



THE ISLAND
FOUNDATION

Yayasan Peduli Kepulauan Indonesia



ANNUAL REPORT

2022 - 2023

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Message from the Chair



In November 2022 we had our first ever full team strategy off-site. It included the board, senior staff and advisers. It was a huge success, confirming our direction and accelerating us on our post COVID course. Highlights since have included the completion of the Learning for Sustainability framework for delivery in the new school year, the revamp of our parent and community engagement and the strengthening of our internal training through the recruitment of an education expert.

Meanwhile, in April of 2023 I was lucky enough to join a scouting trip to Lingga Regency, a chain of islands south of Binan Regency, with senior members of the team. Learning to operate here supports two important facets of our mission; operating remotely from our current base and addressing the needs of the Orang Suku Laut - Indigenous seafarers who face societal marginalisation and suffer disproportionately from environmental degradation.

Lingga is home to approximately 75 per cent of the Riau Islands' Orang Suku Laut population, and it is our fervent hope that in future we can focus programmatically on their particular educational needs.

It is thanks to the foundations built in prior years that we now have the means and potential to greatly deepen our work in the above ways. Related to which has been the self-reinforcing jump in confidence and output from our staff as our organisational momentum has picked up. This in particular touches a chord in my heart having seen a core group grow up with the organisation over the years.

On a sombre note, none of this would have been possible without Mary Van der Heijden who died suddenly in February 2023. She founded our first learning program in 2012 and has been an ever present guide, trainer and support since. I hence dedicate this annual report to her memory.

Ed Jenne
Chair

Message from the Executive



This year was not only a celebration of the end of COVID-19 restrictions, but The Island Foundation's 10 year anniversary of operating Learning Centres and delivering Local Teacher Training in small island and coastal communities in Bintan Regency, Indonesia.

Over the past decade, we have gone from strength to strength, honing our expertise to focus on learning and sustainability, designing a program that meets the needs of our partner communities and beneficiaries over the long term.

While our primary focus continues to be our students and public school teachers, we also extend our work out to parents, school headmasters, village offices and broader communities - the indirect impact of our work is in many ways immeasurable, as we raise the profile of education and bring more people into our orbit.

I'm extremely proud of our team and so impressed with all of their continued dedication, tenacity and vision for the future. Each individual is an embodiment of our 4Cs - confidence, critical thinking, collaboration and creativity - and I thank them for their commitment and trust.

In particular, I'd like to congratulate Agus Suprianto for his promotion to Program Manager, and for being selected as a contributor to The HEAD Foundation's Handbook for Educators, *Becoming Leaders in Sustainability Education*.

I am looking forward to seeing The Island Foundation continue to thrive next year. We are gearing up to reach more students, teachers and communities, and to expanding our program beyond Bintan to neighbouring Lingga Regency.

I am pleased to report that The Island Foundation is in a strong financial position, despite the disruption caused by the pandemic years, and extend my thanks to our donors and supporters for making our work possible.

I invite anyone reading this to join us on our journey of spreading the fun, joy and positive impacts of Learning for Sustainability.



Courtney Saville
Executive Director





About The Island Foundation



The Island Foundation (TIF) is an international charitable organisation, registered in Singapore, and delivering programs in Indonesia as a registered non-profit organisation, Yayasan Peduli Kepulauan Indonesia (YPKI). The Island Foundation is independent, secular and politically unaligned.

Our Vision

We see a world in which childhood learning is a force to serve and sustain small island and coastal communities.

Our Values

Our values of creativity, collaboration, accountability, inclusion and impact underpin every aspect of our work.

Our Purpose

We work in small island and coastal communities and with minority and Indigenous communities, to ensure that children have the opportunity to develop higher order thinking and life skills needed in a rapidly changing world. In addition to offering bespoke learning for primary school children, our priority is to strengthen learning ecosystems - we do this by training local primary school teachers and headmasters, and collaborating with governments and communities in the locations where we work.

Our Story

The Island Foundation was established in Singapore in 2010 and in Indonesia in 2011 following the successful trial of a library set up by the founders of Nikoi and Cempedak island resorts. The founders recognised the lack of education and learning infrastructure across Bintan and felt drawn to explore the untapped potential that laid across the strait in Singapore.

Following registration and the hire of The Island Foundation's first Executive Director, work commenced to better understand the gaps in services and needs of Bintan's small island and coastal communities. In 2012, the first Learning Centre was opened and the first Local Teacher Training workshop was delivered – in parallel, a range of complementary programmes were piloted, including additional libraries, a farm programme, a football programme, and an artisanal crafts social enterprise.

While these complementary programmes provided benefits to students and communities, it was the Learning Centres and Local Teacher Training that demonstrated the most impact, stakeholder buy-in and potential for growth. By 2019, The Island Foundation

was operating eight Learning Centres and had trained over 1,000 teachers.

In anticipation of our 10-year anniversary, The Board undertook an external review of the organisation and program and recruited the current Executive Director, Courtney Saville. Diving deeper into the richness and growing fragility of our coastal community partners, we produced our Strategic Plan 2021-2025 and decided to focus on learning through the lens of sustainability to address the diverse challenges our communities face.

As at May 2023, we are operating 12 Learning Centres, regularly train primary school teachers and have greatly expanded our partner communities' engagement in our work.

In the following pages is a summary of our key results for 2022-2023, a selection of case studies to bring our program pillars to life, and our governance and financials. We are very proud to share our journey with you.

Milestones





The Team



**HERLINDA
(LINDA)**



**YURIFA
(IPEH)**



**AGUS
SUPRIANTO
(GONTOR)**



HALIM



**WAHYU
RANGGA
AULIA**



**ADE
RIYOKARDO**



**DANI
SURONO**



**FRANSISKUS
XAVERIUS
(TINTIN)**



**WISESA
HARI MURTI**



AIDIL



**HENDRA
AYESKA**



**DEBBY JOAN
NOOR
CAMILLA**



**TRI WIBOWO
MAHARDIKA
PUTRA**



WILDAYANI



Technical Advisers

**Marsaria Primadonna (Pima)***Indonesia*

Pima has been an educator for almost 20 years, driven by her love of engaging, fun, and inquiry-based learning. She believes that, with technology and multimedia learning can be further brought to life in the classroom so students can gain deeper and more meaningful insights. As a consultant for The Island Foundation, Pima is extending her expertise to our Learning Centres via training Learning Facilitators and building out our Framework.

**Alison Schwartz***United Kingdom*

Alison is a trained Steiner educator and also teaches young people and adults English, in particular with minority students in India where she co-founded a school. Alison provides weekly English language training to The Island Foundation's program team, and supports the team to develop engaging and innovative exercises for content-based English language learning at our Learning Centres.

**Pia Adiprima***Indonesia*

Pia embarked on her educational journey 22 years ago, covering a range of teaching experiences from pre-school to elementary levels. Her education background in Management proved advantageous during her roles as School Principal and School Director. Pia is passionate about continuous learning for formal and informal educators - in her capacity as consultant, Pia is contributing to The Island Foundation's Local Teacher Training program design and implementation.

A Tribute to Mary Van Der Heijden

I didn't know Mary as a best friend but as a colleague and conspirator. Our conspiracy was to breathe life into this thing called The Island Foundation (or TIF) and hopefully to give it wings. Over the years she was an ever present figure in our story even as others faded into the background or departed.

She first came over to the island of Bintan, with a cast of characters from UWC East, where she was a founding Vice Principal. It was early 2012 and TIF was a small NGO with a range of activities to support fishing communities on the island of Bintan. The team's task was to assess skill levels amongst our target audience of village children with a view to setting up an English language programme.

In the first few years she and the UWC team did assessments, training and curriculum development. They even hosted some teacher training sessions for local schools, 100 plus attendees at a time. Her departure from UWC in 2015 coincided with our decision for The Island Foundation to start to focus on education versus our other community development programmes.

This was a big decision and could not have been taken without the support of Mary and her friend and business partner, bilingual curriculum creator Diana Hicks. The next few years were tough, our model was in flux and leadership uncertain. But together with Diana, Mary's support was unwavering if not always uncritical! It was through this time that I got to know her better and began to understand and value her qualities as a mentor and professional confidante. I found that I could talk to her with complete openness, secure in the knowledge that she not only wanted us to thrive but knew how to do it!

2019 dawned, and soon after Diana succumbed to cancer. Lots of people would have folded without the other half of their double act... But if anything Mary became an even firmer guide and supporter as we navigated a course through the pandemic to a place in 2023 where TIF decided to focus on education and learning. Our organisation is now the most optimistic it has ever been.

Mary's understanding of best practice and learning combined with her deep understanding of TIF's context were invaluable. From the earliest days she identified the gap in students' higher order thinking and life skills development, and went on to create with our team the "Cs" that continue to govern our work today: confidence, creativity, critical thinking and collaboration.

Mary's connection with our team, several of whom worked closely with her since TIF's inception, was deep, personalised and full of care. When we think about the lack of access to quality training in Indonesia, what a gift to have been able to have Mary in their lives. Looking back at my notes from our last meet-up in January 2023, we talked about how to maintain focus and evolve English language training for our staff and also whether she could set up a 1 on 1 mentoring programme for one of our key team-members.

He came from one of our villages and indeed was a Learning Centre participant in the very early days. He stepped from high school straight into TIF, and Mary saw his potential early and his enthusiasm, intelligence and development were a constant source of pride and joy to her. In fact she believed he could go all the way in the organisation. This was the essence of Mary, born out by her actions in many other places and organisations around the world and in the living legacies she left behind.

Mary lived what she taught. She was a learner as well as a teacher, she was a problem solver, a collaborator and an optimist, and she was endlessly resilient. She also showed us how to be all of those things. TIF has benefited profoundly from knowing her and we feel blessed and lucky that Mary saw fit to invest her time and energy in us and in The Island Foundation.

Ed Jenne





Our Program Learning for Sustainability



Transforming learning ecosystems in Indonesia's small island and coastal communities through ***Learning for Sustainability***.

Our Learning for Sustainability program works with primary school students and their parents, headmasters and teachers, and the broader community to strengthen learning ecosystems and improve student learning experiences and outcomes.

We support students to develop the Four Cs - confidence, critical thinking, collaboration and creativity - through a bespoke learning program that incorporates 21st Century pedagogy, education for sustainable development, English language exposure, and outdoor and experiential learning.





Program Pillars

01 Learning Centres

Primary schools students are the largest and most engaged cohort of students in the Indonesian education system, and research shows that ability gained during primary education leads to a higher chance of post-primary school completion. We provide free after school lessons for primary school students that are fun, interactive and inclusive.

02 Teacher Training

For many teachers in Indonesia, continual professional development opportunities are limited. Not only does this affect teachers, a lack of quality ongoing training impacts students. We provide high quality, multi-day training sessions that are designed and delivered in collaboration with local partners to build core teaching competencies, promote student-centred learning and nurture the development of life skills and higher order thinking skills.

03 Community Engagement

Through Community Engagement activities, we are extending the Learning for Sustainability program out to build awareness about the importance of learning across the learning ecosystem. We lead, support and participate in community-based initiatives and projects that align with our work and promote engagement in learning.





2022-2023

KEY RESULTS

Learning Centres

Learning Centres: **12**

531 Students enrolled

Teacher Training

17 Teacher training days

Teachers trained: **138**

Community Engagement

15

Implementing
partners

25

Schools
engaged

55

Kindergartens
engaged

43

Community
events

3.5k

Event
attendees



Learning Centres

Year-On-Year

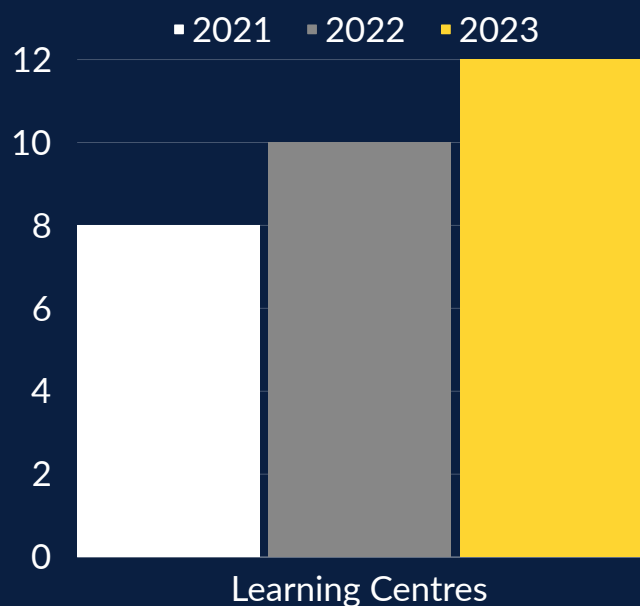
Our Learning Centres have grown by 50% over the past three years - we are now operating 12 Learning Centres in small island and coastal communities across Bintan Regency.

We are thrilled to have this year opened our 12th Learning Centre on the small island of Air Gelubi - here, the majority of residents and students are Indigenous Orang Suku Laut who are facing increased pressure on the fragile environmental systems upon which they rely, and subsequent socio-cultural impacts.

Through the Learning Centre, we are working to provide students with fun and experiential learning that is relevant to their experiences, engaging parents in their child's learning, and promoting Orang Suku Laut traditional games and culture across our program - for example, hand made fabric toys that children would make and play with on the *sampan*.

↑ 50%

increase in the number of learning centres from 2021 to 2023





Learning Centres

Locations

Teluk Sebong

Located in the north of Bintan Regency, Teluk Sobong comprises seven villages and is well known for its tourism destination, Lagoi.

Population: approx. 17,500
TIF Learning Centres: 3
TIF Students: 108

Gunung Kijang

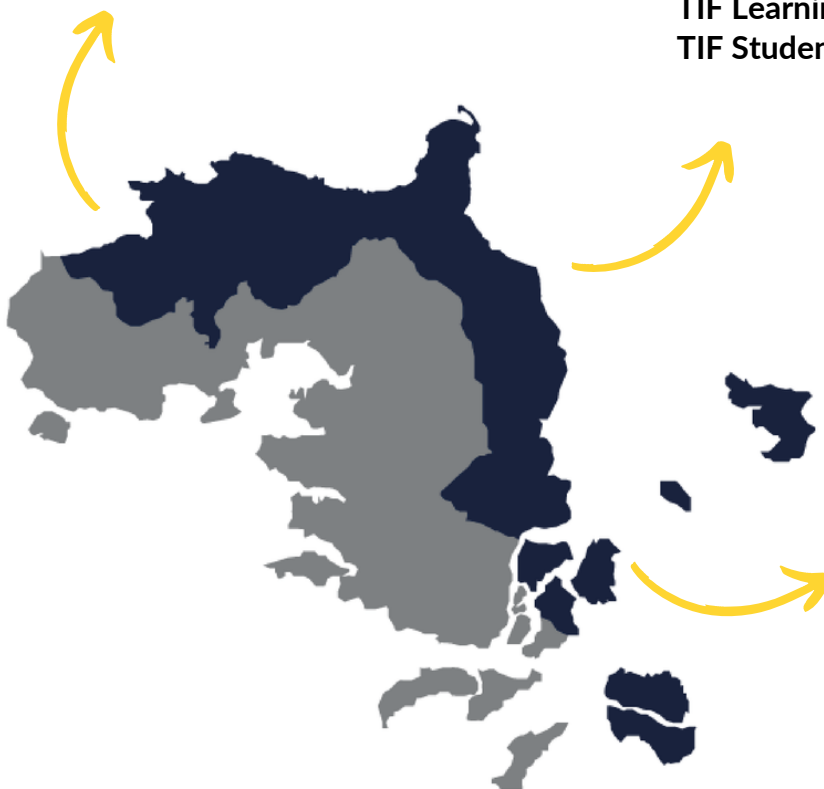
Located in the east of Bintan Regency, Gunung Kijang comprises four villages that are all found on Bintan island.

Population: approx. 14,450
TIF Learning Centres: 6
TIF Students: 149

Bintan Pesisir

Located in the south east of Bintan Regency, Bintan Pesisir comprises four villages. The district is made up of many small islands with 89% of its total area ocean.

Population: approx. 7,000
TIF Learning Centres: 3
TIF Students: 274





Learning Centres

Technical Adviser

Marsaria Primadonna (Pima)



This year we invested in the development of our bespoke Learning for Sustainability Framework to guide our Learning Centres program starting next year. Following an extensive search, we engaged Pima to complete the project with input from our Technical Advisers, team and management.

Upon meeting The Island Foundation team for the first time, Pima was encouraged by their dedication, eagerness to learn, and resourcefulness. She says, "It was refreshing to meet a group of informal educators who demonstrate an active commitment to learning themselves. It made my role as an external consultant much easier, effective and enjoyable."

Prior to the consultancy, Pima had never visited Bintan - reflecting on her first impressions, Pima says, "The social and environmental complexities of the small island and coastal communities in Bintan are unique - the need for a learning framework that can support students to develop adaptive capacity while remaining rooted in local context and culture was quickly apparent."

Over a six month period, Pima and her colleagues built out the Learning for Sustainability Framework pedagogy, learner profiles, observation rubrics and sample lesson plans. Pima says, "It was important for me to find the balance between: 1. providing the program team with a strong technical foundation, and 2. allowing the space for the Learning Facilitators to remain creative and active in lesson planning."

Pima has since joined The Island Foundation as a Technical Adviser wherein she will provide ongoing support to the program team as it prepares to roll out the new Framework. Pima says, "I am very much looking forward to continue my work with the team next year - in particular I am excited to oversee and guide the commencement of the Learning for Sustainability Framework in the Learning Centres, and to support the team to achieve positive learning and development outcomes for students."



Learning Centres

Case Study

Agus Suprianto

Program Manager

Agus Suprianto, better known as Gontor, has been on an inspiring journey. Beginning as a student of The Island Foundation Learning Centres, he has ascended to the role of Program Manager over the past decade.

Gontor is the son of a fisherman father and homemaker mother and grew up in Pengudang, a coastal fishing community in the north of Bintan. When he was in Grade 7, Gontor joined the Learning Centre - he says, "I was never that engaged in learning at my school. But when I joined the Learning Centre, the fun and interactive lessons got me hooked on learning - I had never experienced that type of learning or feeling at school."

Gontor soon realised that he wanted to be more involved, and his Learning Facilitator simultaneously recognised Gontor's natural ability to engage with and lead his classmates. On thinking back Gontor says, "At first I thought I would only study at TIF, but as time went on I learned so many things that expanded my way of thinking and self-confidence. I wanted to do more, so I asked how I could get involved. I was offered to assist at the

Learning Centre - so in the mornings I would go to school, and in the afternoons I would teach."

Now, Gontor is Program Manager and responsible for overseeing our 12 Learning Centres, team training and development, and preparing for the roll out of the new Learning for Sustainability Framework. About his new role, Gontor says, "It is still sometimes hard to believe that I am in the position I am in now. With my new responsibilities, I feel very confident and motivated to share my perspectives, experiences and skills as we develop our program. My hope is that the impact of this program can be felt by more children, especially in coastal areas like where I am from, their parents and their communities."

Gontor is now completing a Bachelor Degree in Education Technology.





Student Enrolments

Year-On-Year

While our Learning Centres have grown by 50% over the past three years, enrolments have increased by 114% with growth experienced across all Learning Centre locations.

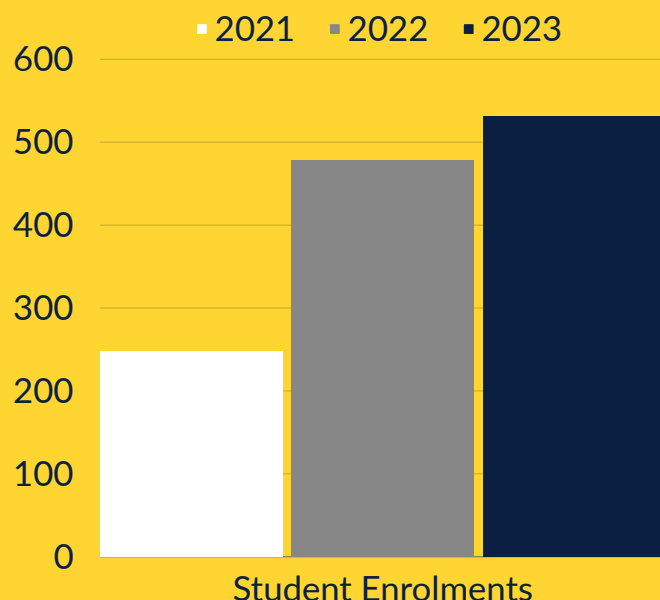
In small island and coastal communities, we continue to see the web of stakeholders and partners as the learning ecosystem we seek to transform.

This year, concerted efforts to raise our profile with our stakeholders and partners through initiatives that include fun days at our partner primary schools, public sports events, Learning Centre excursions, and information sessions and home visits for parents, have resulted in increased enrolments.

Student attendance consistency continues to improve, and parent satisfaction is high with more parents understanding and recognising the importance and impacts of the Four Cs.

↑ **114%**

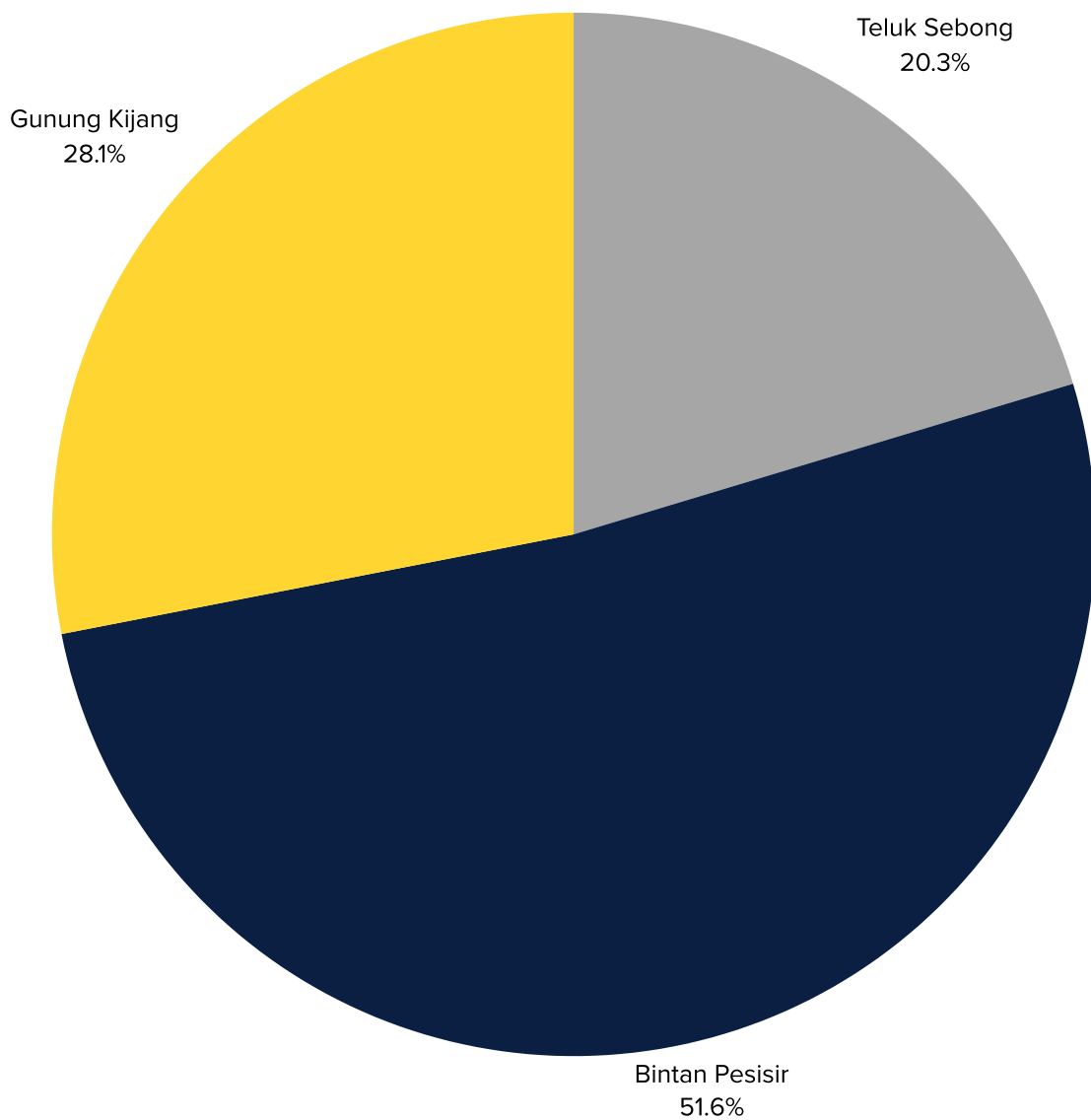
increase in the number of student enrolments from 2021 to 2023





Student Distribution

2022-2023





Learning Centres

Case Study

Uwais and Widya

Student and Mother

Before Uwais started attending the Learning Centre, he found interacting with his classmates and neighbours a challenge. Uwais' mother, Widya, says "It was sad and concerning to see Uwais so anxious and unable to communicate and engage with his friends."

Widya, a school teacher, heard about the Learning Centre from one of her colleagues and enrolled Uwais at the start of the school year - he was commencing Grade 2 at the local primary school. On his first day to the Learning Centre, Uwais was scared and refused to go inside without his mother. After Widya had gently led Uwais inside, she was unable to leave - she made her way to the door, but Uwais begged her to stay. Widya watched the entire lesson from the doorway.

Fast forward just one semester, Widya and her husband began noticing positive changes in their son - Uwais had started making neighbourhood friends. After a year, Uwais was now confident to speak up and share ideas for play in a group setting with his neighbourhood friends, and at school.

Widya was so happy to witness her son access his confidence and collaboration skills that she sent a text to the Learning Facilitator to say, "I am very happy to see the changes in my son since he joined The Island Foundation. Thank you for everything."

Uwais' positive experience at the Learning Centre motivated Widya to register her daughter, and influenced her friends to register five of their children. Widya described the Learning Centre to her friends as, "a fun place to learn where children have many opportunities to develop core skills while interacting with the Learning Facilitator and their friends."





Learning Centres

Case Study

Aisyah and Wisesa

Student and Learning Facilitator

When Aisyah first joined the Learning Centre, she tended to be very quiet and had difficulty collaborating with her friends. However, now in her second year, Aisyah is showing significant changes in her confidence and collaboration.

Wisesa, Aisyah's Learning Facilitator, says, "Over the past year I have seen Aisyah make a lot of progress. At the Learning Centre we work to develop children's confidence, collaboration, critical thinking and creativity - we call these the 4Cs. I have seen Aisyah advance across all four, but especially so in her confidence and collaboration skills."

Wisesa adds that, "While maybe at first glance Aisyah can still seem shy, based on my observations I can see many changes. For example, in group activities, Aisyah was able to give her friends the opportunity to be active participants in the group. Several times I asked Aisyah to help anyone in her group who was having difficulty with the activity, and Aisyah could be relied upon to be the leader and supportive team member in the group."

Aisyah too is proud of her recent achievements. She tells us, "I feel happy to tell my group about the animals, fruit and food that I like - and I can say it in English!"

For Wisesa, being a Learning Facilitator and witnessing the unlocking of the 4Cs is so fun and fulfilling. She says, "While we know that the impacts of learning interventions can take a long time to quantify, we regularly see breakthrough moments and development milestones reached in the classroom."







Local Teacher Training

Year-On-Year

Due to the restrictions caused by Covid-19, we were unable to hold Local Teacher Training sessions in 2021 - however, it provided us the opportunity to revisit how we can better resource and structure teacher training activities for maximum benefits to our participants.

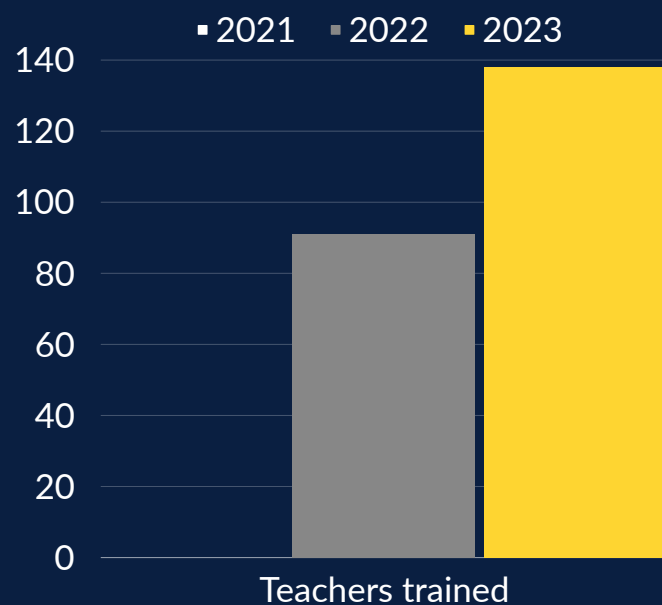
This year, we connected with and engaged two accredited trainers, Pima and Pia, who have since joined The Island Foundation as ongoing Technical Advisers.

Following the expert input of Pima and Pia, we piloted a 4 x 3-day sequence of training sessions for 50 primary school teachers in Bintan Regency - under this model, each participant received 12 days of training over eight months with online follow up sessions with the trainers.

Due to its success, we will be implementing this delivery model next year and monitoring its impact.

↑ 51%

increase in the number of
teachers trained from
2022 to 2023





Local Teacher Training

Case Study

Ibu Puspita Ike Rinawaty Butar Butar, S.Pd

Teacher, Primary School

Mrs Rina is a Grade 6 teacher at SD 005 Seri Kuala Lobam, Bintan Regency, and participated in the Local Teacher Training workshop series.

The third of the four 3-day training sessions focussed on *Literacy, Numeracy and Learner Profiles*. Prior to the session, Mrs Rina expressed that, "At my school and in my own class, students' numeracy skills were still far below minimum competency levels, based on student report cards." While aware of the problem, Mrs Rina was unsure of how to improve numeracy outcomes.

According to Mrs Rina,, "The biggest challenges for me are how to apply fun and engaging learning techniques to numeracy, and how to best address individual students' needs and competencies in the classroom." During the training session, participants workshopped techniques and role played student-centred learning, grounded in differentiated learning theory.

Upon completion of the training session, Mrs Rina felt better equipped to address the challenges in her classroom, and her school. Mrs Rina says, "For the training follow-up work, I created a mini project on differentiated learning for my students, with the task to determine the volume of a triangular prism. To undertake this project, I sought permission from the school principal to collaborate with my colleagues and disseminate the learning across my school."

Since running the project at her school, Mrs Rina has witnessed many changes. She says, "I now find teaching numeracy fun, and often involve the surrounding environment and innovative ideas. I can see the changes in students too - using differentiated learning, students can learn according to their needs, readiness, and objectives. Students are very happy to take part in learning in the classroom."





Local Teacher Training

Case Study

Bapak Jumadi, S.pd

Principal, Primary School

Mr Jumadi is a school principal in Bintan Regency who was recently appointed to lead SD 001 Gunung Kijang primary school. Upon commencement, Mr Jumadi recognised the many challenges at the school he just took over - in particular, the lack of highly competent teachers due to limited training opportunities, and complexities related to tenure and accreditation. With the Ministry of Education signalling the launch of the new national curriculum, referred to as the IKM, Mr Jumadi was facing many pressures.

Personally, Mr Jumadi did not feel confident in his own understanding of the IKM, in large part because of training requiring online, self-directed learning and Bintan being under-resourced in terms of access to IT, internet and guidance.

In the first of our four 3-day training sessions, headmasters including Mr Jumadi were invited to attend - thereafter, it was primary school teachers only, including teachers from Mr Jumadi's school.

Reflecting on his experience at the training session, Mr Jumadi says, "As a school principal, I feel better equipped to prepare my school for the roll out of the IKM."

When asked about his thoughts on the 4 x 3-day sequence of training sessions for teachers, Mr Jumadi says, "I recommended teachers from my school who demonstrate capacity to transfer knowledge gained to their colleagues. The intensive training format with interactive participation and follow up online sessions is important and needed here - it can help to ensure that participants are best placed to integrate what they learn into the classroom."

"I am grateful for the training program - it has helped to improve teacher readiness and competency in my school."





Local Teacher Training

Case Study

Balai Penjamin Mutu Pendidikan (BPMP)

Implementing Partner

The Riau Islands Provincial BPMP - the Education Quality Assurance Centre - is overseen by the central Ministry of Education.

The Island Foundation was invited to be a Development Partner to BPMP as our Local Teacher Training was seen as relevant in supporting and strengthening the government's efforts as it rolls out the new national curriculum.

With close to 13,500 primary school teachers across the 1,796 islands of the Riau Islands province archipelago, the BPMP and education departments are under growing pressures to ensure that all schools and teachers are ready to teach to the new curriculum in 2024.

Under the partnership with The Island Foundation, BPMP provides training and accommodation facilities free of charge - this helps to reduce our program activity overhead costs, ensures partner buy-in, and allows us to invest more resources into quality trainers and materials,

Through our Local Teacher Training workshops, we are not only preparing teachers for the new curriculum but are improving teacher competencies at the primary school level.

Mr. Warsita, Head of the Riau Islands BPMP, expressed his appreciation to TIF for contributing to the strengthening of education experiences and outcomes. He said, "As the Head of BPMP in the Riau Islands Province, I hope that The Island Foundation can continue to be a Development Partner, not only in Bintan Regency, but across the Riau Islands where we also see a need for collaboration to address gaps in teachers' core competencies and skills."







Community Engagement

Year-On-Year

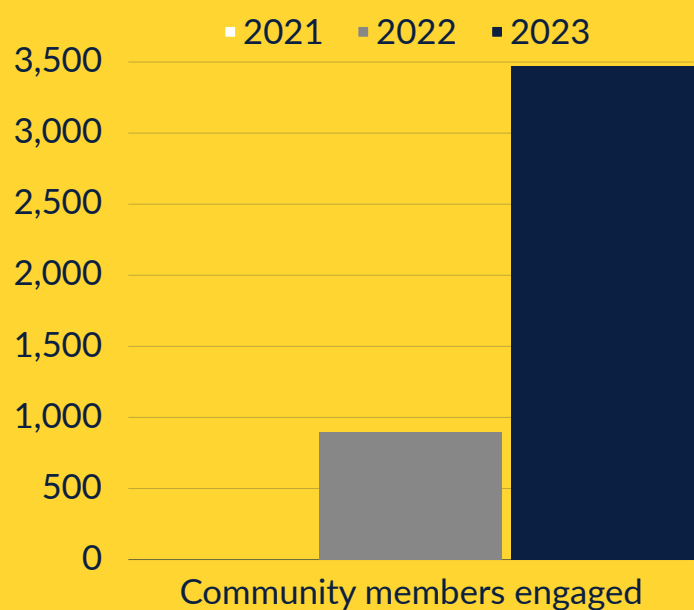
Since the lifting of Covid-19 restrictions we have seen a dramatic increase in our Community Engagement work.

Through the Community Engagement pillar, we extend the Learning for Sustainability program out to our networks to build awareness about the importance of learning across the learning ecosystem. Our networks include parents, schools and students, government and village offices, like-minded organisations, and members of the public.

This year we led and supported 43 engagement initiatives that included TIF Fun Days at primary schools, public Sports Days, World Clean Up Day, Independence Day celebrations, Mangrove Planting and drama workshops. We centre these activities around our Learning Centres and are seeing the positive effects on enrolments.

↑ **287%**

increase in the number of
community members engaged
from 2022 to 2023





Community Engagement

Case Study

World Clean Up Day

To commemorate World Cleanup Day this year, we held a beach cleanup event with 105 Learning Centre students who were all very excited to be outside, working together to clean up the beach. In addition to our students, the event also involved our team, 45 middle school and vocational school students, and representatives of the host and surrounding communities.

Together, we removed 978kg of waste from the beach! The waste was taken for processing by event partners Seven Clean Seas and the local Department of Environment.

While we know that small island and coastal communities are experiencing increasing social and environmental pressures, our role is to raise awareness in ways that promote engagement and problem solving, rather than simply highlighting the problem.

For our students, we designed fun learning activities that we ran on the day. Students learned about the time it takes for plastic to breakdown, some of the environmental impacts plastic can have on the marine environment, and small behavioural changes that can have a big impact.

For our parents and community members, we held used plastic crafts and products competitions, and 'who can collect the most waste' competitions.

Events like World Clean Up Day are a great opportunity for us to showcase our work, and give back to our communities. Herlinda, Operations Manager, says, "The purpose of the World Clean Up Day event is not just about how many kilograms of waste we recover from the environment. It is an opportunity for The Island Foundation to bring together students from multiple Learning Centres to enjoy experiential learning together. These kind of events are also a great way for us to engage with our community and government partners - to raise awareness about the issues facing small island and coastal communities in ways that are fun and generate hope."







Governance

Overview

The Island Foundation is a not-for-profit company limited by guarantee and governed by a Board of voluntary Directors. The Board is regulated by the requirements of the Singapore Charities Commission which sets term and size limits and other requirements around transparency and fiduciary responsibility. The Board appoints a Chair and reviews Board membership at the Annual General Meeting. The Board has established one committee that reports to the Board - the Audit and Compliance Committee.

The Board meets at least quarterly, to:

- Set the strategic direction
- Set and oversee the implementation of policies
- Approve and monitor budgets
- Build, oversee and ensure financial stability
- Ensure compliance with standards and reporting requirements
- Appoint, support and monitor the performance of the Executive Director.

As at May 2023, there are five Directors, including one Chair and one Treasurer.

Board meeting attendance was 100 per cent for the year.



Board Members



Ed Jenne, Chair

Ed Jenne has over 25 years experience in sales and leadership. Based in the UK and Singapore, he led teams for leading Asian equity businesses, including Jardine Fleming and CLSA. He co-founded The Island Foundation in 2010 and has chaired the organisation for the last three years. He is also a director of 8 Islands Pte, the owner of Nikoi and Cempedak islands, and is actively involved in early stage business ventures. Ed holds a BA (Hons) in History from Reading University, UK.



Emma Dudley, Vice Chair

Emma Dudley began her career with McKinsey and was drawn to the not for profit space through her project work on public and social issues across Asia. She was a lead author on a report analysing the Indonesian education sector and opportunities for philanthropy. In her work as an independent consultant over the past five years, she has worked with non-profits and philanthropists to develop strategic plans and design pilot programmes grounded in the latest evidence and practice. Emma holds a Double Masters Degree in Public Policy from National University of Singapore and Columbia University and a Bachelor of Science in Mathematics from University College London.



Nick Duncan, Treasurer

Originally an Exploration Geologist, Nick Duncan spent most of his career in the business information sector mainly with IHS Markit (formerly IHS) and latterly Wood Mackenzie. Based variously in the UK, US, and Singapore, he held regional and global leadership positions across multiple disciplines including research, product management, marketing, strategy, business development, and sales. Nick holds a BSc (Hons) in Geological Sciences from the University of Birmingham, UK.

Board Members

**Andrew Dixon**

Andrew Dixon spent the first 20 years of his career working in banking in finance eventually arriving in Singapore where he stumbled upon the islands of nearby Indonesia. Andrew is a director of 8 Islands Pte, the owner of Nikoi and Cempedak Islands, and founder of The Island Foundation. Andrew continues to be an active supporter and advisor on a number of conservation projects in the region. Andrew holds a BEc and MEc from Macquarie University, Australia, and is an Australian Chartered Accountant.

**Albert Tsui**

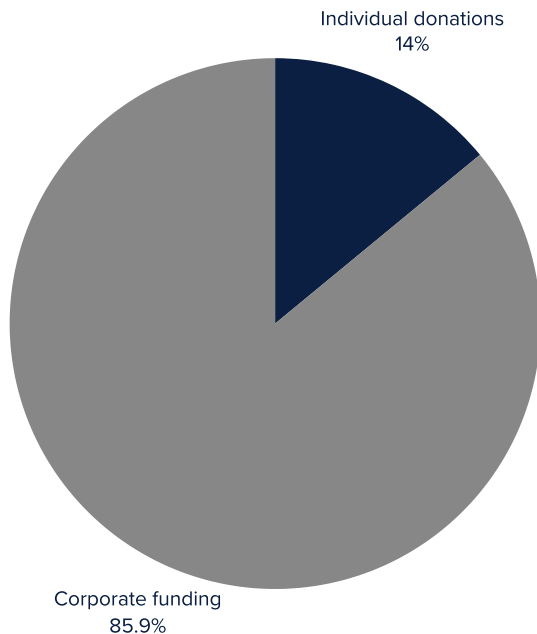
Albert Tsui is General Manager at Kuok Group Singapore. Previously, Albert had stints at the Singapore Business Federation and Ministry of Trade and Industry. He began his career at the Ministry of Education with various experiences as a teacher, head of higher education policy, and Vice Principal. Albert holds liberal arts degrees from London and Cambridge.



Financials



Income

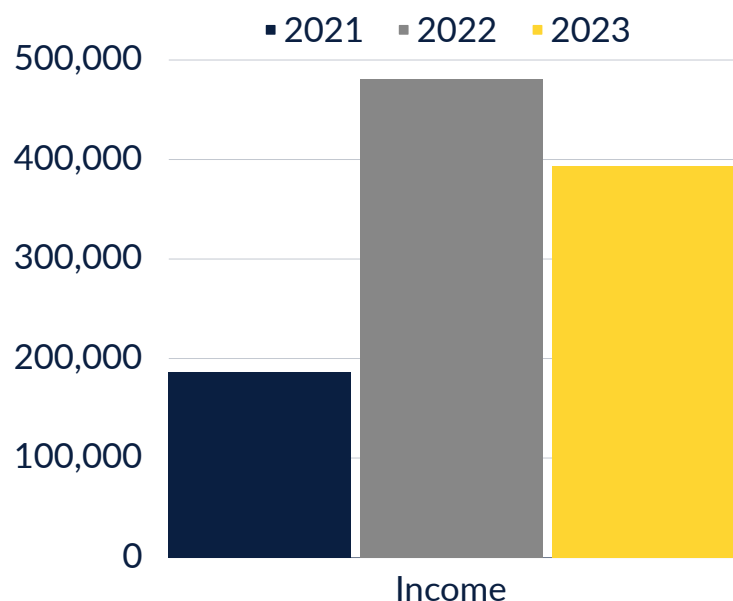


The Island Foundation enjoys the support of corporate partners, in particular Manan Trust and Vitol Foundation, who contribute over 85% of our annual income. This year our corporate partners provided 100% unrestricted funding, allowing us to allocate resources as required to ensure maximum efficacy and impact. Our individual donors are also vital to our financial health, making up 14% of our total income.

Income year-on-year

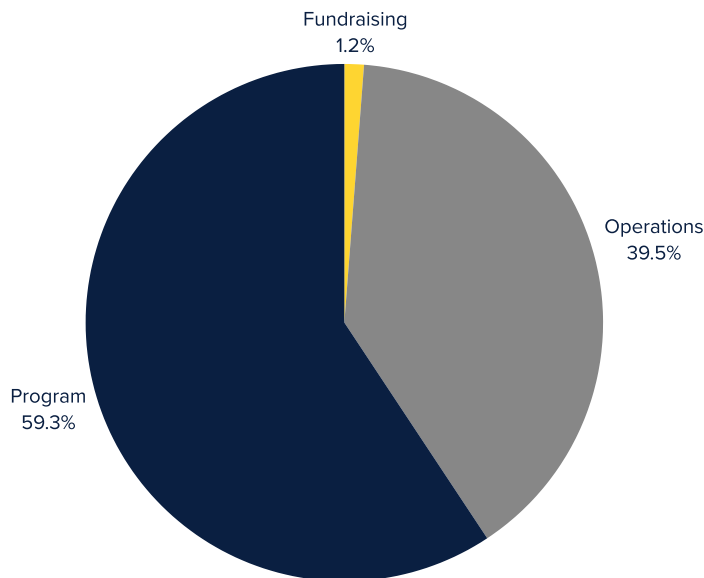
Compared to 2021, our income this year has increased by 111%, allowing us to expand our program delivery to more beneficiaries (see Our Program Learning for Sustainability).

This year we have been seeking new funding partners that we hope to activate in the next financial year.





Expenditure

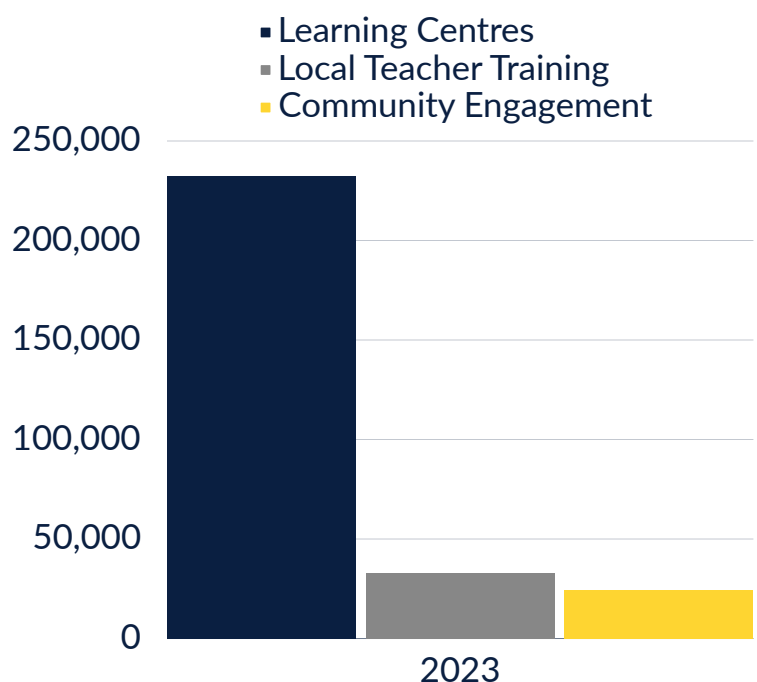


We are continually making improvements to ensure value for money and efficiency across our Singapore and Indonesia offices. This year, 59.3% of total expenditure was allocated to program delivery that directly benefits our students and stakeholders, 39.5% to operations, and 1.2% to fundraising.

Spend by Program Pillar

Our program is structured around three pillars: Learning Centres, Local Teacher Training and Community Engagement.

This year we have increased our spend on Local Teacher Training and Community Engagement, while Learning Centres continue to receive the largest investment.





Summary

Income Statement

REVENUE

Donations	\$55,211
Corporate funding	\$338,337
Wage credit and employee credit	\$0
Misc. income	\$311
Total Revenue	\$393,859

LESS EXPENDITURE

Cost of charitable activities	\$241,936
Governance and administrative costs	\$165,978
Total Expenditure	\$407,914

TOTAL SURPLUS/DEFICIT FOR THE YEAR	(\$14,055)
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Statement of Financial Position

ASSETS

Plant and equipment	\$7,400
Other receivables	\$2,120
Prepayment	\$48
Cash and bank balances	\$301,736
Total Assets	\$311,304

LIABILITIES

Other payables	\$29,121
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FUNDS

Unrestricted funds	\$274,739
Restricted funds	\$7,444
Total funds	\$282,183

TOTAL LIABILITY AND FUNDS	\$311,304
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Summary

Statement of Changes in Funds

AS AT 31 MAY 2021

\$98,376

AS AT 31 MAY 2022

\$296,238

AS AT 31 MAY 2023

\$282,183

Annual Remuneration Declaration

No employee of The Island Foundation draws above SGD\$100,000.

No employee of The Island Foundation serves on the Board of Directors.

No employee of The Island Foundation is related to any member of the Board of Directors.

No member of the Board of Directors receives any remuneration for their services.



**The Island Foundation Ltd.****DIRECTORS' STATEMENT
For the Financial Year Ended 31 May 2023**

The directors present their statement to the members together with the financial statements of The Island Foundation Ltd. (the "Company") for the financial year ended 31 May 2023.

In the opinion of the directors,

- (a) the financial statements of the Company are drawn up so as to give a true and fair view of the financial position of the Company as at 31 May 2023 and of the financial performance, changes in funds and cash flows of the Company for the financial year then ended on that date;
- (b) at the date of this statement, there are reasonable grounds to believe that the Company will be able to pay its debts as and when they fall due; and
- (c) there were no fund-raising events conducted by the Company during the financial year.

DIRECTORS

The directors of the Company in office at the date of this report are:

Edward Thomas Jenne	
Duncan Nicholas Ian	
Andrew Vernon Dixon	
Emma Marie Dudley	(Appointed on 15.09.2022)
Tsui Ka Hei	(Appointed on 15.09.2022)

ARRANGEMENTS TO ENABLE DIRECTORS TO ACQUIRE SHARES OR DEBENTURES

As the Company is limited by guarantee and has no share capital or debentures, the statutory information required to be disclosed by the directors under Schedule 12(8)(a) and Schedule 12(8)(b) of the Companies Act 1967 does not apply.

The liability of each member is limited to \$300 while he/she is a member, or within one year after he/she ceases to be a member.

As at the end of the reporting period, the Company has total 5 (2022: 5) members.

INDEPENDENT AUDITOR

The independent auditor, Tan, Chan & Partners, has expressed its willingness to accept re-appointment as its auditor.

On behalf of the Board of Directors,

Duncan Nicholas Ian
Director

Singapore

Date: 15 September 2023

Edward Thomas Jenne
Director

**INDEPENDENT AUDITOR'S REPORT**

**To the Member of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2023**

Report on the Audit of the Financial Statements*Opinion*

We have audited the financial statements of The Island Foundation Ltd. (the "Company"), which comprise the statement of financial position as at 31 May 2023, and the statement of financial activities, the statement of changes in funds and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements are properly drawn up in accordance with the provisions of the Companies Act 1967 (the "Companies Act"), the Charities Act 1994 and other relevant regulations (the "Charities Act and Regulations"), and Financial Reporting Standards in Singapore ("FRSs") so as to give a true and fair view of the financial position as at 31 May 2023 and of the financial performance, changes in funds and cash flows of the Company for the year then ended on that date.

Basis for Opinion

We conducted our audit in accordance with Singapore Standards on Auditing ("SSAs"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Company in accordance with the Accounting and Corporate Regulatory Authority ("ACRA") Code of Professional Conduct and Ethics for Public Accountants and Accounting Entities ("ACRA Code") together with the ethical requirements that are relevant to our audit of the financial statements in Singapore, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the ACRA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Directors' Statement.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

**INDEPENDENT AUDITOR'S REPORT**

**To the Member of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2023**

Report on the Audit of the Financial Statements (Cont'd)*Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation of financial statements that give a true and fair view in accordance with the provisions of the Companies Act, the Charities Act and Regulations and FRSs, and for devising and maintaining a system of internal accounting controls sufficient to provide a reasonable assurance that assets are safeguarded against loss from unauthorised use or disposition; and transactions are properly authorised and that they are recorded as necessary to permit the preparation of true and fair financial statements and to maintain accountability of assets.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

The directors' responsibilities include overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SSAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

**INDEPENDENT AUDITOR'S REPORT**

**To the Member of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2023**

Report on the Audit of the Financial Statements (Cont'd)*Auditor's Responsibilities for the Audit of the Financial Statements (Cont'd)*

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

In our opinion, the accounting and other records required to be kept by the Company have been properly kept in accordance with the provisions of the Companies Act, the Charities Act and Regulations.

Tan, Chan & Partners
*Public Accountants and
Chartered Accountants*

Singapore

Date: 15 September 2023



Compliance



KEY CODE GUIDELINES	CODE ID	COMPLIANCE
Board Governance		
1. Induction and orientation are provided to incoming governing board members upon joining the Board.	1.1.2	Complied
Are there governing board members holding staff appointments? (skip items 2 and 3 if "No")		No
2. Staff does not chair the Board and does not comprise more than one third of the Board.	1.1.3	Complied
3. There are written job descriptions for the staff's executive functions and operational duties, which are distinct from the staff's Board role.	1.1.5	Complied
4. The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years. If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity.	1.1.7	Complied
5. All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.	1.1.8	Complied
6. Induction and orientation are provided to incoming governing board members upon joining the Board.	1.2.1	Complied
Conflict of Interest		
7. There are documented procedures for governing board members and staff to declare actual or potential conflicts of interest to the Board at the earliest opportunity.	2.1	Complied
8. Governing board members do not vote or participate in decision making on matters where they have a conflict of interest.	2.4	Complied
Human Resource and Volunteer Management		
9. The Board approves documented human resource policies for staff.	5.1	Complied
Financial Management and Internal Controls		
10. There is a documented policy to seek the Board's approval for any loans, donations, grants or financial assistance provided by the charity which are not part of the charity's core charitable programmes.	6.1.1	Complied
11. The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.1.2	Complied
12. The Board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied
13. The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied
Does the charity invest its reserves (e.g. in fixed deposits)? (skip item 14 if "No")		No
14. The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.4.3	Complied
Fundraising Practices		
Did the charity receive cash donations (solicited or unsolicited) during the financial year? (skip item 15 if "No")		No
15. All collections received (solicited or unsolicited) are properly accounted for and promptly deposited by the charity.	7.2.2	Complied
Did the charity receive donations in kind during the financial year? (skip item 16 if "No")		No
16. All donations in kind received are properly recorded and accounted for by the charity.	7.2.3	Complied
Disclosure and Transparency		
17. The charity discloses in its annual report – (a) the number of Board meetings in the financial year; and (b) the attendance of every governing board member at those meetings.	8.2	Complied



KEY CODE GUIDELINES	CODE ID	COMPLIANCE
Are governing board members remunerated for their services to the Board? (skip items 18 and 19 if "No")		No
18. No governing board member is involved in setting his own remuneration.	2.2	Complied
19. The charity discloses the exact remuneration and benefits received by each governing board member in its annual report. OR The charity discloses that no governing board member is remunerated.	8.3	Complied
Does the charity employ paid staff? (skip items 20 and 21 if "No")		Yes
20. No staff is involved in setting his own remuneration.	2.2	Complied
21. The charity discloses in its annual report – (a) the total annual remuneration for each of its 3 highest paid staff who each has received remuneration (including remuneration received from the charity's subsidiaries) exceeding \$100,000 during the financial year; and (b) whether any of the 3 highest paid staff also serves as a governing board member of the charity. The information relating to the remuneration of the staff must be presented in bands of \$100,000. OR The charity discloses that none of its paid staff receives more than \$100,000 each in annual remuneration.	8.4	Complied



Future Plans and Continued Success



Over the next 12 months, we will expand the Learning for Sustainability program across all three pillars, as we continue to transform learning ecosystems in Indonesia's small island and coastal communities.

Top line targets for the next year are:

14

LEARNING CENTRES

600

STUDENTS ENROLLED

12

LOCAL TEACHER
TRAINING WORKSHOPS

1640

COMMUNITY EVENT
ATTENDEES





Yayasan Peduli Kepulauan Indonesia
The Island Foundation

EVERY WEEK



Terima kasih

To all of our donors, supporters, partners, program stakeholders and team - thank you for helping The Island Foundation to transform learning ecosystems in remote small island and coastal communities. Together, we are improving student learning experiences and outcomes.

"Sukses itu tidak diukur dari berapa angka yang kamu dapat. Tetapi dari skill yang kamu miliki."

"Success is not measured by how many points you get. But from the skills you have."


- Widya Wahyu Ningsih, Uwais' mother.

 www.theislandfoundation.com

 info@theislandfoundation.com

 [/theislandfoundation](https://www.linkedin.com/company/theislandfoundation)

 @theislandfoundation

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