
2021-2025

STRATEGIC PLAN

EXECUTIVE SUMMARY



THE ISLAND
FOUNDATION

Yayasan Peduli Kepulauan Riau

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CHAIRMAN'S MESSAGE

I believe that locally rooted, globally informed leadership can create lasting change. It is the basic idea that has informed The Island Foundation (TIF) from its inception.

Founded by Nikoi Island in 2009, we grew via the gradual addition of Learning Centres along Bintan Island's coastal zone. The gritty truth is that we haven't always got it right. That is the price of innovation perhaps.

However, through this process of learning - not only about our communities but also ourselves - we came to the realisation that what we had to offer was access to the outside world, along with the idea that it is more important to foster agency and leadership than to tell people precisely what to do.

The pearl that has emerged is TIF's Learning for Sustainability program. It is led by a small team with nation-wide experience, guided by inspirational experts with world-wide experience, supported by an engaged board and most importantly delivered by people brought up in the communities they serve.

The program is focussed on imbuing the life skills of Creativity, Confidence, Communication and Critical Thinking in school-age children. Our hope is that, as a result, a generation of idiosyncratic changemakers will emerge from classrooms in under resourced islands to inspire progress in those communities and beyond.

I look forward to the future with great optimism and couldn't be prouder to introduce our five year strategy.



Ed Jenne
Chair



WHAT DRIVES US



OUR VISION

Childhood learning is a force to serve and sustain small island and coastal communities.

OUR MISSION

To transform learning ecosystems in Indonesia's small island and coastal communities through learning for sustainability.

OUR VALUES

CREATIVITY

We are problem solvers and idea generators, always seeking new ways to increase our reach and have a greater impact.

COLLABORATION

We partner with others in all of our work and prioritise local wisdom in decision making.

ACCOUNTABILITY

We ensure quality and transparency through collection, analysis and reporting of robust and comprehensive data.

INCLUSION

We embrace and celebrate cultural, linguistic and demographic diversity, integrating diverse values into all aspects of our work.

IMPACTFUL

We focus on results and strive to increase our impact through learning from our successes and mistakes.



OUR HISTORY

- 2010**
The Island Foundation is registered as an International Charitable Organisation in Singapore
- 2011**
Yayasan Peduli Kepulauan Riau is registered in Indonesia
- 2012**
First Learning Centre opened and First Local Teacher Training delivered
- 2013**
Second, third, fourth and fifth Learning Centres opened
- 2014**
Sixth Learning Centre opened and Learning Farm established
- 2015**
Orang Suku Laut exhibition curated in Singapore
- 2016**
TIF takes strategic decision to focus exclusively on learning program
- 2017**
Seventh Learning Centre opened
1,000 local teachers trained
- 2018**
Eighth Learning Centre opened
- 2020**
Covid-19 response - home learning for enrolled students and community support
- 2021**
Launch of Strategic Plan 2021-2025

RESULTS TO DATE

Since our inception in 2009, our program work has evolved to focus exclusively on improving learning opportunities for children living in Bintan Regency, Riau Islands.

The following results provide a snapshot of our reach and impact through our Learning Centres, Local Teacher Training, Covid-19 home learning and community engagement.



**2,694 STUDENTS
PARTICIPATED IN
LEARNING PROGRAM**



**1,435 LOCAL
TEACHERS
TRAINED**



**220 STUDENTS
SUPPORTED WITH
COVID-19 HOME
LEARNING**



**EIGHT LEARNING
CENTRES
OPERATIONAL**



**10 LOCAL CHANGE
MAKERS TRAINED**



**SIX ACTIVE VILLAGE
PARTNERS**

WHERE WE WORK

We work with remote small island and coastal communities in Bintan Regency, Riau Islands, Indonesia - here, communities are spread along the east coast of Bintan Island or dotted across the many small neighbouring islands that make up the Regency.

Our partner communities are diverse - some of our students travel to school by boat, some are the first generation to live on the land, and some are the descendants of fishermen from the islands of eastern Indonesia.

What is common across our partner communities, however, is that children receive education at levels far below what is needed today. Schools are under resourced and over capacity, teacher quality and professional development opportunities are low, and the multicultural and diverse values, languages and experiences of Bintan's children are excluded.

Economic burdens are real and widespread in Bintan Regency, with many families unable to support their children to remain in school. And, parents' own limited education backgrounds leave many unable to help their children with homework, reading and skills development.

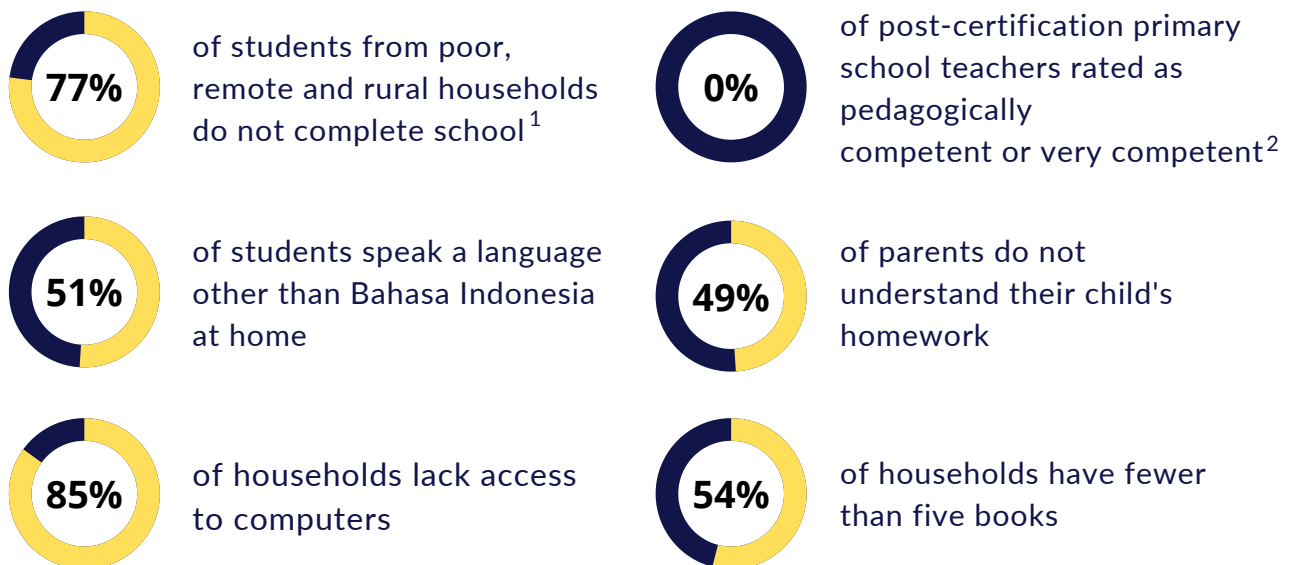
Without intervention and support, children will grow up to experience futures of growing systemic inequality. They will be left behind in a world of rapid change.



BARRIERS TO QUALITY LEARNING

Children living in remote small island and coastal communities in Bintan Regency face a range of barriers to accessing quality learning opportunities.

Contributors to the existence and persistence of those barriers include:



1. World Bank, 2020. The Promise of Education in Indonesia.

2. Asia Philanthropy Circle, 2017. Catalyzing Productive Livelihood: A guide to education interventions with an accelerated path to scale and impact.



OUR STRENGTHS

The Island Foundation learning program has been designed and developed with the guidance of internationally recognised professional educators. Our local learning facilitators contribute locally-relevant content and incorporate the values, experiences and languages of our students to make learning relevant and accessible.

As we are not a school and do not teach for exams, we are able to focus on learning for sustainability, outdoor learning and the development of higher order thinking and life skills - which we define as critical thinking, collaboration, confidence and creativity - to prepare children for growing up in a rapidly changing world.

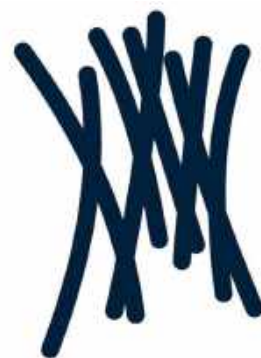
We work directly with our partner communities, including indigenous Orang Suku Laut, to help bridge the learning gap that remote and rural populations face, and that are under resourced and in need of development support.

Through parents information sessions, home visits and regular check-ins we are able to understand and respond to the challenges that impact children's learning and can work to ensure our program direction and activities are aligned with parents' wishes and expectations.





STRATEGIC FRAMEWORK



STRATEGIC PLAN AT A GLANCE



MISSION

To transform learning ecosystems in Indonesia's small island and coastal communities through learning for sustainability.

VALUES

Creativity - Collaboration - Accountability - Inclusion - Impactful

PARTNERS

Parents
Schools and Kindergartens
Communities
Local government
International networks

EXPERTISE

Pedagogy
Community engagement
Program management
Governance
Capacity building and training

STRATEGIC GOALS

GOAL 1

Impactful learning for sustainability program

1. Develop a high quality learning for sustainability program based in recognised pedagogy for the 21st Century
2. Ensure programming is informed by and responsive to the needs of students, parents and communities
3. Ensure equity of access to quality learning for all primary school age children in program location
4. Work with local partners to deliver learning for sustainability program and supporting projects
5. Monitor and evaluate program and student outcomes against organisational KPIs and targets to monitor progress, and to inform decision making, planning, and evaluations

GOAL 2

Partnerships to scale and grow

1. Build recognition and profile of TIF and brand
2. Identify, establish and maintain mutually beneficial strategic partnerships that are built on alignment with our mission
3. Initiate and increase engagement with local community-based organisations and actors in new locations
4. Develop innovative approaches to sharing and scaling the model across remote small island and coastal communities in Indonesia
5. Ensure plans to scale across are informed by up to date situational analyses and supported with strong planning and resources

GOAL 3

Strong governance and sustainable funding

1. Enhance organisational capacity to plan, manage and operate efficiently and effectively for the long term
2. Build on and develop practices of good governance, accountability and transparency
3. Attract, develop and retain quality employees
4. Inspire and mobilise a base of local and global individual donors
5. Identify and secure sustainable funding from diverse medium - major funding sources

TIME HORIZONS

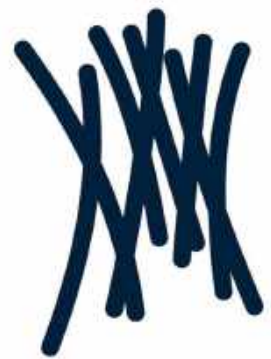


There are three time horizons for our work over the next five years:

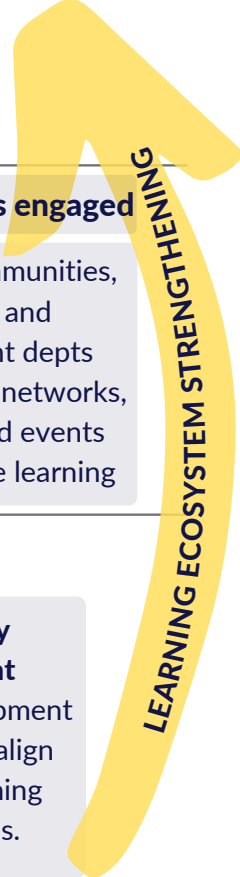
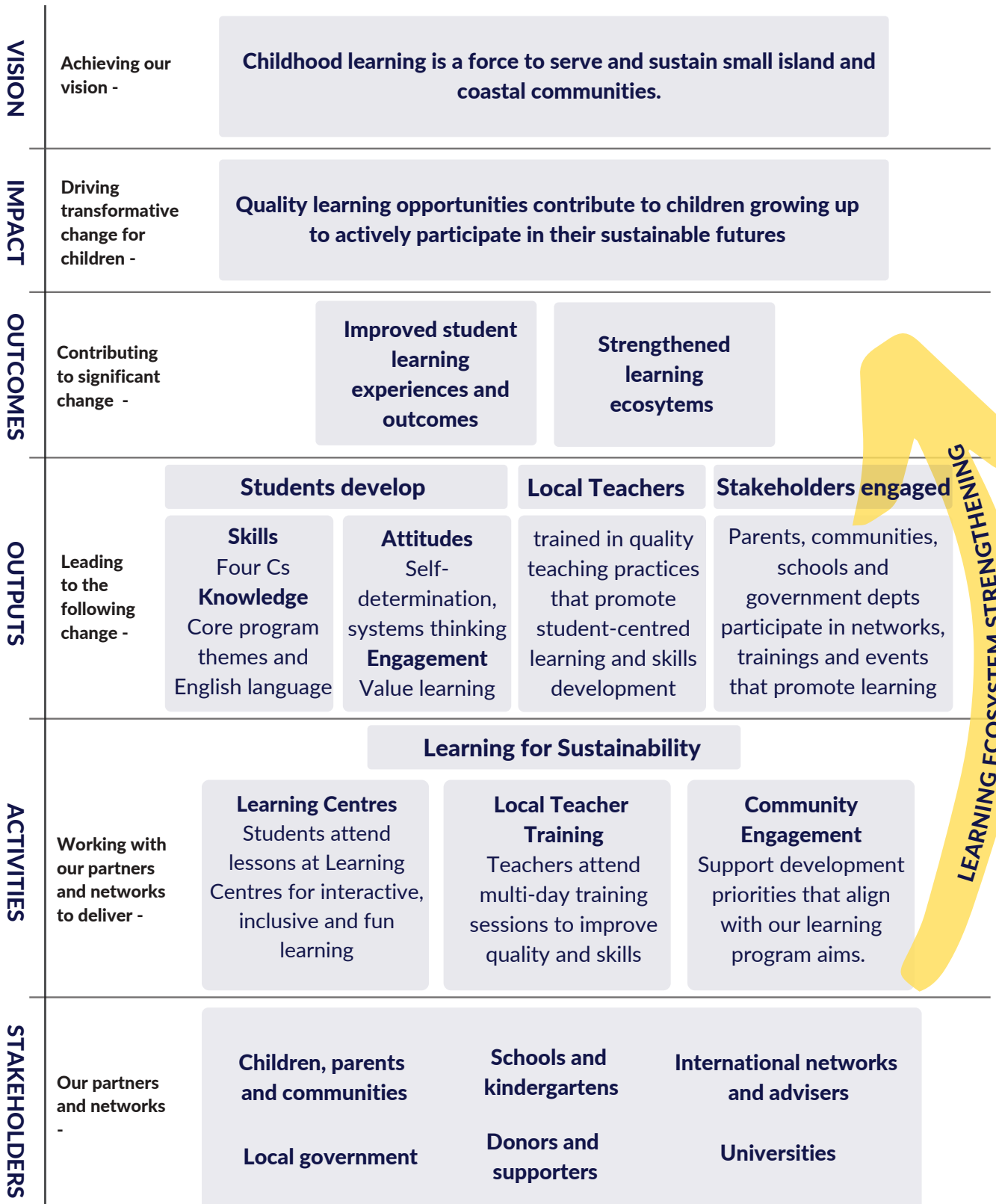




STRATEGY INTO ACTION



PROGRAM THEORY OF CHANGE



LEARNING FOR SUSTAINABILITY



Our Learning for Sustainability program works with students, kindergartens and schools, and parents and communities to improve student learning experiences and outcomes through strengthening the learning ecosystems of remote small island and coastal communities.

We seek to support students to develop higher order thinking and life skills - which we define as confidence, critical thinking, collaboration and creativity - through a bespoke learning model that incorporates 21st Century pedagogy, education for sustainable development, and outdoor and experiential learning.

We do this through delivering lessons at our Learning Centres, training local school and kindergarten teachers, and working with our partner communities to raise awareness about, and increase engagement in, learning.

Our program units, learning content and teacher training sessions are designed with the guidance of professional educators and developed with input from our own learning facilitators. This way, our program is based in recognised pedagogy while being inclusive of the values, experiences and languages of children who live in remote small island and coastal communities.



KEY PROGRAM COMPONENTS



Through our Learning for Sustainability program, we seek to address and strengthen five key components of the learning ecosystem:



Childhood Learning

The delivery of a community-based learning for sustainability program that builds knowledge, life skills and English language.



Human Resources Development

Training of local school teachers in learning for sustainability, and TIF educators as program implementers.



Infrastructure Development

Renovation of community learning spaces, and procurement and installation of equipment.



Surveys and Assessments

Supporting communities through surveys and assessments across issues of sustainable development.



Stakeholder Engagement

Collaboration with schools, kindergartens, parents and communities to increase engagement in learning.

LEARNING CENTRES

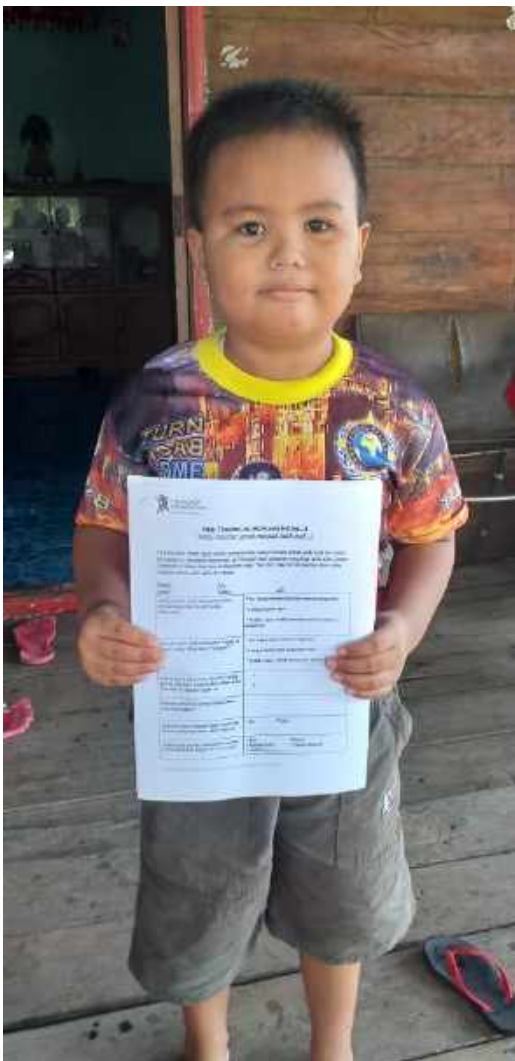


Focus

The delivery of The Island Foundation Learning for Sustainability program to build knowledge, life skills and English language.

Key components

Childhood learning, human resources development, infrastructure development, surveys and assessments, stakeholder engagement



What will we do?

Provide weekly, free of charge learning opportunities for all primary school age children in our partner communities, delivered at our Learning Centres by TIF educators.

What impact will it have?

Students who attend the Learning Centres on a regular basis will have access to:

- Fun, interactive and inclusive learning experiences that are not available at school
- Content-based language learning for developing English-language skills
- Life skills development - the Four Cs - through engaging learning modalities including projects, performances and play
- Outdoor classes that promote active lifestyles and engagement with and appreciation for the local environment.

LOCAL TEACHER TRAINING



Focus

Continual professional development opportunities for local school and kindergarten teachers to improve quality of learning in schools.

Key components

Childhood learning, human resources development, surveys and assessments, stakeholder engagement



What will we do?

Provide high quality, multi-day training sessions that are designed and delivered in collaboration with local partners.

What impact will it have?

The training will improve students' at-school learning through:

- Promoting student-centred learning
- Expanding understanding of developing students' life skills and higher order thinking skills
- Improving engagement in the classroom through creative, interactive and practical lessons and activities
- Addressing inequities in the classroom and promoting inclusivity.

COMMUNITY ENGAGEMENT



Focus

Extending the Learning for Sustainability program out to engage communities on core program themes, building awareness and strength across the learning ecosystem.

Key components

Childhood learning, surveys and assessments, stakeholder engagement



What will we do?

Lead, support and participate in community-based initiatives and projects that align with our work and promote engagement in learning,

What impact will it have?

We aim to strengthen the learning ecosystems in our partner communities by raising awareness and increasing engagement with our work and childhood learning more broadly through:

- Initiatives and projects that provide a learning experience, for example planting mangroves
- Conducting surveys to understand and incorporate community values into the program
- Community and stakeholder events and meetings, and facilitating networks

PROGRAM GOALS

In the first three years of this strategy, Phase 1, we hope to achieve significant results across all aspects of our program work, while strengthening our core program infrastructure, systems and internal capacity.

By the end of Phase 1, we aim to have achieved the following:



**715 ACTIVE
ENROLLED
STUDENTS**



**A RESOURCED
LEARNING FOR
SUSTAINABILITY
PROGRAM**



**5,770 COMMUNITY
ENGAGEMENT
PARTICIPANTS**



**2,125 LOCAL
TEACHER TRAINING
PARTICIPANTS**



**15 OPERATIONAL
LEARNING CENTRES**



**18 LOCAL CHANGE
MAKERS TRAINED**

MONITORING AND EVALUATION

Annual and mid-term reviews will be undertaken to ensure that we are on track, that the activities remain relevant, and to make any necessary revisions. An evaluation of the program will be carried out in Year 3 as part of the Phase 1 review of the Strategic Plan.

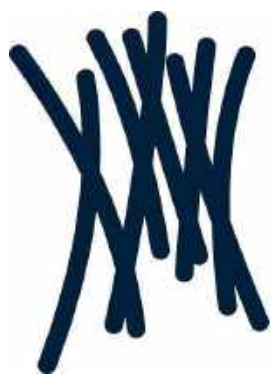
The reviews and evaluations will be informed by regular primary data collection and the gathering of feedback and perspectives from program beneficiaries and stakeholders at the student, parent, teacher, school and community levels.

M&E frameworks will be designed to reflect the program and any supporting projects and its corresponding outcomes. Outcome level monitoring systems will be developed to feed into the M&E frameworks for each program objective.

A particular emphasis will be placed on monitoring student learning outcomes through teacher-led observations. Plans and frameworks will be put in place to observe the development of the 4Cs, knowledge, attitudes and engagement and will be carried out throughout the program, upon a student's exit from the program and three years post-exit from the program.

Primary data collection will inform reports, proposals and other documentation including our marketing and communications.





THE ISLAND FOUNDATION

Yayasan Peduli Kepulauan Riau

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