East Africa, one of the region's leading events dedicated to university guidance, student well-being, and educational equity.

The Forum brought together school leaders, universities, education-sector experts, and institutional representatives from across East Africa.

Hosting an international event of this caliber at the School in Mathare represented an important recognition of its role as a regional center of educational excellence and pedagogical innovation. The Forum also strengthened Still I Rise's position as an active voice in the international debate on equitable access to quality education for students from vulnerable backgrounds.



School Nutrition as an Integral Part of Educational Well-Being

In 2025, the Kenya Program led the launch of a new project dedicated to healthy and sustainable school nutrition, developed in partnership with Nutrizionisti Senza Frontiere Italia. The project was created to improve the nutritional quality of School meals and promote a more sustainable and informed approach to food across Still I Rise Schools.

The Nairobi School was the first Program to implement the project through nutritional monitoring of meals, menu reviews, specialized technical support, and the direct involvement of School kitchen teams.

In a context where many students experience food insecurity, the project represents an investment not only in their physical health, but also in their ability to learn, concentrate, and participate fully in School life.

Extracurricular Activities: Learning Beyond the Classroom

Extracurricular activities are an integral part of our Educational Method. They are not simply "after-school activities," but essential spaces where students can rebuild confidence and develop new skills.

In 2025, students took part in a wide range of activities:

- Sports, including soccer, basketball, and track and field
- Performing arts, including music, theater, and dance
- Debate and public-speaking clubs
- Journalism and environmental clubs
- Chess and leadership programs

OUR SCHOOLS - KENYA

KEY RESULTS

Alongside these activities, we offer experiences such as Education Camps: project-based weeks where students apply what they have learned by working on themes related to innovation, storytelling, and social change. The value of extracurricular activities becomes even more evident during School breaks. Summer Camp gives students the time and space to simply be children. Through sports, creative activities, reading, and field trips, they strengthen their self-confidence, motivation, and sense of community. Similarly, camps held during Christmas and Easter breaks ensure educational continuity and protection throughout the holidays. They provide a safe and structured environment during periods when the risk of isolation would otherwise be greater.

Throughout the year, students also took part in national and international events and competitions, achieving significant results. The School placed first at Du Style au Micro, a French-language arts competition. Its music club also participated in the Multilingual Fest, where the School received the overall award for creativity. In sports, students won:

- 47 medals at the International Mini Games organized by Regis Runda Academy, an international interschool sporting event;
- 21 medals at the IPSG Little Future Star Championship, a sports competition involving private and international schools.

These achievements represented far more than extracurricular success. They allowed students to build confidence, gain international exposure, strengthen their expressive skills, and experience a sense of personal accomplishment. They also reinforced the School's role as a space for holistic growth and opportunity.



"

I'M PROUD TO BE HERE AT SCHOOL, AND I WANT TO STUDY TO BECOME A DOCTOR AND HELP PEOPLE IN REFUGEE CAMPS. I'M FROM KAKUMA AS WELL, SO I KNOW WHAT IT FEELS LIKE TO FEEL FORGOTTEN.

ETHIEN,
student at Still I Rise
International School - Nairobi



OUR SCHOOLS - KENYA

KEY CHALLENGES

1 Managing High Teacher Turnover

One of the main challenges in 2025 was the high turnover of teaching staff, with over 50% of new teachers entering the school system.

The main causes identified were:

- salary competitiveness compared to other IB schools in Kenya;
- high workload;
- need for greater organizational and managerial support;
- requests for greater balance between private life and work.

Actions taken:

- implemented a structured organizational strengthening plan;
- introduced an average wage increase of +15%, accompanied by comprehensive private healthcare coverage including hospitalization, outpatient visits, maternity, dental and vision services;
- review of the workload distribution, with greater efficiency in shifts, increase rest days and improved work-life balance;
- introduction of more structured figures and greater support from the global team, improving operational continuity, internal communication and pedagogical coordination.

2 School-Related Anxiety, Bullying, and Perceptions of Unfairness

The student questionnaire highlighted some areas of emotional vulnerability that represent a priority for 2026:

- 56% of students report test-related anxiety;
- 42% say they feel anxious even when they are prepared;
- 31% report episodes of bullying* or social difficulties;
- 23% report perceptions of injustice within the school.

These data highlighted the need to further strengthen work on wellbeing, emotional regulation, and school climate.

Actions taken:

To respond to these critical issues, the Education & Protection Department has strengthened:

- activities the social emotional learning;
- relational monitoring of students;
- preventive interventions on bullying;
- spaces for listening and individual support;
- alignment between boarding and education department.

3 System Growth and Operational Sustainability

The expansion of the educational program has highlighted the need to simultaneously strengthen structures, processes, and organizational stability.

The increase in student numbers, dormitory space, and educational activities has required a thorough review of the operating model, both logistical and pedagogical.

Actions taken:

- integration of education and protection;
- strengthening of the matrons;
- expansion of boarding;
- investment in training and staff support.

They represent not only responses to emerging critical issues, but the construction of a more sustainable, preventative and integrated educational system.

*Please note: in Kenya the word "bullying" has a much broader meaning than in the UK or US: it also includes teasing or annoyance between students.



"

I WANT EVERY STUDENT TO FIND THEIR PLACE IN THE WORLD.

ORINA,
Art teacher at Still I Rise
International School- Nairobi



OUR SCHOOLS

D.R. CONGO

The Democratic Republic of the Congo continues to face one of the world's most serious humanitarian crises, marked by political instability, armed conflict, widespread poverty, and severe pressure on essential services. In this context, access to education emerges as a major challenge for millions of children and adolescents. The situation is further complicated by the presence of one of the world's largest mining industries: DRCongo is the leading global producer of cobalt and one of the largest producers of copper.

This wealth of resources is concentrated particularly in the province of Lualaba and the city of Kolwezi. However, the link between economic development and social well-being remains fragile. Rapid urban growth linked to mining expansion, combined with heavy dependence on the extractive economy, contributes to accentuating inequality, informal employment, and the risk of school dropout, directly impacting educational opportunities and the future of children.

Children out of school in a land rich in resources

- **over 7 million** internally displaced people (OCHA, IPC/WFP)
- **approximately 28 million people** are severely food insecure
- **over 7,600,000 children** are out of school
- **approximately 62% of the population** lives under the poverty line (World Bank)
- Informal work accounts for **over 80% of total employment**

Still I Rise Academy **Kolwezi**

EMERGENCY AND REHABILITATION SCHOOL

Opened in 2022, Still I Rise Academy - Kolwezi provides world-class education and food, psychosocial, and healthcare support, helping children leave child labor in the mines behind.

Our School in Kolwezi is the only one in the entire region to offer a locally recognized accelerated education program completely free of charge.

IMPACT 2025

Milestones

Enrolled students
97

ENAFEP Exam Success Rate
(National primary school leaving exams)
100%

Education

Class hours
6,600

Hours of psycho-social support
477

Hours of extra-curricular activities
697

Distribution

Meals served
37,109

Food and non-food goods distributed
> 42,000 kg

People reached
3,606

Distribution

Meals served
208,592

Food and non-food goods distributed
>140,000 kg

People reached
4,212

IMPACT 2022 - 2025

Milestones and Education

ENAFEP Exam Success Rate
(National primary school leaving exams)
100%

Class hours
15,787

Hours of psycho-social support
2,853

Hours of extra-curricular activities
2,284

School didn't just give me an education, it gave me back a future.

GLORIA,
student at Still I Rise Academy - Kolwezi
(part of the ISSP program at the International School of Nairobi)



OUR SCHOOLS - D.R. CONGO

KEY RESULTS

Educational Success

In 2025, one of the Academy's most significant achievements was maintaining educational continuity for students in a context marked by severe economic vulnerability, family instability, and frequent family relocations within the country.

The Academy welcomed 97 students and retained 98% of those enrolled throughout the entire school year. In a context where many schools experience high dropout rates, this is an especially significant result. Only 2% of students discontinued their education, primarily because their families relocated due to unemployment and economic insecurity.

This achievement was made possible through an integrated approach combining the continuous monitoring of families, home visits, individualized support, and psychosocial assistance for the most vulnerable students.



Academically, students also made steady progress throughout the school year. The strongest results were recorded in mathematics, Kiswahili, and French, while English and Science remain priority areas for improvement in the coming years.

One of the year's most important milestones was the ENAFEP - the Democratic Republic of the Congo's official national primary school completion examination, which allows students to progress to the next level of education. All 29 students who took the examination passed, enabling the Academy to achieve a 100% pass rate.

Ensuring Continuity Beyond Primary School: Launching Level 4

Until 2024, the Academy's educational program was structured as a three-year cycle, supporting students through the completion of primary school and the ENAFEP, the national examination that certifies the completion of primary education and provides access to secondary school.

To ensure educational continuity after this transition, Still I Rise had established a partnership with the private school La Grandeur, allowing students to continue their education. In 2025, based on the needs that emerged, the Program took a further strategic step by introducing Level 4, corresponding to the first year of secondary education following the ENAFEP.

Level 4 was introduced to provide students with:

- Greater educational continuity
- Higher teaching standards
- Greater consistency with the Still I Rise Educational Method
- A stable, protected, and student-centered learning environment beyond primary school

This expansion represents an especially important step in a context where many students leave school during the transition to secondary education because of poverty, family vulnerability, and barriers to accessing education.

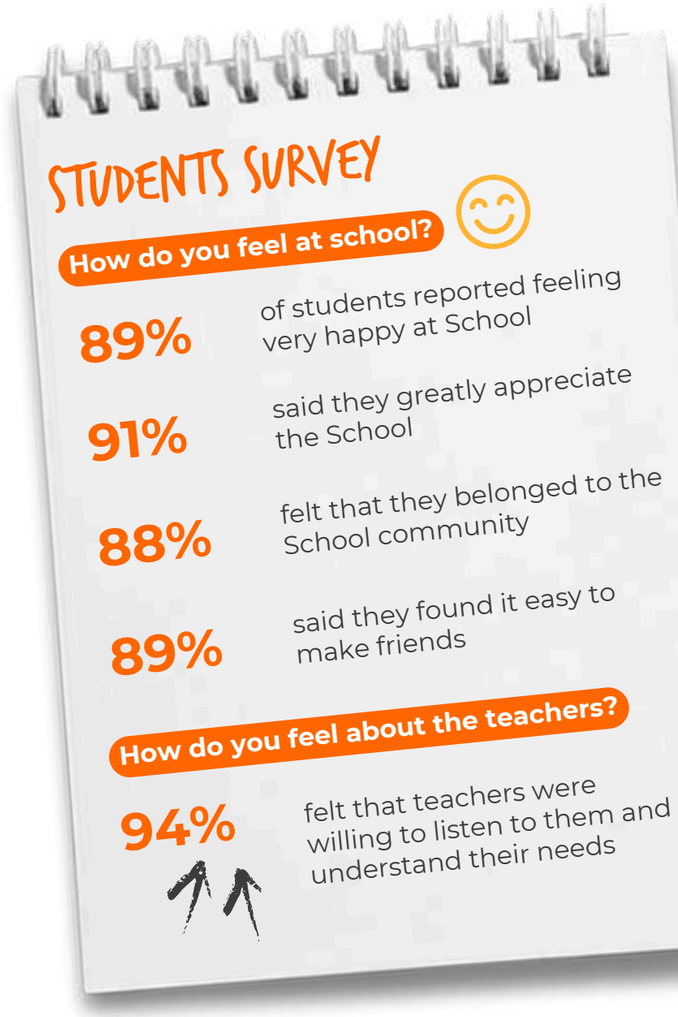
At the same time, in 2025 we began an analysis and planning process to determine whether and how Still I Rise can support students through the completion of secondary school. This work aims to assess educational needs, the resources required, operational sustainability, and possible long-term support models.



Students Feel Welcome, Safe, and Engaged

One of the most significant findings of 2025 was the strong sense of belonging, well-being, and participation developed by students within the School.

The 2025 Student Survey showed very high levels of satisfaction:



OUR SCHOOLS - D.R. CONGO

KEY RESULTS

Open-ended responses showed that the factors contributing most strongly to student well-being were positive relationships with teachers and classmates, opportunities to learn and make progress, access to computers and School resources, the meals provided by the School, and, above all, extracurricular activities.

Throughout the year, clubs and extracurricular activities were redesigned to give students a more active role, encourage participation, and strengthen engagement with the local community.

Students were able to take part in:

▸ Journalism Club, focused on developing communication skills, using communication tools, and organizing School events

▸ Music and Dance Club, providing a space for creative expression, collaboration, and the celebration of culture

▸ Sports activities, which are essential for physical well-being, teamwork, and building self-confidence

▸ Debate and Theater Club, focused on oral expression, self-confidence, and active participation

These findings confirm the School's role not only as a place of education, but also as an environment of protection, stability, and personal growth, where students can feel heard, valued, and part of a safe community.

Investing in Teaching Quality

In 2025, the Program continued to invest in teachers' professional development and in strengthening the Still I Rise Educational Method, with the goal of providing students with a more inclusive and participatory educational experience centered on their needs.

In contexts marked by social vulnerability, interrupted schooling, and complex educational needs, this approach aims to build safer and more motivating learning environments that foster active participation, independence, and confidence.

Throughout the year, teachers took part in ongoing training and peer-support activities focused on:

- The 5E instructional model, based on active learning, exploration, and participation
- Reading and reading-comprehension strategies
- Positive discipline
- Classroom behavior management
- Child protection and safeguarding

The 2025 teacher survey showed a strong sense of collaboration, educational responsibility, and resilience within the teaching team, despite the complex operating environment and heavy workload.



According to teachers, these methods led to concrete improvements in student participation, inclusion, and engagement, especially in classes characterized by different learning levels and complex educational needs.

"

LEARNING IS ONE OF THE MOST PRECIOUS THINGS I'VE EVER BEEN GIVEN

MADELEINE,
student at Still I Rise Academy - Kolwezi
(part of the ISSP program at the International School of Nairobi)



OUR SCHOOLS - D.R. CONGO

KEY CHALLENGES

1 The Loss of Vital Kamungu

The loss of Vital Kamungu, Program Manager of Still I Rise Academy - Kolwezi, was the year's most profound human and organizational challenge.

Vital joined Still I Rise in 2021 and played a central role in establishing the School and rooting it within the mining community of Mutoshi. His knowledge of the local area, artisanal mines, and the dynamics of child exploitation was essential to building an impactful educational intervention, one deeply connected to the community and capable of responding to the real needs of its most vulnerable children. His passing had a profound emotional impact on the local and Global Teams, as well as on the entire School community.

In a year already marked by economic fragility, complex educational needs, and operational pressure, the loss of such a central figure required an extraordinary effort from the team to ensure continuity, adapt, and remain united.

The work carried out in 2025 - and the work we will continue - is and will remain a testament to Vital's legacy: a School rooted in its community, created to offer children freed from exploitation and marginalization a concrete and safe alternative, and the opportunity to build a different, better future.

2 Reducing School-Related Stress and Addressing Complex Socio-Emotional Needs

Despite high levels of belonging within the School, the 2025 Student Survey identified significant signs of emotional stress and academic pressure:

- 82% of students fear receiving poor grades;
- 94% report feeling tense while studying;
- 76% feel nervous when faced with difficult assignments.

Challenges also emerged in relation to peer conflict, bullying, and discipline perceived as overly strict.

Actions taken:

To address these challenges, the program has strengthened:

- social-emotional learning activities;
- teacher training on positive discipline;
- safe spaces for individual listening;
- collaborative activities and mentoring among students;
- integrating social-emotional support into the school routine.

3 Addressing Operational Constraints and Limited Resources

In 2025, one of the Program's main challenges was maintaining operational sustainability in a context marked by growing educational needs and limited financial resources.

Budget constraints directly affected the Program's ability to expand infrastructure, educational activities, and School services.

Some planned initiatives - including Future Classrooms, new learning spaces, and School trips - could not be implemented.

Actions taken:

To address these limitations without compromising educational quality, the program has:

- progressively invested in digital resources and teaching materials;
- purchased new computers to strengthen students' computer skills;
- consolidated pedagogical coordination and support between teachers;
- strengthened local partnerships to support education and protection activities.

The program managed to maintain educational continuity, psychosocial support, and high levels of school participation.



"

TRUE VICTORIES ARE NOT MEASURED IN NUMBERS, BUT IN LIVES CHANGED.

VITAL,
Program Manager Still I Rise
Academy - Kolwezi



OUR SCHOOLS

YEMEN

Since 2014, the conflict in Yemen has produced a protracted humanitarian crisis that continues to have a devastating impact on the lives of millions of children and families.

Years of instability, violence, and the collapse of essential services have severely compromised access to education, protection, and basic care, making children some of the primary victims of the crisis.

A Generation at Risk

More than 11 million children were in urgent need of humanitarian assistance, deprived of the opportunity to grow up in a safe environment and build their future

More than 4.5 million children were out of school

More than 6 million children were at risk of dropping out of school or had already done so

Children in Yemen have been repeatedly exposed to airstrikes and armed violence. Thousands of airstrikes have been recorded since the beginning of the conflict

10' **Every 10 minutes**, a child dies in Yemen from preventable causes such as malnutrition, disease, or violence



Still I Rise Academy **Aden**

EMERGENCY AND REHABILITATION SCHOOL

In 2023, we opened our first Emergency and Rehabilitation School in Yemen, in the city of Aden, helping children displaced by the civil war reclaim their right to education.

Still I Rise Academy - Aden provides high-quality education, targeted child-protection interventions, and holistic food, psychosocial, and healthcare support.

IMPACT 2025

Milestones

Enrolled students
98

Average annual attendance rate
95,6%

Education

Class hours
4,913

Hours of psychosocial support
190

Hours of extracurricular activities
562

Distribution

Meals served
49,174

Food and non-food items distributed
29.834 kg

People reached
3,716

Distribution

Meals served
130,128

Food and non-food items distributed
49,154 kg

People reached
7,954

IMPACT 2023 - 2025

Milestones and Education

Enrolled students
98

Class hours
9,510

Hours of psychosocial support
312

Hours of extracurricular activities
985

I feel happy when I go to school. I feel like my way of thinking has changed for the better, and now I have dreams.

FUAD,
student at Still I Rise Academy - Aden




STILL
I RISE

OUR SCHOOLS - YEMEN

KEY RESULTS

Teaching Innovation and Active Learning

Throughout 2025, the Academy in Yemen continued to strengthen the quality of learning through participatory teaching methods, formative and summative assessments, and activities designed to develop students' independence, collaboration, and confidence.

The integration of the Future Classrooms model played a central role. Developed and promoted by Still I Rise, this educational approach transforms the classroom into a more dynamic, inclusive, and student-centered learning environment.

Through inquiry-based activities, project-based learning, and peer collaboration, students become active participants in the educational process while developing transferable skills such as problem-solving, critical thinking, creativity, teamwork, and communication.



In a context marked by years of conflict and severe educational instability, this approach helped create a more motivating and participatory School environment. Students are not simply recipients of information, but active agents in their own learning journeys.

The value of this model also emerged from the student survey. Among the main sources of happiness and well-being at School, students identified learning and academic progress, extra-curricular activities, clubs, field trips, computer use, and access to School resources.

This confirms that practical and participatory teaching methods had a positive impact not only on educational outcomes, but also on students' motivation, engagement, and sense of belonging.

Institutional Recognition and Program Extension

In 2025, the School in Aden received an official visit from the Yemeni Ministry of Education, an important recognition of the educational work carried out by Still I Rise in the country.

During the visit, Ministry representatives were able to observe the School's educational model firsthand, including its innovative teaching methods and the child-protection and psychosocial-support interventions provided to students.

The visit represented an important opportunity for dialogue and collaboration with local institutions, strengthening the recognition of Still I Rise as a credible and innovative force in education in Yemen.

Following this process of collaboration, the Ministry also approved the extension of the educational program from one year to two years.

This will allow students to benefit from greater educational continuity and longer-term academic and psychosocial support.

This achievement represents an important step not only toward consolidating the School in Aden, but also toward strengthening the sustainability and impact of the Still I Rise Educational Method in Yemen.



Teach the World Trainings: Strengthening the Education System Beyond Our School

One of the most significant achievements of 2025 was the pioneering role played by the School in Yemen: it was the first Still I Rise Program to bring *Teach the World* training to the Yemeni Ministry of Education and local education stakeholders.

Teach the World is the program through which Still I Rise shares its Educational Method, safeguarding practices, and innovative pedagogical tools with teachers and local institutions. Its goal is to generate an impact that extends beyond individual Schools and contributes to strengthening the local education system.

Throughout the year, training sessions focused on:

- child protection and safeguarding;
- Innovative teaching methods and *Future Classrooms*;
- formative and summative assessment systems;
- data collection and educational capacity building.

The *Future Classrooms* training introduced more participatory and student-centered teaching methods, promoting collaboration, critical thinking, and active engagement in the classroom.

The sessions received highly positive feedback, and the content shared is already being replicated and disseminated in other areas of Yemen. This represents an important step forward not only for Academy students, but also for strengthening local education capacity within a school system severely weakened by conflict.

"

FOR TWO YEARS I DIDN'T LEAVE THE HOUSE, I WAS TOO SCARED. AT STILL I RISE I FOUND MY VOICE AGAIN. TODAY I'M THE SCHOOL CAPTAIN AND I SPEAK IN FRONT OF EVERYONE.

ESHRAQ,
student at Still I Rise Academy - Aden



OUR SCHOOLS - YEMEN

KEY CHALLENGES

1 Economic Vulnerability and the Protracted Humanitarian Crisis

After more than ten years of conflict, Yemen continues to face one of the world's most severe humanitarian crises.

Economic collapse, rising poverty, food insecurity, and limited access to essential services directly affect families' daily lives and children's ability to attend School regularly. In this context, many students live in highly precarious economic and housing conditions.

For many families, our Academy is not only a place of learning, but also a space of protection and stability and a source of essential material support.

Actions Taken:

- 29,834 kg of essential goods distributed;
- monitoring of the most vulnerable families through home visits and coordination with the psychosocial team.

2 Impact of Flooding and Emergency Response

During 2025, severe flooding affected Aden and other areas of Yemen, further worsening an already extremely fragile humanitarian situation. Torrential rainfall damaged homes, caused displacement, disrupted essential services, and contaminated water and sewage systems, increasing health risks for thousands of families.

Many students and caregivers lost essential belongings or suffered serious damage to their homes, directly affecting children's emotional well-being and continuity of education.

Actions Taken:

The team launched an urgent and targeted intervention to support 160 vulnerable families, including School students and their relatives, as well as other members of the community.

- Restoring access to safe drinking water;
- emptying septic tanks and removing hazardous waste to prevent outbreaks of cholera and malaria;
- distributing waterproof tarps to provide families with safe temporary shelter;
- strengthened its monitoring of the most vulnerable families through home visits, coordination with the psychosocial team, and emotional support for students affected by the emergency.

3 Differences in Learning Levels and Complex Educational Needs

Teachers reported the difficulty of working with classes characterized by widely varying learning levels, significant educational gaps, and complex emotional needs. Many students have experienced years of conflict, displacement, and interrupted education, with serious consequences for educational continuity, concentration, and socio-emotional well-being.

In many cases, students return to the school system after long periods out of School or following fragmented educational pathways, making it especially challenging to provide inclusive and personalized learning.

Action taken:

- formative and summative assessments to monitor student progress;
- lessons adapted to different learning levels;
- participatory and student-centered teaching methods based on the *Future Classrooms* model;
- the integration of socio-emotional support into daily teaching;
- ongoing teacher training in inclusive methodologies and the management of complex needs.



"

DURING A FLOOD, THE WINDS WERE SO STRONG THAT THEY TORE OFF ENTIRE ROOFS, AND THE FAMILIES IN THE NEIGHBORHOOD WERE DEEPLY AFFECTED. WE ARE GRATEFUL FOR THE HELP WE RECEIVED IN SUCH A DIFFICULT TIME.

ZAYED'S FATHER,
student at Still I Rise Academy - Aden



OUR SCHOOLS

COLOMBIA

In 2025, Colombia remained one of the epicenters of Latin America's humanitarian, migration, and displacement crisis.

The protracted armed conflict, the expansion of non-state armed groups, and worsening economic inequalities caused new displacement, forced confinement, and severe restrictions on access to essential services. During the first months of 2025, escalating violence in the Catatumbo region caused dozens of deaths and displaced more than 32,000 people in just a few weeks.

Between Conflict and School Dropout: The Scale of the Crisis

7 million internally displaced people and **approximately 3 million** Venezuelan refugees and migrants

13.4 million people (4.2 million children and adolescents, 4.5 million refugees and migrants) in need of humanitarian assistance

More than 40% of the country affected by the presence of non-state armed groups

16% of Colombian adolescents not attending upper secondary school



Still I Rise International School **Bogotà**

INTERNATIONAL SCHOOL

Opened in 2024 in Ciudad Bolívar, one of Latin America's largest and most densely populated informal urban areas, our School provides the Middle Years Programme free of charge to displaced and vulnerable children as an IB® Candidate School.We are working hard to become an IB World School®, giving our students access to an educational pathway that remains available to only a very small proportion of students worldwide.

IMPACT 2025

Milestones

Enrolled students **52**

Attendance rate **86%**

Education

Class hours **4,856**

Hours of psychosocial support **375**

Hours of extracurricular activities **1,108**

Distribution

Meals served **24,070**

Essential goods distributed **30 kg**

People reached **1,900**

Distribution

Meals served **46,741**

Essential goods distributed **2,995 kg**

People reached **4,604**

IMPACT 2024 - 2025

Milestones and Education

Enrolled students **121**

Class hours **8,836**

Hours of psychosocial support **731**

Hours of extracurricular activities **1,721**

I learned many things at school, but the most important is that if you do your best, you can always achieve great things.

DIDIER,
student at Still I Rise International School -Bogotà





OUR SCHOOLS - COLOMBIA

KEY RESULTS

Protection and Well-Being: Building an Even Safer and More Inclusive School

One of the year's most significant achievements was strengthening the School's safeguarding and child-protection system, with the goal of guaranteeing students a safe and welcoming environment capable of responding to their educational, emotional, and social needs. Many of our students experience vulnerability, disruption to their education, or the risk of social exclusion.

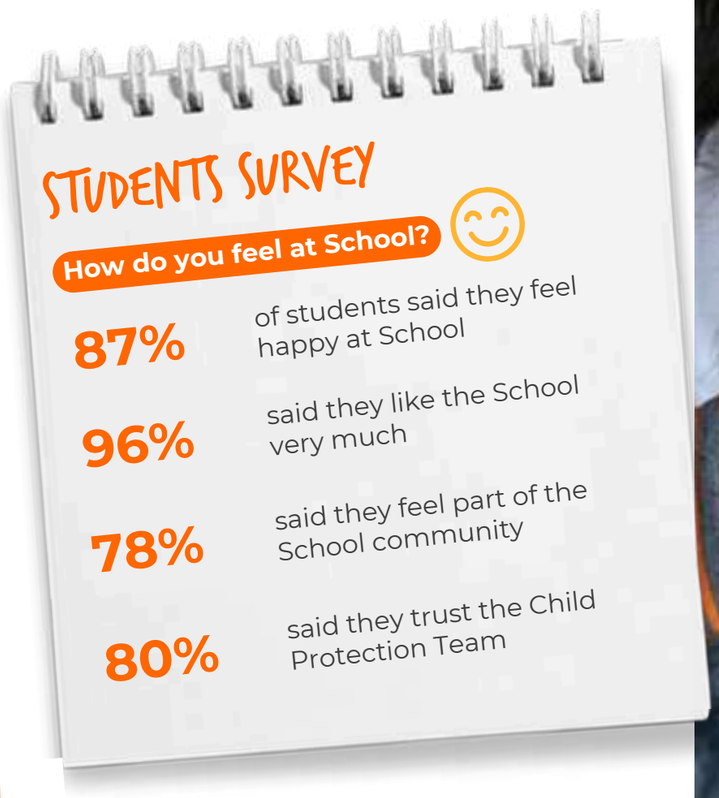
To address these challenges, the School consolidated a local support network involving the Vicariate, the Department for Social Integration, the District Center for Culture and Artistic Creation, and the Health Secretariat. This strengthened referral pathways and the support available to the most vulnerable students.

At the same time, the Education and Psychosocial Teams implemented an ongoing support system that included:



- regular meetings with families and caregivers;
- home visits for particularly vulnerable students;
- individualized follow-up;
- ongoing psychosocial support sessions;
- regular staff training on child protection

These interventions played a fundamental role in addressing irregular School attendance throughout the year, preventing situations of risk, and strengthening students' sense of safety, trust, and belonging.



Open-ended responses also confirmed the value of this work. Students identified friendships, teacher support, extracurricular activities, and the opportunity to feel welcomed, heard, and valued as some of the main factors contributing to their well-being.



Strengthening Educational Quality and Teachers' Professional Growth

In 2025, the Program continued to invest in educational quality through teachers' professional development and the implementation of the International Baccalaureate model, promoting more participatory, inclusive, and student-centered teaching.

The 2025 Teacher Survey, completed by the local Education Team, showed a tangible impact on teachers' daily work. IB training, peer classroom observations, professional feedback, and shared planning sessions helped improve both the quality of lessons and collaboration among colleagues.

Teachers reported significant changes in their educational practices, including:

- Greater use of student-centered methodologies
- Inquiry-based activities encouraging active participation
- Lessons adapted to different educational needs
- A stronger role for teachers as mentors and trusted figures for students

Students also recognized this change. According to the 2025 Student Survey, 78% said that their teachers understand students' needs, reflecting the development of a more attentive, inclusive, and personalized educational relationship.

Many teachers also emphasized how the IB model has fostered a cultural shift in their approach to teaching: away from the simple transmission of content and toward learning focused on skills development, critical thinking, and connections with everyday life.

This process helped create a more dynamic and collaborative educational

OUR SCHOOLS - COLOMBIA

KEY RESULTS

environment, better equipped to respond to students' learning and emotional needs.

International Teaching Program: Global Skills for the School in Colombia

In 2025, the School in Colombia joined Still I Rise's International Teaching Program, a professional and cultural exchange program across our International Schools.

Through this initiative, Ando, an English teacher in Colombia, took part in a teaching placement in Kenya, while a Kenyan teacher traveled to Colombia. The Program provides a concrete opportunity to strengthen the School's educational quality by enriching teaching practices with new methodologies, intercultural skills, and global perspectives.

For students, it means engaging with different experiences, languages, and approaches and broadening their learning horizons.



Student Leadership and Active Participation

Extracurricular activities proved to be one of the most effective tools for promoting well-being, inclusion, and students' active participation. Through sports, arts, and creative clubs, the School created safe spaces where students could develop interpersonal skills, leadership, self-confidence, and a sense of belonging.

Several clubs and extracurricular projects were offered throughout the year, including:

- Chess Club, focused on developing logical and strategic thinking;
- Soccer Club, centered on teamwork, discipline, and physical well-being;
- Dance Club, providing a space for creative expression and inclusion;
- Media Lab, designed to strengthen digital and communication skills;
- Environmental Club, featuring activities in hydroponics, sustainability, and ecological design.

Environmental projects involved students in building hydroponic systems and taking part in sustainable-design activities, strengthening their research, problem-solving, collaboration, and creative-thinking skills. Sports and arts activities also made a significant contribution to students' socio-emotional development, promoting discipline, self-confidence, and the ability to work as a team.

The impact of these activities is clearly reflected in the 2025 Student Survey. Students identified peer relationships, sports and creative activities, and opportunities for social interaction as some of the main factors contributing to their well-being at School:



- 31% of students identified friendships and positive interactions with classmates as the main factor making them happy at School;
- 21% connected their well-being to progress in learning and active participation;
- extracurricular activities were among the most frequently mentioned positive experiences at School.

The survey also showed that students would like even more opportunities to participate and engage in creative activities:

- 35% identified the expansion of extracurricular activities as one of the main priorities for improving their School experience.

Many students proposed new sports tournaments, recreational spaces, arts activities, and student-led initiatives.

One of the year's most significant achievements was the participation of two students from Bogotá in the international musical Un Mondo Possibile in Rome. The experience provided an important opportunity for cultural exchange and personal growth, strengthening their self-confidence, giving them experience in an international setting, and reinforcing their sense of belonging to a global community.

Extracurricular activities therefore remain a core component of the Still I Rise Educational Method: not only opportunities for learning, but genuine spaces of protection and personal expression.

"

STILL I RISE TAUGHT ME THAT I CAN DREAM BIG. WHEN I GROW UP, I WANT TO BECOME A FAMILY LAWYER, TO HELP OTHER CHILDREN AND FAMILIES FIND THEIR WAY.

DANIELA,
Still I Rise International School Bogotà



OUR SCHOOLS - COLOMBIA

KEY CHALLENGES

1 Urban Planning Authorization

After a long wait, in 2025 we finally overcame the bureaucratic impasse that had affected the previous year and obtained certification confirming the existing building's legal status and structural suitability.

The next milestone is the final School operating license, expected between June and December 2026. As we currently operate under provisional recognition from the Education Secretariat, we are covering the cost of formally enrolling our students at a local private partner school that does not offer the IB. This partner institution formally certifies the students' current academic year. At the same time, students attend our School, where they receive the pedagogical instruction and reinforcement required to support their academic progression while we continue the International Baccalaureate authorization process.

The process of becoming an IB World School is proceeding independently and in parallel with the process of obtaining the final operating license from the Local Education Authority. In 2026, we will enter our second year of candidacy, with the final IB authorization visit expected in 2027. As already demonstrated through our experience in Kenya, the IB pathway completed by students during this transitional phase will be fully validated once the School receives final authorization.

2 Academic Anxiety and Emotional Well-Being

The *2025 Student Survey* revealed significant levels of stress and anxiety related to academic performance:

- 59% of students said they worry about difficult tests and assessments;
- 72% fear receiving poor grades;
- 76% said they feel anxious even when they feel prepared for a test.

Open-ended responses also confirmed that excessive workloads, overly long lessons, and fear of failure negatively affect the emotional well-being and School experience of many students.

Actions Taken:

- activities focused on stress management and emotional regulation;
- regular opportunities for one-on-one listening and dialogue with students;
- personalized support pathways for the most vulnerable students;
- integration of socio-emotional well-being into daily School routines;
- joint monitoring of the most complex cases by teachers and psychosocial staff;
- use of more participatory and student-centered teaching methods to reduce the pressure associated with traditional assessment.

3 Sustaining Teachers' Work and Managing Complex Needs

The *2025 Teacher Survey* highlighted professional stress among teachers, mainly linked to:

- heavy workloads;
- long School days;
- management of complex educational and socio-emotional needs;
- limited time for planning and coordination.

Many teachers also reported difficulties balancing teaching, behavior management, and implementation of the IB curriculum in a context marked by severe social vulnerability and significant learning gaps.



Actions Taken:

- creating regular opportunities for shared planning, peer support, and pedagogical feedback;
- providing ongoing training and dedicated staff well-being sessions;
- reviewing selected organizational processes to improve workload management;
- strengthening collaboration with families through home visits and family-engagement activities;
- updating individualized support plans and implementing targeted activities focused on inclusion, conflict mediation, and behavior management.

Several teachers have already reported that opportunities for professional collaboration, peer support, and stronger internal coordination have improved the quality of educational planning and their ability to respond more effectively to students' needs.

"

EDUCATION IS A JOURNEY. I WANT MY STUDENTS TO SEE WHERE IT CAN TAKE THEM.

ANDO,
English teacher, Still I Rise
International School Bogotà



OUR SCHOOLS

INDIA

Why an International School in Mumbai, India?

With more than 1.4 billion people, India is now the world's most populous country and one of the fastest-growing economies globally. Over the past twenty years, the country has experienced significant economic expansion, driven by the technology, industrial, and service sectors, and has become a central player in the global economy.

At the same time, however, **this growth continues to coexist with deep social and regional inequalities**. Rapid urbanization is one of the country's most visible transformations.

Every year, millions of people move to major cities in search of jobs and opportunities, also contributing to the significant expansion of urban informal settlements.

Most recent data
(Census of India, 2011)

more than 65 million people lived in slums and informal settlements

approximately 17% of the country's urban population

In the absence of an updated census, several estimates suggest that this number has increased alongside the growth of the urban population and that between 90 and 110 million people may now live in informal settlements.

Mumbai embodies this contrast. India's financial capital and one of the world's most densely populated cities, it is now home to more than 12.7 million people, according to updated 2023 estimates, and approximately 20 million across the metropolitan area. The city concentrates immense wealth, multinational corporations, and innovation, but also vast areas of urban marginalization.

According to recent estimates based on Census of India data and subsequent urban updates, **between 40% and 50% of Greater Mumbai's population lives in informal settlements**. Neighborhoods such as Dharavi, one of Asia's largest slums, are home to an estimated 700,000 to 1 million people living in conditions of severe social and economic vulnerability.

In this context, **education remains one of India's main structural challenges**. Despite the progress made in recent decades, significant disparities persist in access to education and educational quality between urban and rural areas, across states, and among different socioeconomic groups.

According to World Bank data, India's adult literacy rate is approximately 78%, but significant gender and regional disparities remain. According to the 2022 Annual Status of Education Report, only 20.5% of Grade 3 students can read a Grade 2-level text; only 25.9% of Grade 3 students can complete simple subtraction problems; and just 25.6% of Grade 5 students can solve basic division problems. These figures show that, **despite high enrollment rates, millions of children in India attend schools with limited resources, uneven teaching quality, and inadequate learning outcomes**.

These challenges are even more evident in vulnerable urban areas. In many of Mumbai's informal communities, poverty, child labor, internal migration, overcrowding, and economic instability severely affect children's educational continuity. Several studies focusing on urban slum communities show that **dropout rates rise significantly during secondary education**, particularly among children from low-income families.

It was in response to this educational emergency that Still I Rise chose to open a free International School in Mumbai.

Our goal is to provide the most vulnerable children with **access to a world-class international education** capable of breaking the link between economic circumstances and future opportunities.



OUR SCHOOLS - INDIA

BUILDING OUR SCHOOL

We chose to work toward opening an International School in India in response to a specific need: **guaranteeing world-class education to children living on the margins of society**. It is estimated that only 40% of children in the country can read and write at an appropriate level. Access to education is further hindered by exploitative child labor, human trafficking, and extremely poor health and sanitation conditions.

To launch our project, we entered into a strategic partnership in Mumbai with a long-established family trust active in education. Under the agreement, the trust will finance and oversee the construction of a new School building based on the architectural plans developed by Still I Rise.

The arrangement selected is known as “build-to-suit” and is comparable to a customized lease agreement. The landowner will finance and construct the building in accordance with the educational, architectural, and operational standards defined by Still I Rise. Once construction is complete, we will take occupancy of the building and begin paying rent.

This arrangement allows us to significantly reduce our initial financial exposure, limiting the costs borne by Still I Rise to the lease security deposit and related tax obligations. At the same time, it allows us to **accelerate the opening of the School within a clear and sustainable contractual framework aligned with our growth objectives**.

According to the current timeline, construction will begin in June 2026, and the ground floor will be completed in October. **This will allow us to furnish the space and welcome our first class by December 2026**.

The School will initially open as an informal education center. It will then gradually begin the process of obtaining official recognition as a School and, subsequently, authorization as an IB World School.







OUR SCHOOLS

SOUTH SUDAN

Why an Emergency School in Juba, South Sudan?

South Sudan is the world's youngest country. Established in 2011 after decades of conflict, it continues to face **one of the world's most serious and protracted humanitarian crises**.

With an estimated population of around 12 million people, the country is marked by political instability, armed violence, internal displacement, food insecurity and extreme poverty.

The fragility of public infrastructure, aggravated by years of civil war and economic crisis, severely limits access to healthcare, drinking water and, above all, education.

over 9 million people in South Sudan need humanitarian assistance

Millions of children grow up in contexts of conflict, forced migration and lack of essential services

Over 2.8 million children and adolescents, or more than 70% of the school-age population, are currently out of school *(one of the highest rates in the world)*

just 35% of boys and 19% of girls complete primary school

Juba, the country's capital, is emblematic of these contradictions. While serving as South Sudan's political and administrative center, the city continues to receive thousands of displaced families arriving from conflict-affected areas.

IIn this context, education represents one of the country's most urgent emergencies. More than 2.8 million children and adolescents - over 70% of the school-age population - are currently out of school, one of the highest rates in the world. Girls are particularly vulnerable: poverty, child marriage, and gender-based violence continue to severely restrict their access to education.

Even among children who attend school, quality of learning remains a critical concern, while school-completion rates are extremely low: only 35% of boys and 19% of girls complete primary school.

Illiteracy also remains one of the country's greatest structural challenges. Adult literacy rate stands at approximately 34.5% - among the lowest in the world - while nearly 70% of the adult population remains unable to read and write.

It was in response to this educational and humanitarian emergency that we chose to open an Emergency and Rehabilitation School in Juba. The School was created **to provide education, protection, and psychological support to the most vulnerable children,** many of whom have experienced displacement, violence, extreme poverty, or the threat of forced marriage.

South Sudan was not part of our plans. Yet its urgency became impossible to ignore. As we expanded admissions to our International School in Kenya to include students from Kakuma, one of the world's largest refugee camps, we came face to face with the tragedy of the South Sudanese exodus.

Confronted with that abyss, we could neither look away nor stand by. **We decided to act.** At the beginning of 2025, we launched a feasibility study. In March, we established the legal entity required to operate in the country. In May, our first field mission revealed an almost complete lack of adequate infrastructure. It was immediately clear that, to guarantee excellence, we would have to build the campus from the ground up. We therefore launched a fundraising campaign and raised €611,000. Of this amount, €100,000 in donations was matched by the family foundation that has supported us since 2020.

In September, we purchased the land. In October, construction began on a high-quality facility in an area where schools are almost entirely absent. **On December 31, we welcomed our first students and staff and brought the initial learning spaces into operation**, allowing the School to receive its first students. The remaining areas of the campus will be built in 2026, with the goal of welcoming an increasing number of students.



OUR SCHOOLS

ITALY

Project “Insieme” 2025

“Insieme” is Still I Rise’s educational project designed for Italian-speaking schools at every level, universities, training institutions, and youth associations. It is an interactive journey that invites participants to explore important issues such as migration, reception and inclusion, child labor, and the right to education.

590 teachers
joined the project in Italy

29,500 students
have experienced innovative, inclusive and transformative educational experiences, based on the four pillars of Still I Rise’s method

In addition to the information and awareness-raising module, the project-based component was expanded with the introduction of the IKIGAI module. This guided teachers and students through a journey of discovery focused on their passions, interests, and aspirations, encouraging meaningful reflection and **helping each participant identify their individual talents**.

Training courses

In 2025, we launched our first training course in partnership with Edulia, the educational platform of the Treccani Group. **Available online free of charge and delivered asynchronously**, the course represents an important step forward in our strategy to share high-quality educational content and support the continuing professional development of teachers, educators, and other professionals in the field.

The asynchronous format allows participants to access the materials at their own pace and according to their individual needs, making learning more flexible and accessible. Upon completion, **participants receive a certificate of participation issued through the Italian Ministry of Education and Merit**.

Thanks to this partnership, the themes and methodologies developed by our organization can reach an increasingly broad community of education professionals, **contributing to the spread of innovative practices and an educational vision centered on inclusion, personal growth, and global citizenship**.

Student exchange program

For the first time in Still I Rise’s history, five students from Still I Rise International School - Nairobi spent **two months at Liceo Isaac Newton, a high school in Brescia, Italy**. In doing so, they took part in a powerful experience of personal growth, cultural exchange, and full participation in the School community.





INTERNATIONAL BACCALAUREATE (IB™) AND STILL I RISE'S METHOD



WHAT IS IB? A CLEAR EXPLANATION

The International Baccalaureate (IB®) is one of the world's most widely recognized educational frameworks. It aims to develop curious, compassionate, and internationally minded students. Rather than relying on rote memorization, IB students are encouraged to think critically, ask meaningful questions, and engage deeply with real-world challenges across cultural and disciplinary boundaries.

It is one of the world's most rigorous and internationally recognized educational pathways, offered by schools that set a global standard for educational quality.

5,700 IB World Schools worldwide → **yet only 0.1% of the world's students** have access to IB education

We are working to change that

In April 2024, following a rigorous authorization and inspection process, we became the first school in history to be recognized as an IB World School while offering the IB free of charge in an informal settlement. In doing so, we proved that democratizing elite education is possible.

At Still I Rise International School in Nairobi, Kenya, we offer the Middle Years Programme (MYP) and are currently a candidate school for the Diploma Programme (DP). We aim to begin offering the IB Diploma Programme in January 2027 and enable our first students to earn their diplomas by December 2028. Our International School in Bogotá, Colombia, has also obtained candidate status for the Middle Years Programme. The School opened on January 26, 2024, in Ciudad Bolívar, one of Latin America's most densely populated informal settlements. There, we welcome vulnerable children from the local community, Venezuelan refugees, and internally displaced children.

IB programs at Still I Rise

Built around interdisciplinary learning, Approaches to Learning - or ATL - skills, and connections to the real world, the Middle Years Programme provides students ages 11 and above with a broad and balanced education across eight subject groups:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Design
- Arts
- Physical and Health Education

Students also take part in:

- Community service activities
- The development of a Personal Project
- Rigorous assessments and ongoing reflection

At the end of MYP Year 5, students complete the Personal Project: an independent project demonstrating their ability to apply what they have learned autonomously and reflectively.

Designed for students ages 16 and above, the Diploma Programme (DP) is a two-year program in which students select six subjects from the following areas:

- Languages
- Mathematics
- Sciences
- Individuals and Societies
- The Arts, which are optional and may be replaced by another subject

In addition to these six subjects, students complete three required interdisciplinary components that form the philosophical core of the DP:

- Theory of Knowledge (TOK): a critical reflection on the nature of knowledge and how we know what we know
- Extended Essay (EE): an independent research paper of up to 4,000 words
- Creativity, Activity, Service (CAS): experiences involving creativity, physical activity, and service to others

Why it matters

For students from vulnerable backgrounds, IB provides access to a highly regarded international qualification that can significantly improve their prospects for higher education and employment around the world. A 2020 study examining the impact of the IB Diploma Programme in U.S. public schools serving students from low-income households found that IB students earned higher grades than non-IB students.

Participation in the IB Programme also had significant positive effects on college retention and graduation rates. Students surveyed reported that IB participants were more likely to experience academically rigorous classes and demonstrated higher levels of motivation and engagement than their non-IB peers.

Those who attended college after earning the IB Diploma also reported that the Programme had prepared them for the demands of university-level academic work, particularly by strengthening their writing, critical-thinking, study, and time-management skills.



Source: Aldana, U., Mayer, A., and Ee, J. 2020. "The Impact of the IB Diploma Programme in Public Schools in the United States Serving Students from Low-Income Households."

WHY WE DO IT

Equity, dignity and universal access

At Still I Rise, we believe that every child has the right to a world-class education, regardless of where they come from or their socio-economic background.

Democratizing access to the IB is a direct investment in equity, dignity, and opportunity, not only for our students, but for every child around the world who deserves a better education. Through the IB, our students gain:

- The qualifications needed to apply to leading universities around the world
- Access to international scholarship opportunities
- A qualification widely recognized by universities and institutions in more than 150 countries
- Critical-thinking, intercultural-understanding, and self-management skills
- A holistic education that prepares them to succeed in their academic, professional, and personal lives

Still I Rise method meets the International Baccalaureate

Still I Rise's Method is an educational philosophy born from direct experience in some of the world's most challenging contexts. It is neither a curriculum nor a certification system. It is the way Still I Rise understands learning, placing human development, ethical leadership, practical application, and student autonomy at its core.

It is a living Method, shaped and refined through the realities, challenges, and urgent needs of the students we serve.

The International Baccalaureate is an international curricular framework. It provides a structured set of objectives, subject areas, and measurable assessment criteria, while giving schools considerable freedom in how they design the educational experience.

Among the different international curricula available, Still I Rise chose the International Baccalaureate because it values critical thinking, interdisciplinary learning, personal growth, and student agency, the same principles that have always guided our educational approach.

It is within this freedom to design the educational experience that the Still I Rise Method finds its fullest expression. We did not choose the IB because our Method needed to be completed, but because the IB recognizes and values its foundations: an approach rooted in inquiry, holistic development, and the education of aware and responsible citizens.

Put simply, the IB provides the map; the Still I Rise Method shows us how to navigate it. The curriculum defines what students are expected to learn. The Still I Rise Method gives that learning meaning through an educational culture, teaching practices, and relationships that transform academic objectives into experiences capable of generating profound change.

They are not alternative models, but two complementary dimensions of the same educational experience. Together, they combine academic rigor with human development, preparing young people not only to succeed in the world, but also to help make it better.

Click here to discover Still I Rise Method



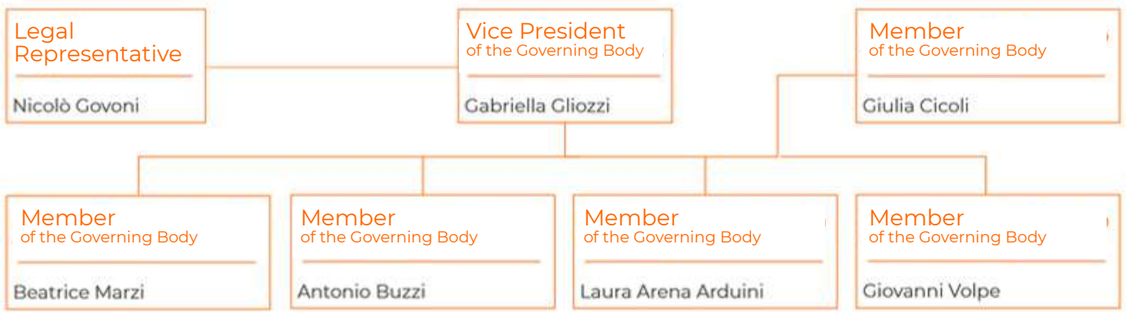
GOVERNANCE AND HUMAN RESOURCES



GOVERNANCE

GOVERNANCE STRUCTURE

As of December 31, 2025, the organization's Governing Body, which oversees the operational implementation of its strategies and activities, was composed as follows:



▸ An independent external Control Body, composed of Dr. Paola Giovannuzzi, monitors compliance with applicable laws, the organization's bylaws, and sound management principles.

▸ For the second consecutive year, the statutory audit was entrusted to Ernst & Young, further strengthening our commitment to high standards of governance and transparency.

▸ Through its General Assembly, the Association also performs essential functions, including approving the annual financial statements and financial report, defining the annual program of activities, appointing and removing the Governing Body, the Control Body, and the statutory auditor, and deciding on all other matters assigned to it by law or by the organization's bylaws.



HUMAN RESOURCES

2025 was a year dedicated to elevating our capacity to further develop our presence in the world of education and the impact we are able to make there.

We have invested in our organization and the caliber of its professionals to ensure that the decisions we make and the way they are executed create a lasting and growing impact, enabling us to achieve the goals of expansion and excellence we have set ourselves. Our team has continued to specialize and diversify, strengthening and expanding our presence in the various countries where we operate.

Structure:

Still I Rise operates through a network of coordinated legal entities at the global and local levels.

This structure allows us to adapt with agility to different regulations and socio-political conditions, ensuring effectiveness and legal and administrative compliance in every context.

As of December 31, 2025, the **Global Team** consists of

30 COLLABORATORS

▸ 15 employees
▸ 1 team member under a coordinated and continuous collaboration (co.co.co.) agreement
▸ 5 consultants based in Italy
▸ 9 consultants based outside Italy

In Italy, employment relationships are governed by the National Collective Agreement for the Commerce and Service Sector and by Italian law. Across all our Programs, contracts are governed by applicable local labor laws and regulations.

137 PEOPLE

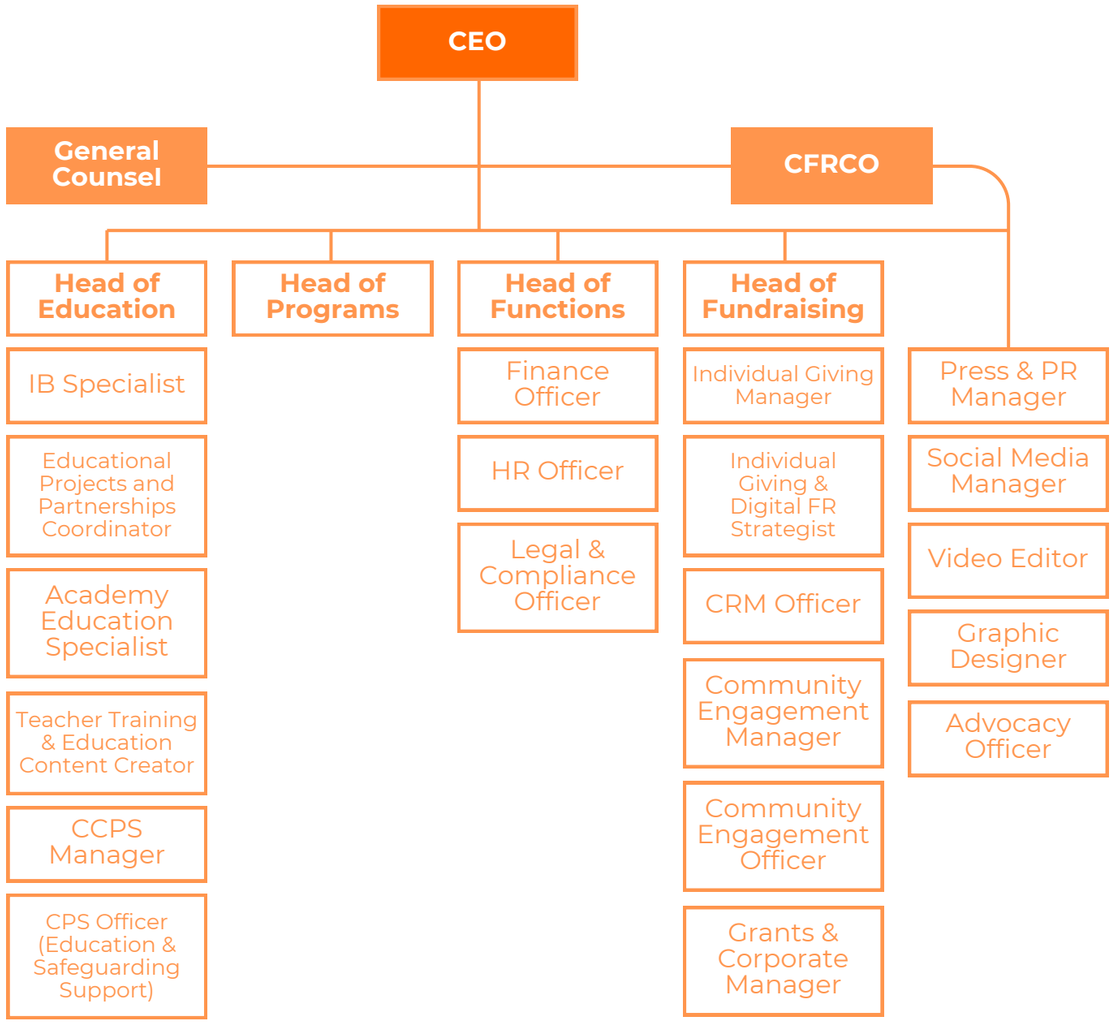
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YEMEN 24
KENYA 54
D.R. CONGO 24
COLOMBIA 17
SOUTH SUDAN 2
INDIA 1



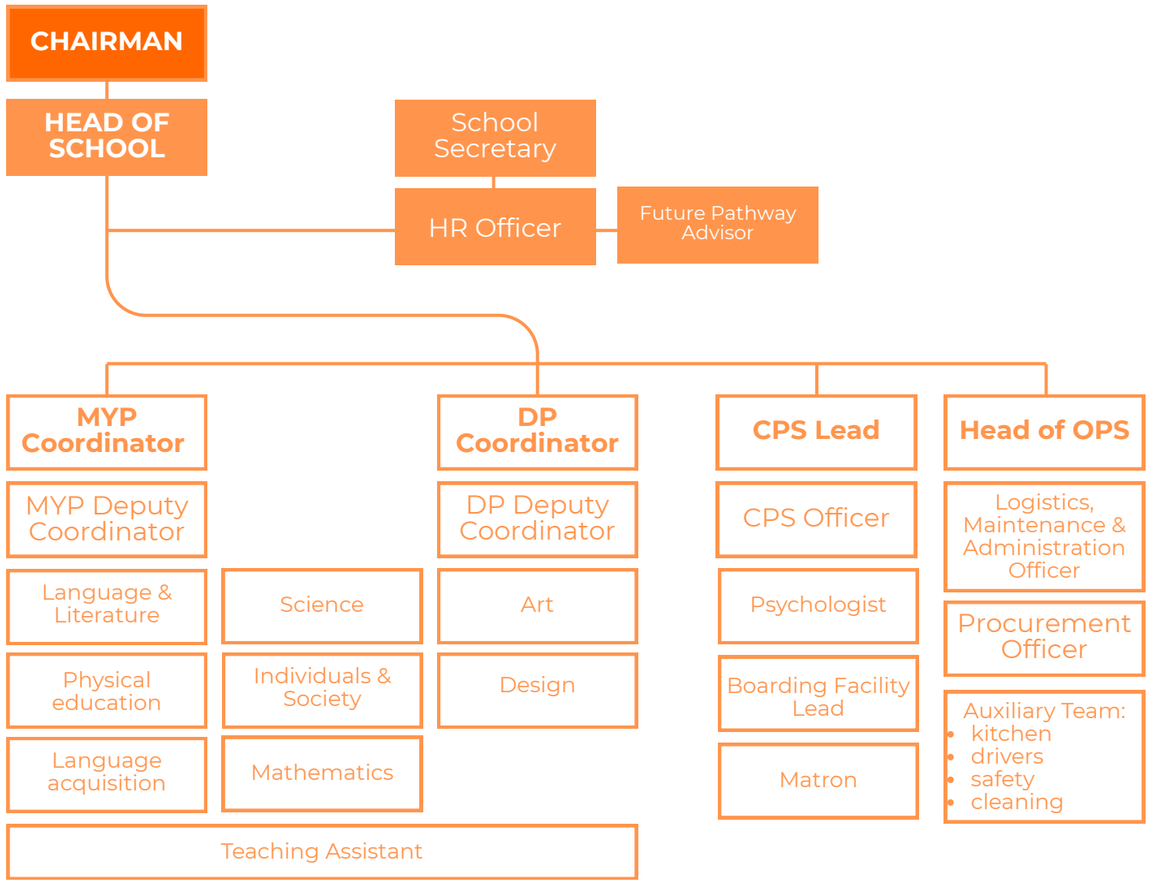
HUMAN RESOURCES

ORGANIZATIONAL CHART

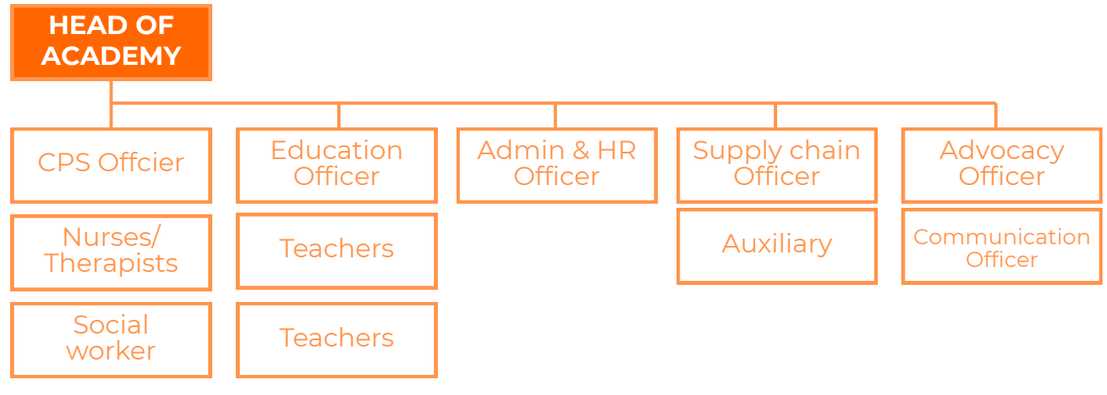
GLOBAL TEAM 2025



SUL CAMPO | SCUOLE INTERNAZIONALI



SUL CAMPO | ACCADEMIES



HUMAN RESOURCES

GLOBAL TEAM

In 2025, the development of our Global Team focused primarily on two objectives:

- Creating a governance structure capable of ensuring effective strategic decision-making and efficient implementation.
- Recruiting professionals capable of designing and structuring consolidated, repeatable, and scalable systems for every department and area of activity.

To achieve these goals, between April and July we recruited four professionals for the following roles:

▸ Head of Fundraising was tasked with:

- Structuring fundraising activities focused on major donors, foundations, and events.
- Consolidating fundraising activities aimed at small and mid-level donors.
- Building the infrastructure needed to internationalize our fundraising, which is currently centered primarily in Italy.

▸ Head of Education was tasked with:

- Reorganizing the Education Department, which was completely renewed through the recruitment of professionals with specialized backgrounds. Responsibilities were assigned according to specific areas of expertise, including the International Baccalaureate and Emergency Schools.
- Reorganizing the education system in Kenya with the goal of securing authorization to offer the Diploma Programme in 2026.
- Continuing research and testing with the goal of validating and publishing the Still I Rise Method by 2029.
- Laying the groundwork for the creation of an Education Advisory Board by 2027.

▸ Head of Programs was tasked with:

- Creating and formalizing “Still I Rise’s System,” making it fully scalable and ensuring that our Method is ap-plied correctly and consistently in every School.This includes defining the processes, governance structures, and standards required across education, human resources, finance, procurement, and operational and logistical services.
- Implementing Still I Rise’s System across all Schools and auditing its application by 2026.

▸ Head of Functions was tasked with:

- Improving all finance procedures and processes, from budget development and monthly reporting of costs and revenue to the accurate monitoring of forecasts, supported by reports shared promptly with the Leadership Team.
- Building a Functions Team comprising Finance, Legal, Human Resources, and IT professionals. The goal is to create an effective and collaborative team capable of developing processes that provide meaningful support to the Programs, Education, and Fundraising Departments and help them achieve the organization’s objectives.

From 2026, these new roles are expected to relieve the organization’s founders of much of their day-to-day operational workload, giving them the time they need to focus on strategy, development, and communications.

HUMAN RESOURCES

FIELD TEAM

Local staff are the driving force behind Still I Rise’s work in our Schools.

Our Schools not only provide education and support to students, but also create employment and career-development opportunities for local communities.

In 2025, we continued to invest in training for our field teams, while standardizing local policies and expanding our field workforce by 20 people.

Inclusive and intergenerational workforce

Across a total workforce of 167 people - including the Global Team and field teams - 104 are women and 63 are men. Women account for 62.3% of our workforce and men for 37.7%, approximately two-thirds women and one-third men.

The average age of our team members is 35.

Our CEO’s choice

Our CEO receives a symbolic net salary of €400 per month. In previous years, he also lived in accommodation provided by the Association in Kenya at a monthly cost of €200. Since 2025, thanks to an investment by a family foundation that funded the construction of student dormitories, staff pods, and an executive residence on our campus in Kenya, our CEO has lived on the School campus. As a result, the Association no longer pays the previous €200 monthly housing cost.

This choice reflects a responsible and service-driven model of leadership, fully aligned with the values of our organization.The decision to maintain a modest salary underscores our commitment to prioritizing resources for our students and Schools, while operating with transparency and complete dedication to our Mission.

	Woman			Man		
Site	n° collaborators	Average Age	Average Seniority	n° collaborators	Average Age	Average Seniority
Colombia	12	32,2	1,3	5	31,8	0,9
D.R. Congo	11	36,4	2,2	13	35,9	2,1
Global Team	22	41,1	1,9	8	33,8	2,0
India	1	44	1,2			
Kenya	32	32,3	1,2	22	37	1,3
South Sudan				2	46	0,5
Syria	10	32,8	2,7	5	39,4	5,5
Yemen	16	34,8	1,1	8	30	1,6
Total	104	35,1	1,6	63	35,5	1,9

FUNDRAISING



FUNDRAISING

In 2025, our fundraising strategy brought together donor acquisition, brand awareness and donor retention activities. We highlighted the impact of Still I Rise's Programs while strengthening our efforts to recover failed donation payments.

Campaign for the School in South Sudan

The campaign raised:

€611,000

exceeding its target of €500,000, thanks to:

More than **5,600 donations**

Approximately 4,000 unique donors

An average of **1.4 donations per donor**

The campaign shared the stories of child brides, orphans, and child soldiers who will benefit from the School.

A central element of the strategy was the "2x" donation-matching mechanism, activated for up to €100,000. This served as a powerful driver of donor conversion and accelerated the pace of fundraising.



Among **the year's most significant initiatives** were:

- firsthand stories from the field, including missions to Syria and Kakuma;
- our main fundraising campaigns, including the 5x1000 campaign, Back to School, the opening of the School in South Sudan, and the Christmas Campaign;
- the launch of new fundraising tools, including our charity shop and personal fundraising;
- community engagement initiatives centered on the *School of Life* documentary, Open Days at our Schools, our co-founders' tour, and events dedicated to our community.

FUNDRASING CHANNELS

- Email marketing
- Direct mailing
- Social media, Meta and Google Ads
- Charity favors
- Local volunteers initiatives
- Events
- Still I Rise Marketplace
- External newsletters

EVENTS

***UN MONDO POSSIBILE* at Teatro Quirino, Rome**

2025 began with a major event: *Un Mondo Possibile: lo spettacolo musicale*, an evening of solidarity held at Teatro Quirino in Rome and directed by Andrea Palotto. The event featured **Nicolò Govoni alongside four Still I Rise students who traveled from Kenya and Colombia**, as well as students from San Giuseppe De Merode, Musical Passion, and Ateneo Arte e Danza. Valentina Cervi, Elena Sofia Ricci, Margherita Buy, and Alessandro Preziosi also took the stage.

The event sold out, welcoming an audience of more than 800 people. Attendees included Luisa Ranieri, Safiria Leccese, Delfina Delettrez Fendi, and Giuseppe Marco Albano. **All proceeds from the event, totaling €11,838.43, were donated to Still I Rise to fund scholarships** that will enable selected students from our Emergency Schools in Yemen and the Democratic Republic of the Con-go to continue their education at our International School in Kenya.



FUNDRAISING

Christmas Charity Dinner

On November 23, 2025, Still I Rise brought together more than 100 donors and supporters for a special evening at Jardin d'Hiver, an elegant venue in Milan provided pro bono for the occasion.

The evening opened with remarks from President Nicolò Govoni, who welcomed the guests and introduced the organization's Mission. Throughout the evening, participants had the opportunity to learn more about Still I Rise's work in the countries we operate in and to speak directly with the Association's three co-founders. It was a moment of genuine connection between our community of supporters and those working every day to build the organization's future.

Partnership with Mondadori Store

During the 2025 holiday season, Still I Rise took part in a fundraising project developed in partnership with Mondadori Store: "A Natale regala futuro" (Give the Gift of a Future This Christmas). The initiative featured dedicated fundraising booths in more than 50 Mondadori bookstores across Italy and involved over 300 people, including staff members, volunteers, and team members recruited specifically for the project.

With 13,780 donations recorded in just a few weeks, the initiative raised

106.602,70 €

For Still I Rise, serving as Mondadori Store's charity partner meant far more than achieving a financial result. It was a unique opportunity to reach a broad new audience that would have been difficult to engage within such a short period of time, bringing our Mission into cultural spaces visited by thousands of people every day.

The partnership strengthened Still I Rise's visibility and positioning at the national level, while opening new opportunities for dialogue with potential supporters.

▸ 119 employment contracts
▸ 53 volunteers ▸ 157 GT SIR volunteers ▸ 4 SIR staff



The 2025 Charity Dinner raised

€10,000

to support Still I Rise's Programs around the world.





donations
13,780

average collection per bookstore
1,870.22 €

average collection per day
5,330.14 €

LOCAL VOLUNTEER GROUPS



"

VOLUNTEERING AT STILL I RISE MEANS HELPING TO BUILD A BETTER WORLD.

NICOLÒ,
Volunteer at Still I Rise



LOCAL VOLUNTEER GROUPS

Our 2025 community



1 local group in Switzerland and 1 in Germany

Mondadori Project

157 volunteers, including 53 new volunteers

+150 cultural events, concerts, dinners and solidarity activities organised

More than 800 movie theaters attended the screening of “School of Life”

+75,000 donations collected

The major challenges of 2025

2025 brought us two major milestones: the release of our documentary film and the Mondadori Project.

For the documentary, our volunteers once again stepped forward with enthusiasm, flexibility, and remarkable speed, working tirelessly to ensure that the film reached every region of Italy. They attended screenings in nearly all the participating movie theaters and open-air cinemas, engaging with audiences and raising awareness of the opportunity to allocate the 5×1000 share of their income tax to our organization.

The Mondadori Project, meanwhile, highlighted the extraordinary generosity of those who freely gave their time to Still I Rise, as well as the passion and energy they shared with every person they met along the way.

Once again, people made the difference, transforming every challenge into an opportunity to connect, share, and grow together.

Our impact in local schools

Throughout 2025, volunteers carried out educational activities in Lombardy, Campania, Tuscany, Veneto, Lazio, Emilia-Romagna, and Piedmont. Through workshops, educational sessions, exhibitions, cultural events, and student forums, they reached primary and secondary school students across these regions.

The impact generated developed across three main areas:

- Direct student engagement, through educational programs focused on values, inclusion, global citizenship, and solidarity

- Teacher engagement, with the active participation of educators interested in incorporating Project “Insieme” into their School curricula

- Stronger local networks, built through partnerships with Schools, educational institutions, libraries, associations, and other community organizations

The results achieved in Campania were particularly significant, with 180 students and 19 teachers involved. In Lombardy, volunteers organized 17 events, reaching 2,376 students.

The activities carried out in 2025 confirm the project’s ability to build lasting relationships with Schools and promote educational pathways that create a tangible impact within School communities and the wider areas in which they take place.





"

I CHOSE TO JOIN STILL I RISE BECAUSE I BELIEVE IN A CHANGE BIGGER THAN MYSELF.

My hope is to make a concrete contribution so that new generations have all the skills and abilities to build the world they deserve.

SOFIA,
Volunteer at Still I Rise



COMMUNICATION



COMUNICATION

PRESS OFFICE & PR

Our media presence

Throughout 2025, Still I Rise generated 917 media mentions across newspapers, magazines, radio, television, news agencies, and online outlets. In line with the strategic direction established in 2024, the year stood out for both the quality of the coverage and the credibility of the media outlets involved.

The main focus of media coverage was *School of Life*, the documentary film telling the story of our organization. Between June and December, it generated approximately 295 media mentions, including reviews, interviews, references, and in-depth features. Other major moments included the stage production *Un Mondo Possibile*, performed at Teatro Quirino in Rome, and Nicolò Govoni's participation in the 2025 Youth Jubilee, which opened up another significant opportunity for visibility for the organization.

Our collaboration with the newspaper L'Indipendente also continued through a monthly column written by Still I Rise, allowing us to reach an audience particularly attentive to advocacy issues. From a qualitative perspective, articles, interviews, and in-depth features appeared in some of Italy's most respected news outlets, as well as across public-service broadcasting channels.

Alongside national visibility, more than 50% of all media coverage was generated by local and regional outlets. This reflects both our widespread presence across Italy and our ability to turn events, public meetings, and cultural initiatives into opportunities to tell our story and engage local communities.

Overall, 2025 demonstrated our ability to reach different audiences through high-quality editorial contexts, consolidating Still I Rise's reputation and strengthening its visibility within Italy's cultural, educational, and social landscape.

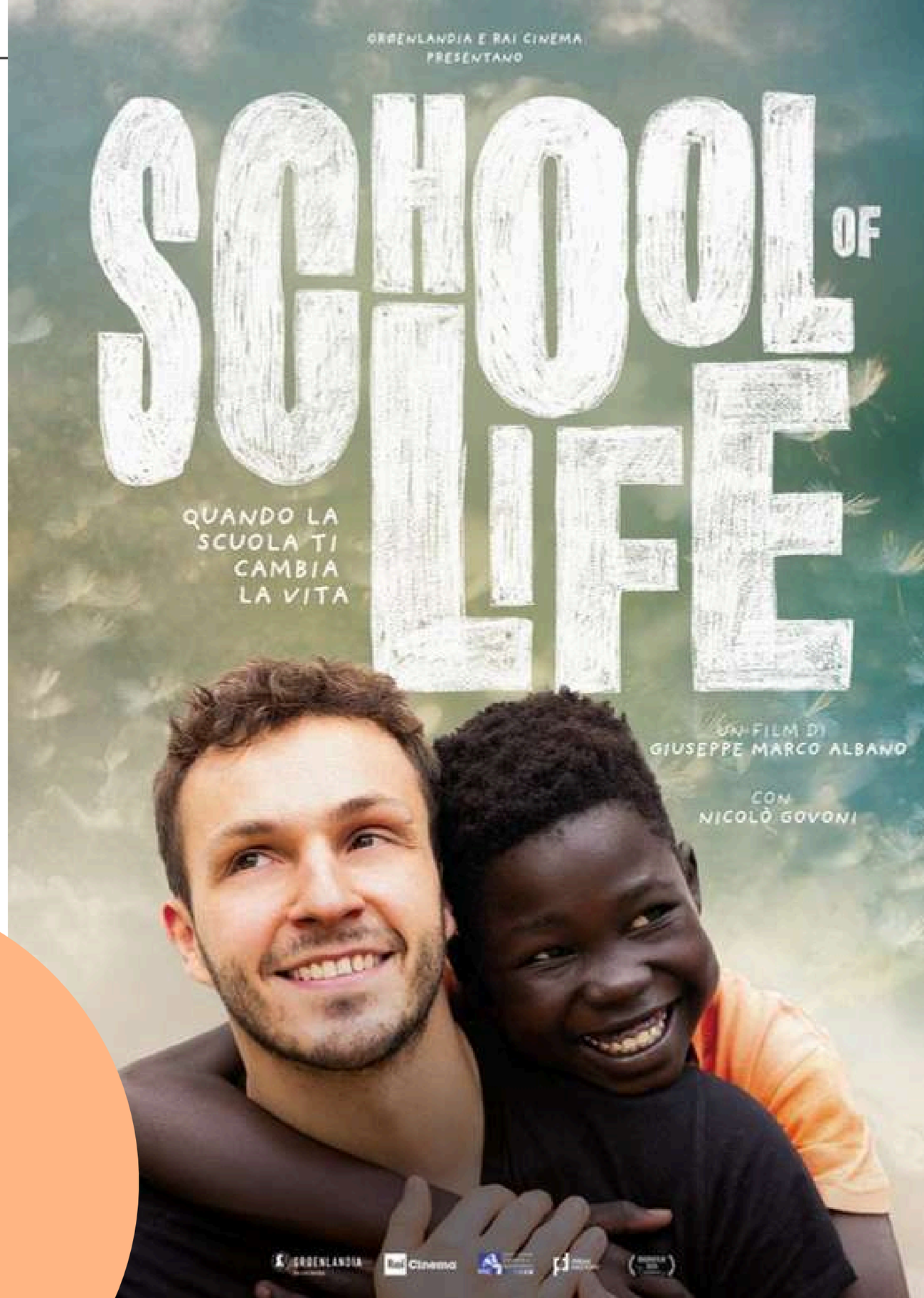
917 media mentions

-3,5% COMPARED WITH 2024

Topics that attracted the media the most:

- *School of Life*
- *Un Mondo Possibile*
- Youth Jubilee





COMUNICATION

SOCIAL MEDIA

Our Social Media Channels: **a Growing and Engaged Community.**

For Still I Rise, social media is a space for connection: a place where, every day, we share life inside our Schools through the voices of the people who experience it firsthand, and where those who believe that world-class education is every child's right can find a way to take action.

In 2025, this community grew to more than 200,000 people across Facebook, Instagram, and LinkedIn. More importantly, it chose to participate: generating more than 1.4 million interactions, tens of thousands of shares and conversations, and reaching millions of people far beyond our existing audience.

Facebook

In 2025, Facebook remained Still I Rise's largest social media community. Above all, it was the channel where our relationship with the community grew most significantly. The page ended the year with 16.7% growth compared with the previous year and generated more than 55 million views. Of these, 87.8% came from people who did not yet follow us, a clear sign that the stories of our Schools and students traveled far beyond our existing community and reached new audiences.

The figure that best reflects the year's work, however, is the number of interactions: nearly 1.3 million, more than double the 2024 figure, with growth of 150.1%. These included more than 43,500 shares and almost 22,000 comments. Behind every share is someone who chose to become a voice for our Mission.

Behind every comment is a conversation to which we responded.

14,111 net followers
gained during the year

- More than **55 million** views
  87.8% OF THEM FROM NON-FOLLOWERS
- **1,299,745 interactions**
  UP 150.1% FROM 2024
- **43,536** shares and **21,721** comments
- **288,497** page visits (+86,2%)

Instagram

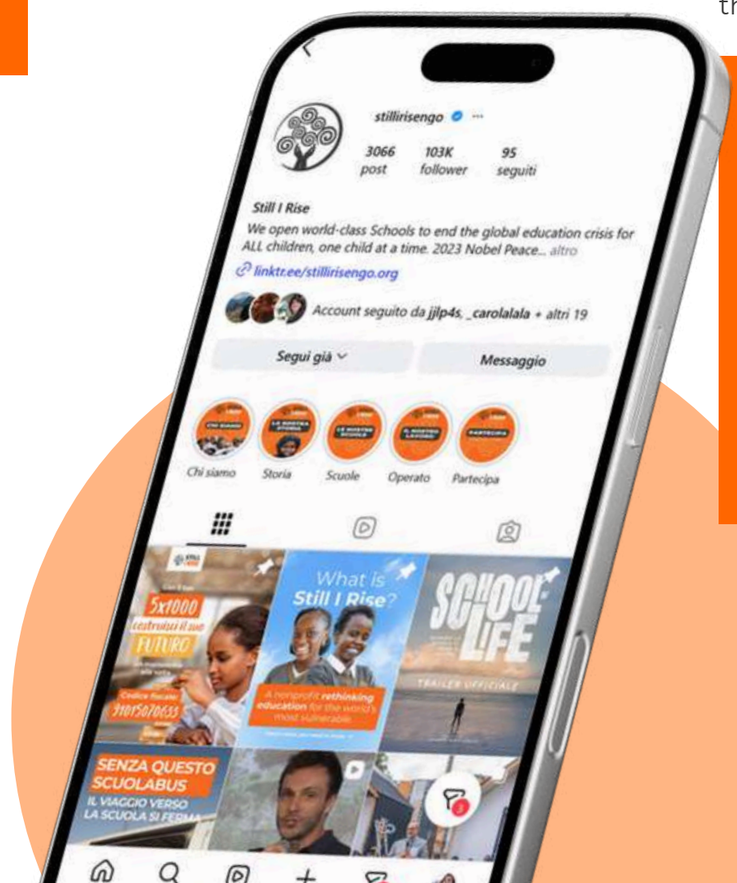
On Instagram, 2025 was the year our community began turning engagement into action. The account ended the year with 91,956 followers, gaining more than 15,000 new followers over the course of twelve months. Through the stories of our students and Schools, we reached more than 3 million accounts.

Other figures, however, tell the story of the year even more clearly: 162,162 profile visits, more than double the 2024 figure, with growth of 166.7%, and, above all, 20,340 clicks to our website, up 177.1%.

Every click represents someone who chose not to stop at simply watching - someone who wanted to learn more, understand our Educational Method, or support our Mission.

91,956 followers
as of December 31, 2025

- **15,220 new followers** gained during the year
- **20,340 website clicks** (+177,1%)
- **More than 3 million** accounts reached
- **162,162** profile visits (+166,7%)



LinkedIn

LinkedIn is where Still I Rise connects with companies, foundations, and professionals that choose to stand alongside our Schools. During the second half of 2025 - the period covered by the platform's analytics tools- it remained our fastest-growing social media channel.

From June to December, the page gained 3,244 new followers and generated more than 250,000 impressions entirely organically, without any investment in paid advertising.

Nearly 6,000 unique visitors explored the page, generating an average of more than two page views per visitor.

3,244 new followers
from June to December 2025

- **253,601 impressions**, 100% organic
- **6,411 reactions, 161 comments, and 107 reposts**
  WITH AN ENGAGEMENT RATE OF 2.6
- **5,854 unique visitors** and **13,894 page views**

EXPENSE REPORTING



EXPENSE REPORTING

STILL I RISE IN THE WORLD

Still I Rise's Mission is to provide world-class education to vulnerable children in some of the world's most severe humanitarian-crisis settings through the work of

International Schools

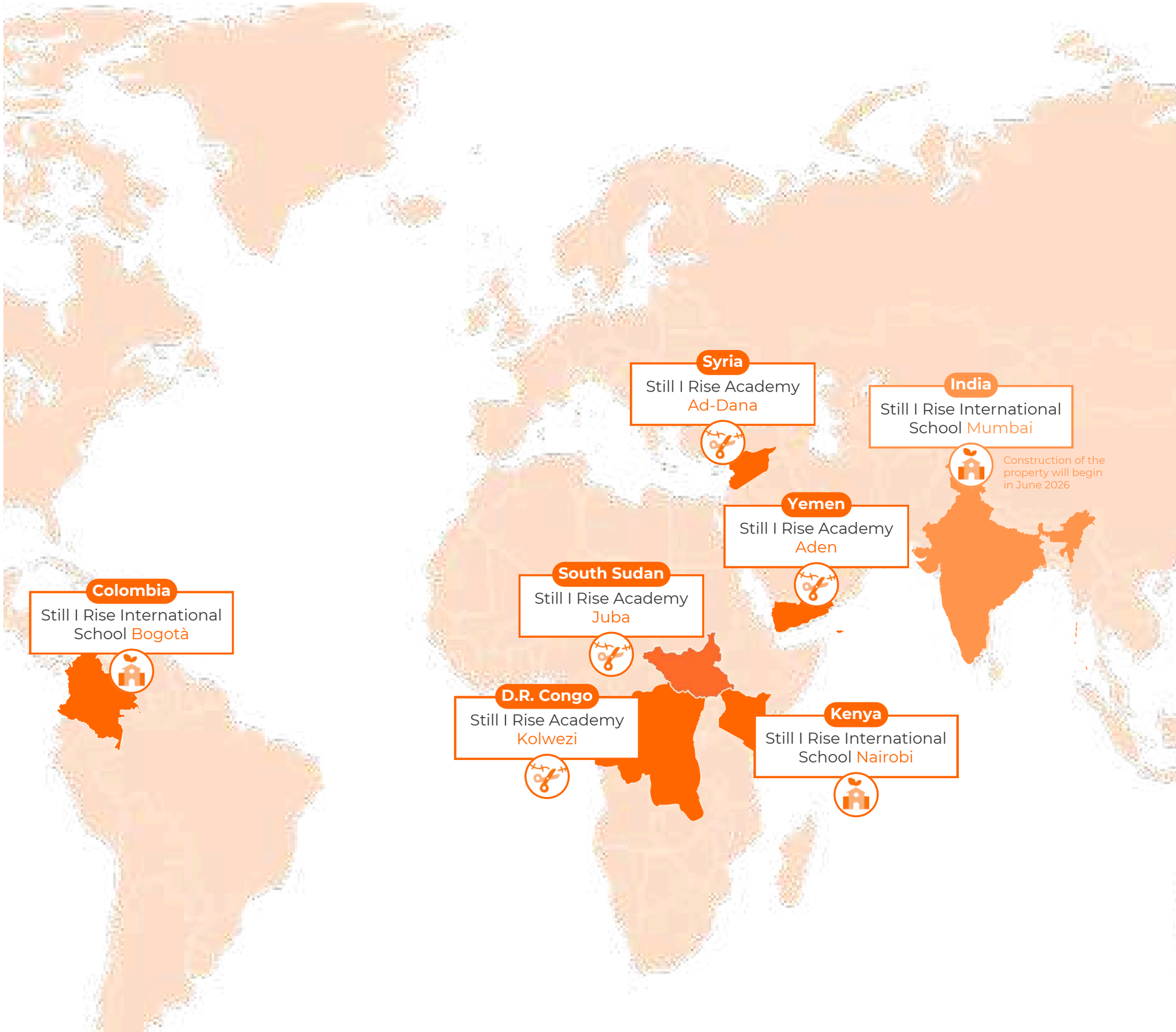
Emergency and Rehabilitation Schools

They are currently operating in Kenya, the Democratic Republic of the Congo, Syria, Yemen, Colombia, and South Sudan, providing free access to education, protection, and psychosocial support.

We operate through legal entities established under the laws of the countries we operate in. Each is structured as a nonprofit membership organization and is subject to its respective local legislation. Every entity has its own separate and autonomous governing bodies and fulfills all compliance obligations established by national law, including registrations, authorizations, and reporting requirements necessary to operate lawfully within its jurisdiction.

Still I Rise's Programs are made possible through direct funding provided by Still I Rise Italy to its operating entities, which constitute the legal and management infrastructure required to implement our work in the field.

Fund transfers are governed by contractual arrangements connecting the various entities operating within Still I Rise's Italy network, in compliance with banking regulations and international anti-money laundering requirements.



EXPENSE REPORTING

STILL I RISE IN THE WORLD

Europe and the United States

In addition to Still I Rise APS Italia, our network relies on the work of three other international entities: Still I Rise Deutschland e.V. (Germany), Still I Rise Switzerland, and Still I Rise USA. These entities primarily focus on fundraising and awareness-raising activities in their respective territories.

Although they share the same mission, they have different origins and natures.

Still I Rise Deutschland e.V. was founded spontaneously by our volunteers as a support association for SIR. The offices in Switzerland and the United States, however, were established following a specific resolution of the Assembly and with the direct support of Still I Rise APS.

All three are legal entities entirely distinct from the Italian entity with their own independent administration and governance. However, while fully respecting their own managerial and regulatory independence, they operate harmoniously within the strategic and management framework established by Still I Rise Italy.

Still I Rise Deutschland e.V.

Founded on the initiative of a group of volunteers and benefactors, Still I Rise Deutschland e.V. is an association under German law that operates as a full-fledged support body for the organization's projects. 2025 marked its second full year of activity, marking the conclusion of the start-up phase and the beginning of a cycle of consolidation and strategic expansion in the region, supported by 22 members and 27 active volunteers.

Focusing on fundraising, events, and awareness-raising activities in schools, the association has established dedicated working groups and strengthened its collaboration with its Italian headquarters, diversifying its donor base and increasing revenue through crowdfunding and foundations. Specifically, activities have focused on acquiring regular monthly donors, optimizing campaigns, and strengthening interventions in schools. Looking to the future, the organization aims to:

- expand their volunteer network;
- optimize communications and build synergies with other international offices in the United States and Switzerland.

In 2025, the funds raised amounted to 46,100 euros.

Still I Rise Switzerland

Still I Rise Switzerland is an association under Swiss law with a distinct legal personality and subject to a special tax regime. Domiciled in the Canton of Ticino, it is governed by independent bodies in line with the principles of autonomy and good governance established by the relevant federal legislation, operating in constant alignment with the strategic guidelines of the Italian parent company.

Still I Rise USA

Like the Swiss organization, Still I Rise USA was established by resolution of the Italian Assembly and with the support of Still I Rise Italy. It is a non-profit legal entity, registered as a "public charity" under the pursuant to Section 501(c)(3) of the US Internal Revenue Code (IRC). The foundation, which is headquartered in the state of Kentucky, was established in full compliance with US law: it has an actual headquarters in the state, its own bodies and a totally independent management, while still being fully integrated into the global management framework of Still I Rise.



EXPENSE REPORTING

2025 EXPENSES OF STILL I RISE ITALY

This classification is made following the third sector grid

88% from activities of general interest
3,085,758 €

This data highlights the priority commitment to our programs, in line with the civic and solidarity principles promoted by the Third Sector Code (Legislative Decree 117/2017).

This category includes all the association's other expenses, from school rent to teacher salaries, from school materials to school electricity and gas bills, from food parcels distributed to the salaries of colleagues in the global team departments and all other expenses.

4% general support
125,372 €

necessary to ensure the proper functioning of the facility and the quality of the services provided.

They include:

- Material for association activities and projects, annual membership fees, various consumer goods, stamps, paper and stationery
- Travel insurance, exchange rate differences, annual employee insurance, volunteer insurance
- Active Roundings
- Travel and certification expenses, reimbursement of volunteer expenses
- Teaching, training and education expenses
- Other training and education expenses
- Software fees and IT assistance
- Translation services
- Other fees, other charges
- Minor telephony and video communications goods
- Shipping
- Rental of public rooms
- Legal and administrative consultancy

6% from fundraising activities
228,320 €

an investment aimed at financially supporting the organization.

They include:

- Promotion expenses
- Regular fundraising
- Postal services Regular fundraising
- Purchase of goods Regular fundraising
- Costs for occasional fundraising

2% financial and patrimonial
87,769 €

including administrative management costs and related services.

They include the costs of banking relationships and provisions for risks and charges.



EXPENSE REPORTING

FINANCIAL STATEMENTS

BALANCE SHEET ASSETS	31/12/2025	31/12/2024
II - Tangible Fixed Assets		
2) Plant and Equipment	15.226	0
3) Equipment	0	0
4) Other Assets	0	0
5) Assets under Construction and Advances	29.371	25.157
Total Tangible Fixed Assets	44.597	25.157
Total Fixed Assets (B)	**44.597**	**25.157**
9) Tax Receivables		
Due within 12 months	23.275	34.654
Due beyond 12 months	0	0
Total Tax Receivables	**23.275**	**34.654**
12) Other Receivables		
Due within 12 months	3.400	3.400
Due beyond 12 months	0	0
Total receivables from others	3.400	3.400
Total receivables	**26.675**	**38.054**
IV - Liquid assets		
1) Bank and postal deposits	1.662.811	1.736.797
2) Checks	0	0
3) Cash and valuables on hand	2.831	8.004
Total liquid assets	1.665.642	1.744.801
Total current assets (C)	**1.692.317**	**1.782.855**
D) Accrued income and prepaid expenses	0	(1)
TOTAL ASSETS	**1.736.914**	**1.808.011**



EXPENSE REPORTING

FINANCIAL STATEMENTS

BALANCE SHEET LIABILITIES	31/12/2025	31/12/2024
A) Net Equity		
I - Institutional Endowment Fund	15.300	15.300
II - Restricted Assets		
1) Statutory Reserves	0	0
2) Reserves restricted by decision of the institutional bodies	43.160	249.941
3) Restricted Reserves allocated by third parties	0	0
Total Restricted Assets	**43.160**	**249.941**
III - Free Equity		
1) Profit Reserves or Operating Surpluses	0	0
2) Other Reserves	772.846	772.846
Total Free Equity	772.846	772.846
IV - Surplus/Deficit for the Year	382.450	495.722
Total Equity Net	**1.213.756**	**1.533.809**
C) Employee severance pay	56.158	38.348
D) Payables		
1) Bank debt		
Due within 12 months	1.046	3.284
Due beyond 12 months	0	0
Total bank debt	**1.046**	**3.284**
7) Trade payables		
Due within 12 months	130.556	106.379
Due beyond 12 months	0	0
Total trade payables	**130.556**	**106.379**

BALANCE SHEET LIABILITIES	31/12/2025	31/12/2024
9) Tax payables		
Due within 12 months	63.839	31.701
Due beyond 12 months	0	0
Total debts Taxes	**63.839**	**31.701**
10) Payables to social security institutions		
Due within 12 months	75.473	22.032
Due beyond 12 months	0	0
Total payables to social security institutions	**75.473**	**22.032**
11) Payables to employees and collaborators		
Due within 12 months	196.011	72.087
Due beyond 12 months	0	0
Total payables to employees and collaborators	**196.011**	**72.087**
12) Other payables		
Due within 12 months	75	371
Due beyond 12 months	0	0
Total other payables	75	371
Total payables	**467.000**	**235.854**
E) Accrued expenses and deferred income	0	0
TOTAL LIABILITIES	**1.736.914**	**1.808.011**

EXPENSE REPORTING

MANAGEMENT REPORT

EXPENSES AND COSTS	31/12/2025	31/12/2024
A) Expenses and costs from general interest activities		
1) Raw materials, supplies, consumables, and goods	472.316	482.302
2) Services	319.480	146.089
3) Use of third-party assets	732	4.857
4) Personnel	1.225.339	1.054.748
5) Depreciation	11.020	8.386
5bis) Write-downs of tangible and intangible assets	0	0
6) Provisions for risks and charges	0	0
7) Other expenses Management	1.759.374	1.465.576
8) Opening balance	0	0
9) Allocation to restricted reserve by decision of the institutional bodies	0	0
10) Use of restricted reserve by decision of the institutional bodies	(702.503)	(635.250)
Total costs and expenses from general interest activities	**3.085.758**	**2.526.708**
Surplus/deficit from general interest activities	**650.587**	**539.988**

INCOME AND REVENUES	31/12/2025	31/12/2024
A) Revenues, income, and income from general interest activities		
1) Income from membership fees and founders' contributions	15.260	5.240
2) Income from members for mutual activities	0	0
3) Revenue from services and transfers to associates and founders	0	0
4) Donations	3.308.442	2.677.773
5) Income from the 5x1000	412.643	383.683
6) Contributions from private entities	0	0
7) Revenues from services and transfers to third parties	0	0
8) Contributions from public bodies	0	0
9) Income from contracts with public bodies	0	0
10) Other revenues, income, and proceeds	0	0
11) Closing balance	0	0
Total revenues, income, and proceeds from general interest activities	**3.736.345**	**3.066.696**

EXPENSES AND COSTS	31/...	31/...
B) Costs and expenses from other activities		
1) Raw materials, supplies, consumables and goods	0	0
2) Services	0	0
3) Use of third-party assets	0	0
4) Personnel	0	0
5) Depreciation	0	0
5bis) Write-downs of tangible and intangible assets	0	0
6) Provisions for risks and charges	0	0
7) Miscellaneous operating expenses	0	0
8) Opening balance	0	0
Total costs and expenses from other activities	0	0
C) Costs and expenses from fundraising activities		
1) Expenses from regular fundraising activities	35.831	27.227
2) Expenses from occasional fundraising activities	192.489	0
3) Other expenses	0	0
Total costs and expenses from fundraising activities	**228.320**	**27.227**

INCOME AND REVENUES	31/...	31/...
B) Revenues, income, and proceeds from other activities		
1) Revenues from services and sales to members and founders	0	0
2) Contributions from private individuals	0	0
3) Revenues from services and sales to third parties	0	0
4) Contributions from public bodies	0	0
5) Income from contracts with public bodies	0	0
6) Other income, annuities and income	0	0
7) Closing balance	0	0
Total revenues, income, and proceeds from other activities	0	0
Surplus/deficit from other activities (+/-)	0	0
C) Revenues, income, and proceeds from fundraising activities		
1) Income from regular fundraising activities	74.521	112.389
2) Income from occasional fundraising activities	126.171	0
3) Other income	0	0
Total revenues, income, and proceeds from fundraising activities	**200.692**	**112.389**

EXPENSE REPORTING

MANAGEMENT REPORT

EXPENSES AND COSTS	31/12/20...	31/12/2...	INCOME AND REVENUES	31/12/2...	31/12/20...
			Fundraising surplus/deficit	(27.628)	85.162
D) Costs and expenses from financial activities and Assets			D) Revenues, income, and proceeds from financial and capital assets		
1) From banking relationship	87.769	66.877	1) From banking relationships	95	4.944
2) From loans	0	0	2) From other financial investments	0	0
3) From buildings	0	0	3) From buildings	0	0
4) From other assets	0	0	4) From other assets	0	0
5) Provisions for risks and charges	0	0			
6) Other expenses	0	0	5) Other income	0	3.356
Total costs and charges from financial and capital assets	87.769	66.877	Total revenues, income, and proceeds from financial and capital assets	95	8.300
			Surplus/deficit from financial and capital assets	(87.674)	(58.577)

E) General support costs and expenses			E) General support income		
1) Raw materials, supplies, consumables, and merchandise	0	0	1) Income from secondment of personnel	0	0
2) Services	64.812	44.337	2) Other general support income	10.216	0
3) Use of third-party assets	0	0			
4) Personnel	0	0			
5) Depreciation	0	0			
5bis) Write-downs of tangible and intangible assets	0	0			

EXPENSES AND COSTS	31/12/2...	31/12/2...	INCOME AND REVENUES	31/12/2...	31/12/2...
E) General support costs and expenses			E) General support income		
6) Provisions for risks and charges	0	0			
7) Other expenses	60.560	3.157			
8) Allocation to restricted reserve by decision of the institutional bodies	0	0			
9) Utilizzo riserva vincolata per decisione degli organi istituzionali	0	0			
Total general support costs and expenses	125.372	47.494	Total general support income	10.216	0
Total expenses and expenses	3.527.219	2.668.306	Total income and revenues	3.947.348	3.187.385
			Surplus/deficit before taxes (+/-)	420.129	519.079
			Taxes	37.679	23.357
			Surplus/deficit	382.450	495.722

NOMINATED COSTS	31/12/2025	31/12/2024	INCOME IMPORTED COSTS	31/12/2025	31/12/2024
1) From general interest activities	45.000	30.600	1) From general interest activities	45.000	30.600
2) From other activities	0	0	2) From other activities	0	0
Total imputed costs	45.000	30.600	Total notional income	45.000	30.600

EXPENSE REPORTING

DETAILED EXPENSES INCURRED ON PROGRAMS IN 2025

Each expenditure item is documented and tracked using reporting tools compliant with ministerial models, promoting accountability, efficiency, and trust among stakeholders and donors.

	Kenya	Colombia	D.R. Congo
1. Cafeteria (food, drinks, etc.)	120.371€	33.205€	75.020€
2. Teaching Materials	39.451€	8.564€	27.841€
3. Student Healthcare Expenses (medical expenses, insurance, etc.)	15.071€	926€	28.757€
4. Transportation (fuel and insurance)	63.131€	49.333€	48.749€
5. Co-curricular Activities	51.159€	11.568€	1.887€
6. Trips and Excursions	54.913€	451€	2.412€
7. Technology	12.126€	7.149€	13.500€
8. Rent	36.705€		22.436€
9. Utilities and Connectivity	29.280€	17.936€	14.477€
10. Uniforms	11.771€	11.527€	13.710€
11. Security	7.867€	37.896€	
12. Campus Maintenance	177.255€	64.267€	10.540€
13. Cleaning and Hygiene	11.467€	4.623€	1.979€
14. Teacher Training and IB Costs	23.955€	18.279€	1.101€
15. Inclusion and Special Needs	14.282€	21.554€	111.500€
16. Personnel Costs (Local Staff Salaries, Fees and Contributions, ITP, Welfare)	275.271€	236.052€	136.448€
17. Equipment (Generator, Kitchen, etc.)	11.938€	4.434€	31.496€
18. Other Costs	165.470€	14.687€	53.323€
Grand Total	**1.121.482€**	**542.450€**	**595.174€**

	Syria	Yemen	S. Sudan	India
1. Cafeteria (food, drinks, etc.)	29.086€	48.066€	384€	
2. Teaching Materials	5.792€	8.147€	247€	
3. Student Healthcare Expenses (medical expenses, insurance, etc.)	639€	1.534€		
4. Transportation (fuel and insurance)	13.897€	31.805€		227€
5. Co-curricular Activities	3.202€	1.431€		
6. Trips and Excursions	1.529€	1.034€		
7. Technology	2.825€	7.829€		
8. Rent	6.889€	10.732€		1.099€
9. Utilities and Connectivity	3.040€	19.206€		
10. Uniforms	2.062€	3.158€		
11. Security				
12. Campus Maintenance	3.182€	21.972€	117.989€	
13. Cleaning and Hygiene	3.072€	5.754€		
14. Teacher Training and IB Costs		503€		
15. Inclusion and Special Needs	36.404€	46.775€		
16. Personnel Costs (Local Staff Salaries, Fees and Contributions, ITP, Welfare)	65.831€	108.599€	11.415€	13.122€
17. Equipment (Generator, Kitchen, etc.)	3.942€	8.602€		
18. Other Costs	9.761€	4.737€	5.219€	41.025€
Grand Total	**191.153€**	**329.884€**	**135.253€**	**55.473€**

EXPENSE REPORTING

USE OF THE 2024 YEAR-END SURPLUS ALLOCATED FOR 2025

Allocation	Amount
Use of the Kenya Restricted Fund	€ 294.126
Use of the Colombia Restricted Fund	€ 130.343
Use of the Yemen Restricted Fund	€ 123.930
Use of the India Restricted Fund	€ 154.104
Total used in 2025	**€ 702.503**



CERTIFICATIONS



CERTIFICATIONS

During the 2025 financial year, in addition to the review conducted by its Statutory Oversight Body, Still I Rise Italy submitted its financial statements to an independent external audit performed by **Ernst & Young (EY)**, one of the world's leading audit firms.

This process is an important tool for validating the accuracy of our financial reporting and the transparency of our management practices, helping to strengthen the trust of stakeholders and donors.

The audit was conducted in full compliance with the applicable legal requirements, particularly Italian Legislative Decree No. 39/2010, and concluded with the issuance of an independent auditor's report. The report provides independent assurance regarding the reliability of the financial information and its consistency with the organization's management decisions and social Mission.

The audit included an analysis of financial flows, a review of key documentation, and an assessment of internal reporting systems, making a concrete contribution to continuous improvement and to strengthening a culture of accountability.



CHANGING THE WORLD, ONE CHILD AT A TIME

STILL I RISE

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