



THE ISLAND
FOUNDATION

Yayasan Peduli Kepulauan Indonesia

ANNUAL REPORT 2023-2024





WE ENVISION A WORLD IN
WHICH **LEARNING IS A
FORCE** TO SERVE AND
SUSTAIN SMALL ISLAND AND
COASTAL COMMUNITIES

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OUR MISSION

To transform learning ecosystems in small island and coastal communities through Learning for Sustainability.

OUR VALUES

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

WHAT WE DO

We work in small island and coastal communities, including 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.

MESSAGE FROM THE CHAIR

It has been very rewarding for me to reflect on The Island Foundation's progress in recent annual reports and this year is no different, with the organisation continuing to deepen and widen its impact and potential. For example, this year we kicked off our teacher training program in Lingga Regency, a location five hours ferry journey from Bintan. This is an important step in our mission to deliver learning beyond our home base. On our website, we also published the guide that explains our "Learning for Sustainability" framework and how to implement it. A reflection of our collaborative and open approach to life.

The other initiative that I would like to pick out from the crowd is the commencement of our alumni program. For me, this connects dots going back to our early years and not only lays the groundwork for a better understanding of our long term impact, but will also allow us to support our student community through time.

I am also delighted that our Executive Director, Courtney Saville, won the Melbourne Asia Game Changer Award for Arts, Culture and Education in 2023. Since joining us in 2019, Courtney has reconstructed our strategy, built our team, developed and implemented our learning framework. In doing so she has transformed our impact and, importantly, our capacity to go further. This award is so well deserved, her work has been truly 'game changing' and we are grateful for everything she has helped us achieve.

I commend this latest report to you and in so doing would like to highlight two pages. Firstly, for people who don't know us well, the impact overview on [page 10](#) is a nice, punchy summary of what we do and why. I also love the picture on [page 32](#) which tells a thousand words - in the foreground are six of our newest recruits and interns, three of whom are TIF alumni, and in the background are some Jongs. It is a great Bintan scene, but it also offers us a sense of why people love working for TIF and most importantly, why children love learning with us.



Ed Jenne
Chair



MESSAGE FROM THE EXECUTIVE

As we look back on the past year, I am incredibly proud of the strides we have made in expanding and deepening our Learning for Sustainability program impact, increasing our engagement with Indigenous communities, and growing and strengthening our team.

Through collaboration and partnerships built on trust, we have expanded our program to reach more students, parents, teachers, schools and community stakeholders - supporting some of the most marginalised to have access to the skills and opportunities to shape their futures.

I am especially encouraged by our progress in strengthening our engagement with Indigenous communities, including increasing representation on our team and embedding more Indigenous traditional knowledge into our Learning Centres. With a stronger foundation to leverage, we will continue to elevate how we work with and for Indigenous communities in the years to come.

Our team has also grown significantly, and with that growth comes a stronger commitment to gender equity. Three of our four senior leaders are women, and we are very close to reaching gender parity on the team. By fostering a more inclusive organisation through creating leadership opportunities for women and committing to achieve gender parity, we are helping to build stronger, more resilient communities.

Looking ahead, we will undertake a mid-term evaluation to assess our progress,

reflect on our learnings, and refine our program for maximum impact. This will be a valuable opportunity to ensure our work remains community-centred and aligned with the needs of students, parents, teachers, schools and communities.

I am grateful for the ongoing dedication of our team, the trust of our partners, and the resilience of small island and coastal communities.

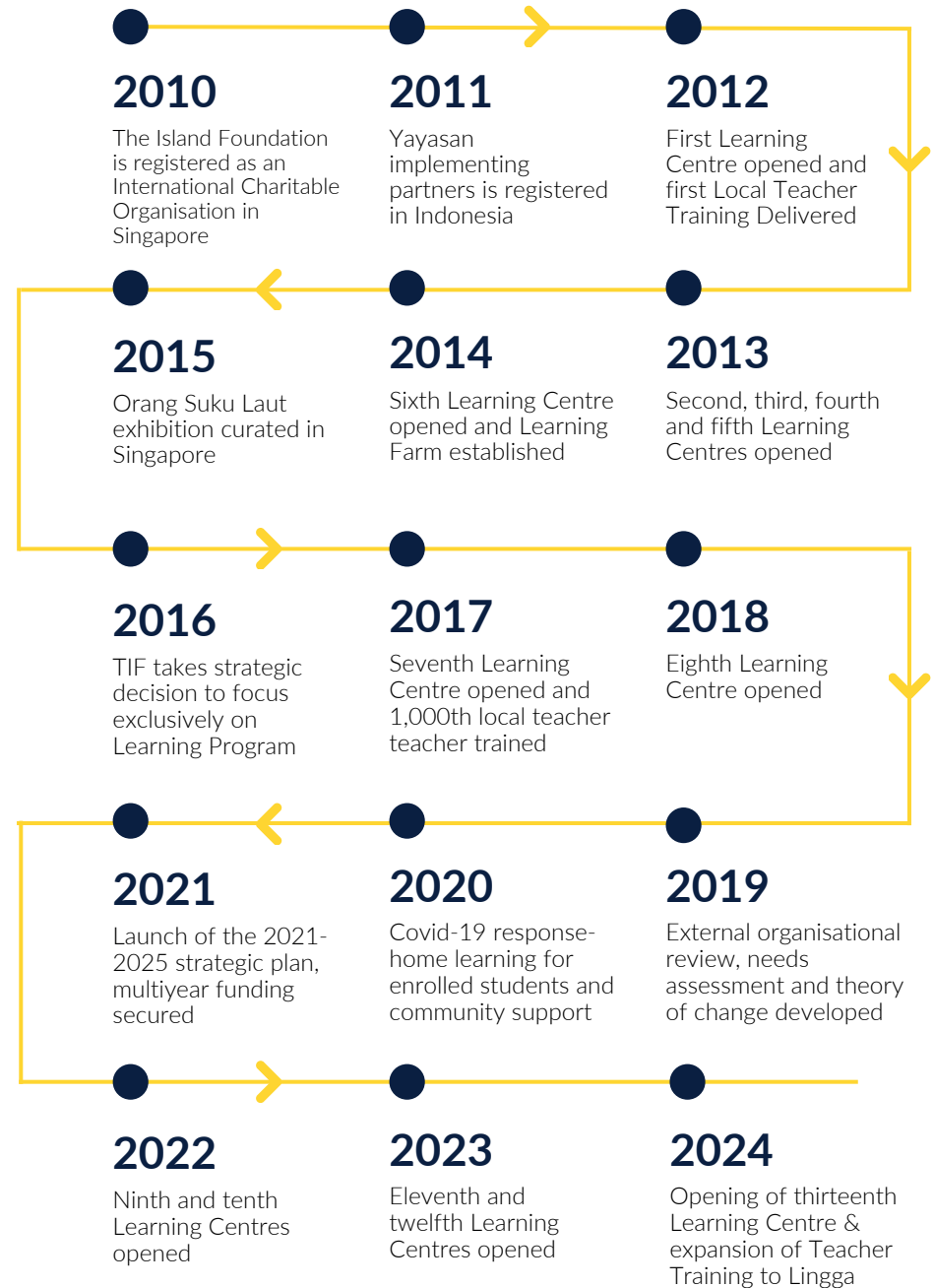
Together we are strengthening learning ecosystems for the most marginalised.



Courtney Saville
Executive Director



ABOUT US



THE TEAM



HERLINDA



**YURIFA
(IPEH)**



**AGUS
SUPRIANTO
(GONTOR)**



**IMAN
NOFIRMANSYAH**



HALIM



**WAHYU
RANGGA
AULIA**



**ADE
RIYOKARDO**



**DANI
SURONO**



**FRANSISKUS
XAVERIUS
(TINTIN)**



**WISESA
HARI MURTI**



**HENDRA
AYESKA**



AIDIL



**KENNY
AFRILA
MAHESA**



**MELRISKA
AINI**



**JOHANES
JAMIL**



WILDAYANI



**DEBBY JOAN
NOOR
CAMILLA**



**TRI
YULIANTY**

OUR ADVISORS



DEWI SUSANTI

Dewi Susanti is the Senior Director for Research at Global School Leaders and Co-Founder of Team Mycelia. She has 20 years of experience developing education programs and research designs to improve education equity and quality for underserved communities.

Prior to her current roles Dewi was a Senior Social Development Specialist with the World Bank Indonesia and a Lead Research Specialist with the National Team for Acceleration of Poverty Reduction (TNP2K), a think tank under the Office of the Vice President of Indonesia. She developed programs for teachers and students in her roles as the Program Director for Education and Quality at Tanoto Foundation and the Creative Director at Art Explore, respectively. She taught architecture at the University of Indonesia and Pelita Harapan. She holds a Master of Education from Harvard University and a Master of Architecture from the University of California at Berkeley.



MARSARIA PRIMADONNA (PIMA)

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.



PIA ADIPRIMA

Pia Adiprma 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.

IN MEMORY OF ALISON



When I first joined TIF as a Learning Facilitator, I heard a lot about a woman called Alison from my colleagues. It wasn't until one Wednesday, during an English training session, that I finally had the pleasure of meeting her. Alison was an incredible teacher and provided me with a huge amount of guidance in those first few weeks. Specifically, she helped teach me how to effectively start and end each lesson, how to teach without relying on written materials, and how to use a range of methods such as songs, poems, reading, and role-playing to enhance English learning. I continue to implement all of these tactics in my own classes.

After months of learning from her online through video calls, I eventually had the opportunity to meet Alison in person whilst on a work trip to Singapore. She was incredibly friendly that day and I noticed that, when she smiled, everyone around her felt comfortable. She reminded me of the singer Aurora, with her beautiful white hair and approachable demeanor.

I'm so grateful for Alison's subsequent visits to our office here in Bintan, where she shared her expertise on English activities, games, songs, poems, and effective teaching strategies. I was thrilled when Alison took the time to observe my class on one of these visits and she praised my handling of energetic children with patience and a smile. Her acknowledgment of my singing during our training session, particularly the rendition of "Ding Dong," filled me with joy.

Alison has undeniably been our best English mentor. Even though mine and Alison's paths didn't cross for very long, I feel very lucky to have met and gotten to know her.

- Kenny Afrila Mahesa, 2024

OUR PROGRAM

LEARNING FOR SUSTAINABILITY

The Island Foundation began in 2011 with a simple but powerful mission: to support small island and coastal communities in the Riau Islands. Over the years we have refined our mission to focus on education, helping children and their communities to build brighter, more sustainable futures.

Our Learning for Sustainability program is built on three key pillars: Learning Centres, Teacher Training, and Community Engagement. These are designed to empower young people with vital critical thinking, collaboration, communication, and creativity skills. Through experiential, project-based learning methods, students and their parents also gain a deep appreciation for their culture and local environment, and the importance of lifelong learning.

The three program pillars work together to address the unique challenges faced by underserved small island and coastal communities. In these areas, schools are small, with limited resources, and teachers have fewer professional development opportunities than their urban peers. Many parents have completed only primary school, making it harder for them to support their children's learning. Furthermore, the standardised national curriculum often fails to reflect the languages, cultures, and lived experiences of these communities.

What sets us apart is our commitment to creating learning spaces where children feel safe, respected, and connected to their roots. We believe that education should honor the unique traditions of each community, which is why we work closely with local teams, including Indigenous Orang Suku Laut and minority communities, to ensure our programs truly reflect the people we serve.

Over the years, we've built something special—trust. By listening, learning, and working side-by-side with communities, we've formed strong relationships that allow us to make a real difference. Our approach is all about going deep rather than wide. We're here for the long haul, partnering with communities to create lasting change that builds resilience and opportunity for generations to come.

In the next year, we will be investing more into program co-design with and for Indigenous Orang Suku Laut communities to ensure their voices, traditions, and needs are at the heart of our initiatives, fostering a sense of ownership and creating meaningful, sustainable outcomes that align with cultural heritage and aspirations.

THREE PILLAR APPROACH TO LEARNING FOR SUSTAINABILITY

THE LEARNING ECOSYSTEM

LEARNING CENTRES

Students attend lessons at Learning Centres for interactive, inclusive and fun learning.

TEACHER TRAINING

Teachers attend multi-day training sessions to improve teaching quality and skills in schools.

COMMUNITY ENGAGEMENT

Communities are engaged in the program to raise the profile of learning and core program themes.

We believe that our three-pillar approach of Learning Centres, Teacher Training and Community Engagement is key to strengthening the learning ecosystems of small island and coastal communities in the Riau Islands and beyond. Through mutually reinforcing interventions that target students, teachers and administrators across the ecosystem, we are creating impact to improve students' learning experiences and outcomes now, and into the future. We will evaluate our program using internal and external processes after three and five years.

RESULTS 2023-24

LEARNING CENTRES

13

LEARNING CENTRES

598

STUDENTS ENROLLED

2,294

CLASSES DELIVERED

41

EXCURSIONS CONDUCTED

TEACHER TRAINING

26

DAYS OF TEACHER TRAINING

335

TEACHERS TRAINED

COMMUNITY ENGAGEMENT

11

IMPLEMENTING PARTNERS

22

COMMUNITY EVENTS

152

SCHOOLS ENGAGED

2,987

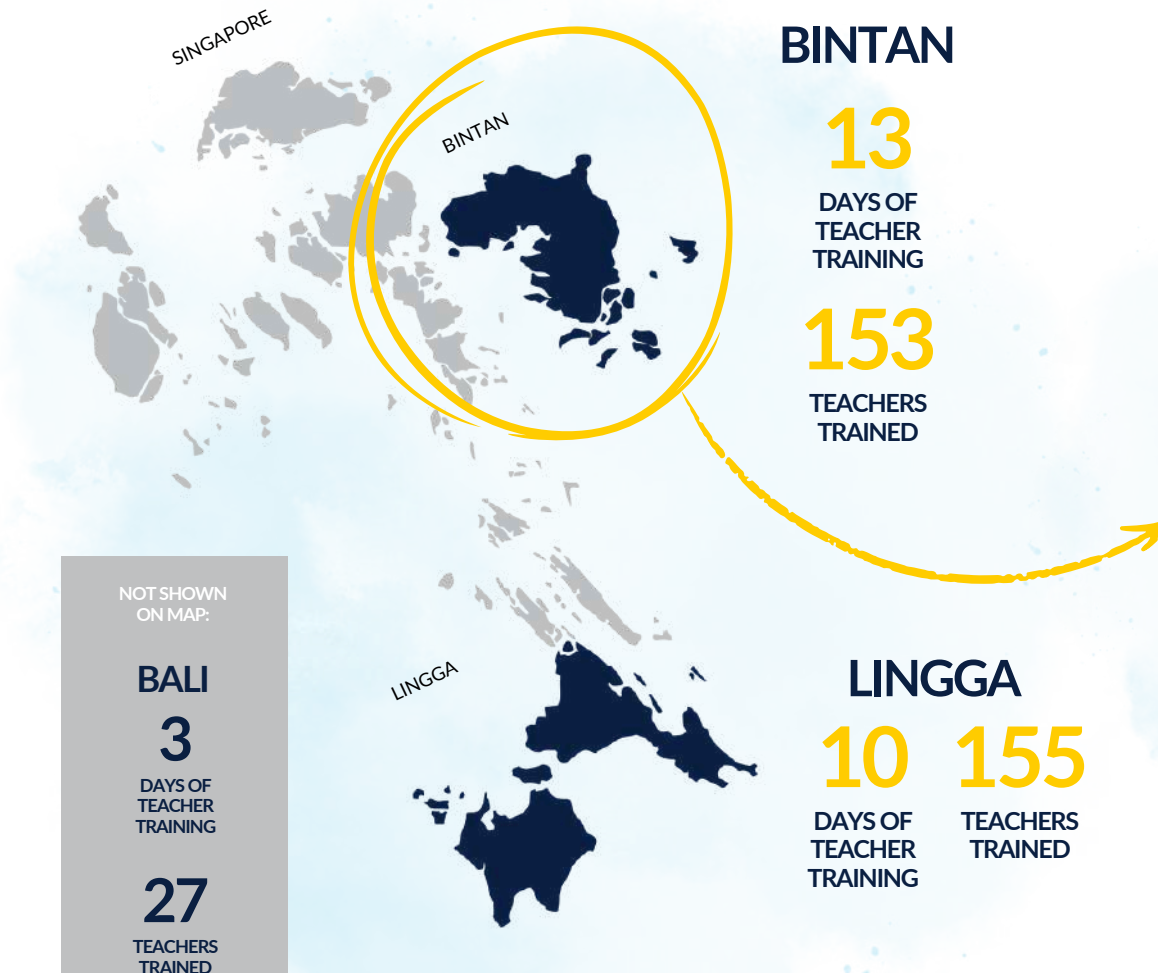
EVENT ATTENDEES

RESULTS

2023-24

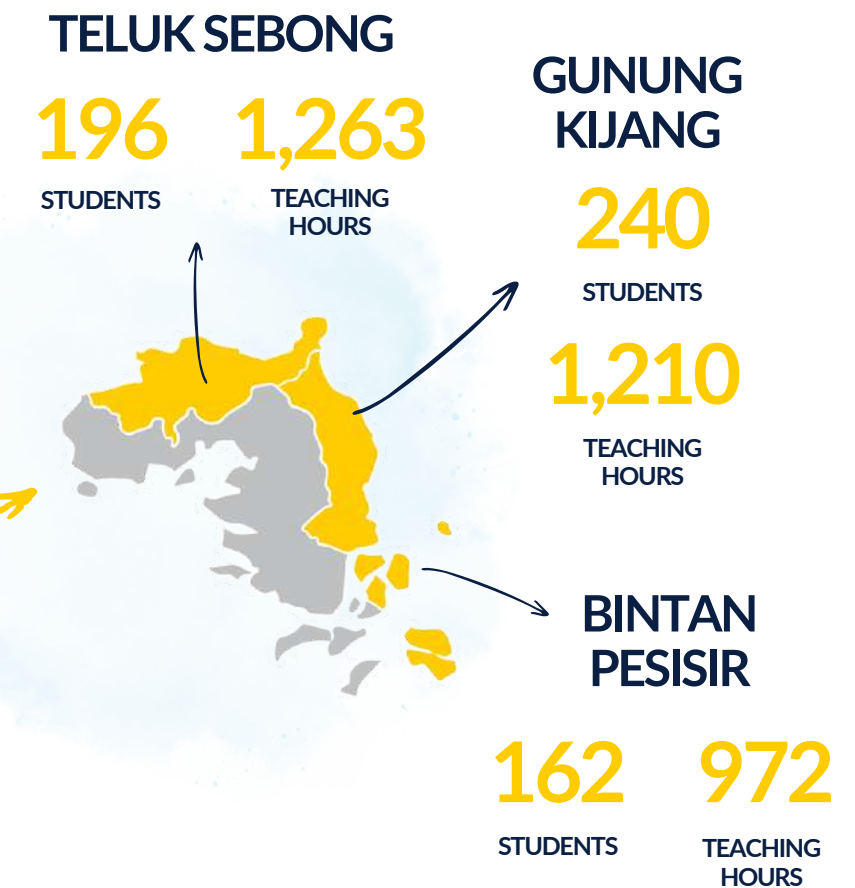
TEACHER TRAINING

ACROSS 3 REGENCIES IN INDONESIA



LEARNING CENTRES

ACROSS 13 LEARNING CENTERS IN BINTAN



OUR IMPACT

LEARNING
CENTRES



LEARNING CENTRES

KEY RESULTS

13

LEARNING
CENTRES

598

STUDENTS
ENROLLED

2294

CLASSES
DELIVERED

41

EXCURSIONS
CONDUCTED

3441

HOURS OF
LEARNING

821

PARENTS
JOINED IN



LEARNING CENTRES

CASE STUDY

RENDI, YEAR 3 STUDENT

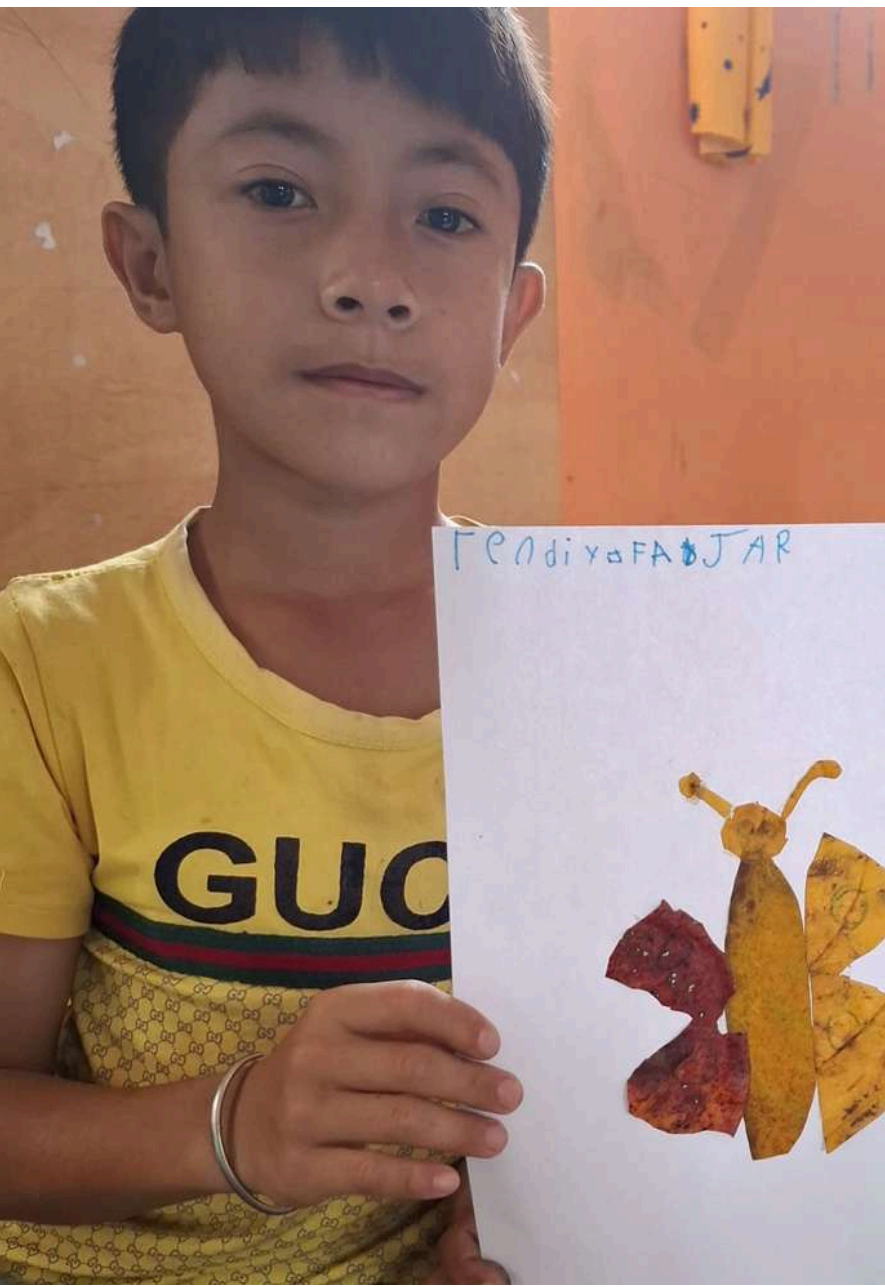
Rendi is from a minority community and started at the Learning Centre in 2023. His parents encouraged him to join the program to supplement his schooling, but Rendi demonstrated high levels of apprehension that made communication with me challenging at first.

I was unsure why Rendi avoided talking with me - was it because he was shy, or because he didn't want to be in the program? Thankfully, after a few months of learning with me, Rendi started to open up. It turned out that he was not used to the collaborative and interactive learning methods that we use in the Learning Centres. Unlike schools, we draw heavily on group work, project-based learning and experiential learning to support students to develop their collaboration and communication, among other core skills.

Once I understood where Rendi was coming from, I started to actively engage with him in ways that made him feel more safe and comfortable. For example, I would individually greet him, ask what he was doing, and remain nearby during group work sessions.

Now, Rendi not only communicates well with me, but is also confidently collaborating with his classmates. He no longer feels shy in a group setting, and I can see that he genuinely enjoys the learning process. A true sign of his development, Rendi frequently offers to lead the opening and closing of classes at the end of each session, in front of me and his friends.

-ADE RIYOKARDO, LEARNING COORDINATOR, GUNUNG KIJANG



LEARNING CENTRES

IMPACT

Learning Centres where children feel safe, respected, and connected to their cultural roots have a powerful impact. By honoring local traditions and working closely with Indigenous communities, these centres create a sense of belonging and pride, boosting student engagement and confidence in learning. This culturally relevant approach not only helps students develop critical thinking, creativity, and life skills but also strengthens their identity and connection to their culture and place. As a result, students are better equipped to navigate challenges, contribute meaningfully to their communities, and become resilient leaders in a rapidly changing world.



“Children need to learn to collaborate, to have empathy and kindness, to look after each other and the environment, as well as to solve problems and think critically. These skills are important for living fulfilled lives just as much as they are important to contribute to the labour market and society at large.”

- World Economic Forum, 2023.

LEARNING CENTRES



CASE STUDY

MAULIDYA, YEAR 5 STUDENT

Maulidya is proudly Orang Suku Laut and was born and lives in my small island community in Bintan Pesisir. Her father is a fisherman and her mother is a homemaker.

When Maulidya first joined my classes last year, she was very shy, insecure, and reluctant to learn in groups. But over the past 12 months, Maulidya's confidence, communication and collaboration skills have blossomed.

I started to see a change in Maulidya during our Sports Day event that brought together students from different Learning Centres to compete in a football round robin on a nearby island. Maulidya's team won, and being able to play, work and celebrate with her teammates was a real turning point.

Now, Maulidya's confidence is shining through - she is able to present her work and ideas in front of the class, and is becoming someone her friends go to when they need help.

Maulidya's mother told me that her daughter enjoys learning with me - this is the best feedback you can receive as a teacher! She also said that Maulidya is excited for next year's excursion to the learning farm on Bintan because it's the first time Maulidya will travel far from our island.

- HENDRA AYESKA, LEARNING FACILITATOR, BINTAN PESISIR

LEARNING CENTRES

SPOTLIGHT

JONG SCHOOL EXCURSIONS

Students are always excited about learning outdoors, and the Jong school provides a fantastic way for them to connect with their maritime history, culture, and coastal environment.

By learning how to handle the traditional Jong—an unmanned sailing boat—on the beach in groups, students engage in a hands-on experience that brings their heritage to life while having fun under the sun and in the water.

This immersive experience activates a wide range of skills, from teamwork and problem-solving to communication and physical coordination. As they work together to sail the Jong, students learn to appreciate the importance of collaboration and develop practical skills that are directly tied to their environment. Beyond skill-building, the Jong school plays a key role in preserving and promoting local traditions, passing down knowledge that could otherwise be lost. It helps students understand the rich history of their community, instilling a sense of pride and a greater appreciation for their cultural and maritime heritage, while also strengthening their connection to the coastal environment that sustains them.



LEARNING CENTRES



CASE STUDY

EXCURSION TO PENYENGAT ISLAND

Nabil Fayadh Luthfi, known as Ayad, is a high grade student at the Learning Centre in Bintan Pesisir. This year, Ayad and his classmates were taken on an excursion to Penyengat Island - a culturally and historically significant site in the Riau Islands and broader Malay archipelago.

Ayad was very happy with the visit to the island. He said, “We were able to drink the special well water - we learned that washing your face or drinking the well water keeps people young!” Ayad and his classmates also visited traditional houses, and museums on the island. At one of the museums, Ayad was excited to see the 150 year-old, hand-written Quran. “It was so much fun walking and learning and having fun with my friends!”, said Ayad.

Juminten, Ayad’s mother, said that she was very happy that her son was given the opportunity to visit Penyengat Island. “Many children don’t know the cultural history of our region because making visits to cultural sites can be costly for us because of the travel involved. It’s great that my son and his friends were able to visit Penyengat Island, to feel the history and see where past kings are laid to rest - it gives them greater perspective and pride in where they come from.”

OUR IMPACT

TEACHER
TRAINING



TEACHER TRAINING

KEY RESULTS

26

DAYS OF
TRAINING

335

TEACHERS
TRAINED

308 TEACHERS IN THE
RIAU ISLANDS



27 TEACHERS IN
BALI



TEACHER TRAINING



CASE STUDY

IBU SANISAH, S.Pd

Bintan Teacher Training participant, Ibu Sanisah, S.Pd, is a primary school teacher in Kijang, in the southeast of Bintan Regency. Ibu Sanisah joined four, three day training workshops and demonstrated a real desire to improve the quality of learning opportunities and outcomes for her students. After completing the program, Ibu Sanisah volunteered to design and deliver training for 20 of her colleagues and four teachers from neighbouring schools.

Ibu Sanisah's training was initiated and supported by her school's principal and was well received by her colleagues, in large part due to teachers rarely having the opportunity for in-person training. Ibu Sanisah said, "Suggestions and input from the principal made me feel confident that the knowledge I had gained (during the training) would be developed further at school. My hope now is that we can implement what we've learnt for our students, so that they are more happy and engaged in learning."

"Qualified core teachers need to be available to share their knowledge, and school principals and supervisors should support working groups."

- The World Bank, 2020

TEACHER TRAINING

IMPACT

Teachers in small island and coastal communities are under-trained and responsible for the education of some of Indonesia's most marginalised students.

Through Teacher Training interventions in project-based learning, differentiated learning methods, and teaching strategies that support students' social and emotional development, teachers can guide students in solving real-world problems and activate students' vital higher order thinking skills development - skills that are needed for a 21st century workforce.

By focussing on training teachers in some of Indonesia's most underserved small island and coastal locations, we are supporting teachers, their colleagues, schools and students, creating positive impact throughout the system.

“Professional development (in Indonesia) is often sporadic due to the variation in funding of activities by districts, minimal evidence of impact, and the fact that teachers in remote schools tend to have fewer opportunities... Rural teachers should have the same opportunities to participate in professional development.”

- The World Bank, 2020.



TEACHER TRAINING



CASE STUDY

IBU MARINI, S.Pd.SD., Gr.

Ibu Marini is a teacher in Lingga Regency, who has dedicated herself to the coastal area for many years. Her remote geographical location limits her access to professional training opportunities, which often leaves her feeling left behind.

“We rarely receive training here. There are no adequate facilities, and traveling to the city center to seek information or training is often difficult,” says Ibu Marini. Her school also faces complex challenges, including a diverse student cohort and a lack of learning resources and technology.

However, hope was restored for Ibu Marini when she was invited to participate in Teacher Training. The sessions provided an in-depth understanding of the principles and implementation of the new Merdeka Curriculum, and supported more creativity in developing learning strategies that are better aligned with the needs of her diverse students.

“The knowledge I gained opened my mind and gave me the confidence to try new methods in the classroom. I am now better able to facilitate project-based learning, utilise simple materials from the surrounding environment, and encourage active participation from students. This has a positive impact not only on my students, but also on me as an educator,” said Ibu Marini.

TEACHER TRAINING



SPOTLIGHT

EXPANSION INTO LINGGA REGENCY

This year we expanded our Teacher Training program into Lingga Regency, an archipelagic region of 600 islands south of Bintan Regency. Here, approximately 75 per cent of the Riau Islands' Indigenous Orang Suku Laut population reside. With teachers heavily isolated and access to training opportunities low, Lingga Regency has been identified by the Ministry of Education as an area in need of targeted teacher quality enhancement.

In our first year of program delivery in Lingga Regency, we provided 155 teachers with 10 days of interactive, practical and inspiring training, led by our adviser Marsaria Primadonna.

OUR IMPACT

COMMUNITY
ENGAGEMENT



COMMUNITY ENGAGEMENT

KEY RESULTS

11

IMPLEMENTING
PARTNERS

152

SCHOOLS
ENGAGED

22

COMMUNITY
EVENTS

2987

EVENT
ATTENDEES



COMMUNITY ENGAGEMENT



CASE STUDY

TIF FUN DAY

TIF Fun Days are a whole primary school takeover by The Island Foundation. We organise these events once year, bringing our Facilitators and Coordinators into schools to run activities and introduce the Learning for Sustainability program to teachers and students. By collaborating with schools this way, we can engage with new potential students, and build more effective cooperation with school teachers and community networks linked to our Learning Centres.

This year, TIF Fun Day activities included a scavenger hunt, a poster competition about protecting the environment, and a treasure hunt. Our Facilitators and Coordinators actively involved school teachers and all students from grades one to six, demonstrating their adaptability, class management capacity and interactive learning skills.

Across the 14 schools that we held TIF Fun Days at this year, 2,119 students and 124 school teachers actively participated in the activities. Among the overwhelmingly positive feedback we received from school teachers, Mrs Nurita, S.Pd from SDN 003 Bintan Pesisir said, 'With these learning activities, children are supported to think more creatively, and are inspired to think more deeply about the environment and how they can shape a better future.'

COMMUNITY ENGAGEMENT



Engaging parents and communities in learning initiatives that are culturally and environmentally relevant has a significant impact on raising the profile of education. Active involvement fosters a sense of ownership, increasing motivation and participation from both students and families. It helps bridge gaps in education access, equipping parents with the tools to support their children's learning while making education more meaningful to their lives.

We also emphasize the long-term value of education by engaging with our Learning Centre alumni, and providing them with employment opportunities.

Ultimately, involving parents, communities, and alumni in learning initiatives creates a supportive environment where education is viewed as an ongoing, shared priority that benefits individuals, families, and the wider community.

COMMUNITY ENGAGEMENT



CASE STUDY

WORLD CLEAN UP DAY

In commemoration of World Clean Up Day, we conducted simultaneous environmental clean-up activities in three small island communities where we have Learning Centres. This activity not only involved the younger generation, but also received tremendous support from the local community.

The event was officially opened by the head of the Bintan Regency Environmental Agency and supported by sub-district and village leadership. 63 students and 70 community representatives actively participated in the clean up, demonstrating the spirit of *Gotong Royong* - an Indonesian cultural expression of togetherness, collaboration and teamwork.

Working together, participants combed the beach, coastal areas and among stilted houses, collecting close to 2,000 kilograms of waste.

After the cleanup, we held a creative and educational fashion show competition, where participants displayed traditional regional clothing and innovative costumes made from recycled materials. This competition served as a platform to promote awareness about the impacts of waste and the creative potential of recycling, reusing and repurposing.

COMMUNITY ENGAGEMENT

SPOTLIGHT

LEARNING CENTRES ALUMNI

Activating our Learning Centres alumni network is an essential step in strengthening the learning ecosystem in small island and coastal communities. By engaging with alumni, we create an ongoing connection that fosters collaboration, knowledge-sharing, and community building. Alumni engagement is vital as it provides young people with role models and opportunities to contribute back to their communities, reinforcing the importance of education as a lifelong journey.

In our partner communities, where resources can be limited, staying connected through a strong alumni network creates a support system that empowers both past and current students. We not only offer internships but also employ some of our alumni, providing them with meaningful opportunities to develop their skills while giving back to the next generation of learners. This involvement ensures a sustainable, thriving learning environment that benefits individuals, families, and the community as a whole.





DONORS, GOVERNANCE AND FINANCES



DONORS AND SUPPORTERS

To our donors and supporters,

We are deeply grateful for your generosity and commitment to our mission to transform learning ecosystems in small island and coastal communities.

With your support, we have been able to expand our reach and create lasting impact in the lives of students, parents, teachers, schools and communities.

To our long term donors and partners and supporters, we very much appreciate your ongoing support and trust in our vision and organisation and look forward to more partnership and collaboration.

Thanks to you, we are making a real difference - every contribution plays a vital role in making our work happen.

MAJOR DONORS



SUPPORTERS



GOVERNANCE

BOARD OF DIRECTORS

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. As of 31 May 2023, there are five Directors, including one Chair and one Treasurer. The Board has established one committee that reports to the Board - the Audit and Compliance Committee.

ROLE OF THE BOARD

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.

Board meeting attendance was 100 per cent for the year.

MANAGEMENT AND STAFF

As of 31 May 2023, The Island Foundation has two paid staff in Singapore, and 18 paid staff in Indonesia.

The Executive Leadership team was comprised of Courtney Saville - Executive Director.

MONITORING, EVALUATION AND LEARNING

In line with our commitment to continuous improvement, The Island Foundation has developed internal practices, systems, and processes in monitoring, evaluation, reporting, and learning - these have been informed by advisers and practitioners and are being rolled out across the program, with implementation teams being regularly upskilled. We are planning a mid-term evaluation of the program using independent, external consultants in the next financial year to examine the quality and impact of our program and to make any improvements to our monitoring, evaluation, reporting and learning systems.

BOARD OF DIRECTORS



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.



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.

FINANCIAL SUMMARY

2023-2024

Income Statement

REVENUE	\$
Donation - Individual	25,618
Donation-in-kind - Corporate	45
Donation - Corporate event	137,636
Donation - Corporate	487,669
Government grant	90
Invest income	574
Total Revenue	651,632
LESS EXPENDITURE	\$
Cost of generating funds	2,655
Cost of charitable activities	315,154
Governance and administrative cost	205,055
Total Expenditure	522,864
TOTAL SURPLUS/DEFICIT FOR THE YEAR	\$128,768

Statement of Financial Position

ASSETS	\$
Plant and equipment	3,112
Other receivables	-
Prepayment	7,638
Cash and bank balances	423,259
Total Assets	434,009
LIABILITIES	\$
Other payables	23,058
FUNDS	\$
Unrestricted funds	318,445
Restricted funds	92,506
Total funds	410,951
TOTAL LIABILITY AND FUNDS	\$434,009

FINANCIAL SUMMARY

2023-2024

Statement of Changes in Funds

AS AT 31 MAY 2022

\$296,238

AS AT 31 MAY 2023

\$282,183

AS AT 31 MAY 2024

\$410,951

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.

FINANCIAL SUMMARY 2023-2024

WHERE THE MONEY CAME FROM

Corporate

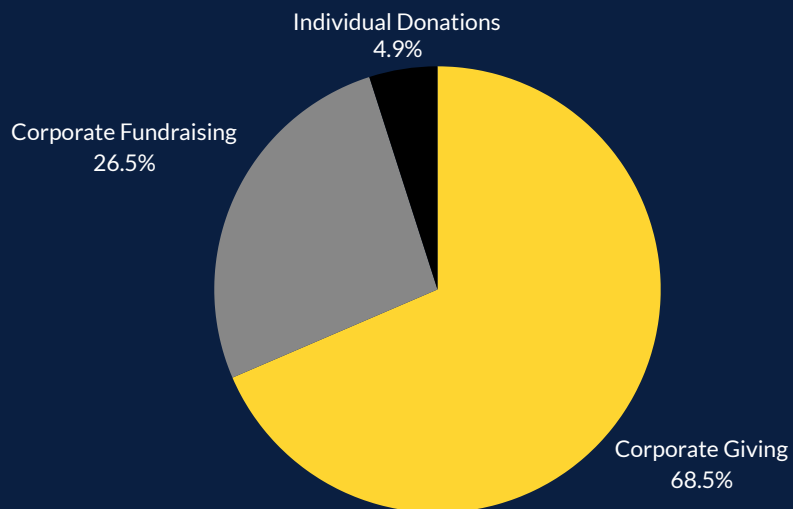
Income received from the corporate sector, trusts and foundations in the form of restricted and unrestricted project funds.

Corporate Fundraising

Income received from the corporate sector in the form of fundraising events.

Individual donors

Income received from public in the form of donations.



HOW THE MONEY WAS SPENT

Program

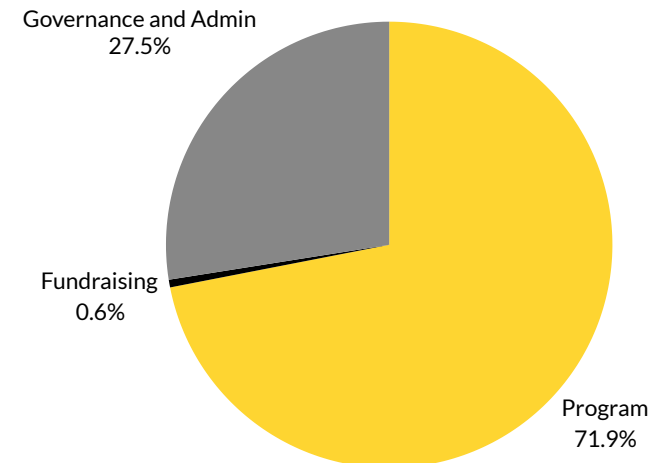
Funds spent on program delivery in Indonesia.

Governance and Administration

Funds spent on Executive, Governance and Administrative functions in Singapore.

Fundraising

Corporate donor and fundraising event engagement costs.



AUDITOR'S REPORT & COMPLIANCE



INDEPENDENT AUDITOR'S REPORT

**To the Members of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2024**

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 2024, 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 material accounting policy information.

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 2024 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 Members of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2024**

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 Members of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2024

Report on the Audit of the Financial Statements (Cont'd)

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

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

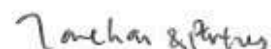
During the course of our audit, nothing has come to our attention that causes us to believe that during the financial year, the Company has not used the donation money in accordance with its objectives as required under Regulation 5 of the Charities (Fund-Raising Appeals for Local & Foreign Charitable purposes) Regulations 2012.

INDEPENDENT AUDITOR'S REPORT

To the Members of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2024

Report on Other Legal and Regulatory Requirements (Cont'd)

There was no fund-raising appeal held by the Company during the financial year.



Tan, Chan & Partners
Public Accountants and
Chartered Accountants

Singapore

Date: 30 August 2024

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 staff1 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

KEY CODE GUIDELINES**CODE ID****COMPLIANCE****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
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11. The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.1.2	Complied
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12. The Board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied
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13. The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied
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Does the charity invest its reserves (e.g. in fixed deposits)? (skip item 14 if "No")		No
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14. The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.4.3	Complied
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Fundraising Practices

Did the charity receive cash donations (solicited or unsolicited) during the financial year? (skip item 15 if "No")		No
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15. All collections received (solicited or unsolicited) are properly accounted for and promptly deposited by the charity.	7.2.2	Complied
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Did the charity receive donations in kind during the financial year? (skip item 16 if "No")		Yes
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16. All donations in kind received are properly recorded and accounted for by the charity.	7.2.3	Complied
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KEY CODE GUIDELINES**CODE ID****COMPLIANCE****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

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

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.

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