




THE ISLAND
FOUNDATION

Yayasan Peduli Kepulauan Indonesia

ANNUAL REPORT

2024-2025





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.

OUR WORK

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

Since the early days of The Island Foundation (TIF), our ability to access expertise in support of the otherwise 'invisible' communities we serve has been one of our main strengths. As our own understanding, networks and team have expanded, the level of expertise we can access has grown, both internationally and nationally but also importantly within Bintan itself.

Take for example our long term TIF staffer Tintin. Tintin is the leader of his Orang Suku Laut community in Bintan, and his trip in November 2024 to Bangkok, Krabi and Singapore ([p34](#)) were not only amazing experiences in their own right, but also a catalyst for the Mobile Learning co-design process ([p21](#)). As that process matures into a program, we think it will transform our approach to supporting the broader Orang Suku Laut community in the Riau Islands.

Within Indonesia, nothing demonstrates our expanding world of expertise better than the webinar series ([p32](#)) put on by Ipeh that brought in multiple speakers to explore learning and sustainable development in Indonesia. Ipeh joined us in 2019 as a Program Manager, and has grown to become the leader of our Indonesian team, bringing her skills, experience and connections.

Within Bintan, our relationships have deepened considerably not least with the Department of Education and BPMP. I would, however, like to highlight our relationship with Pak Satria Agust, a member of the board of our local entity since 2022, and Lecturer in the Faculty of Education at UMRAH (a local public university). Pak Satria is passionate about building teaching capacity across the Riau Islands. He regularly travels to train and

elevate teachers in remote locations and this year was a featured speaker at our Teacher Training alumni events ([p33](#)). We see great opportunity to build on our work with Pak Satria and UMRAH in coming years.

Seen through the stories of these three people, we can get a sense of how TIF is transforming its potential through community and connection. It is not only our staff that benefit, but also our students and alumni, who we hope to see transforming and realising their own potential in years to come.



Ed Jenne
Chair

MESSAGE FROM THE EXECUTIVE

This year has been one of meaningful progress and deepened collaboration across our Learning for Sustainability program. From our Learning Centres to our Teacher Training and Community Engagement work, we have strengthened the learning ecosystems that help children grow with confidence, curiosity, and cultural pride.

Our mid-term evaluation affirmed the impact we are seeing - improved student engagement, stronger teaching practices, and growing community ownership - while also guiding where we can focus more deeply in the next phase.

We continued expanding our partnerships with local governments, schools, and Indigenous communities, including commencing the co-design of mobile

learning with Orang Suku Laut families, and our participation in regional dialogues on maritime cultures. Through these collaborations, our work remains contextually grounded - guided by the communities we serve - while staying connected to system insights and regional dialogues.

Our team has also grown in capability and cohesion - reflecting our commitment to inclusion, gender equity, and leadership development. By investing in local facilitators, alumni, and teachers, we are building pathways for community-led education that will endure well beyond any single program cycle.

As we approach the final year of our current strategy, we are focused on strengthening our monitoring and learning

systems, refining our frameworks, and expanding partnerships that can position us to solidify our core and experiment responsibly through pilot projects.

Every achievement this year reflects the dedication of our team, the trust of our partners, and the resilience of small island and coastal communities. I am grateful to continue this journey together as we work toward a future where every child can learn, lead, and thrive.



A stylized, handwritten signature in black ink, appearing to read 'Courtney Saville'.

Courtney Saville
Executive Director

THE TEAM



**YURIFA
(IPEH)**



**HERLINDA
(LINDA)**



**AGUS
SUPRIANTO
(GONTOR)**



**IMAN
NOFIRMANSYAH**



HALIM



**WAHYU
RANGGA
AULIA**



**ADE
RIYOKARDO**



**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



MARSARIA PRIMADONNA

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.



SISCHA SOLOKANA

Sischa is a Kupang-born advocate with a long-standing commitment to social development. Since 2007, she has been actively involved as a volunteer and educator with several local NGOs. From 2010 onward, she has focused her career and activism on the protection and fulfilment of the rights of groups most at risk - including children, women, persons with disabilities, the elderly, Indigenous communities, and other minority groups - working across multiple sectors at both local and national levels.



PIA ADIPRIMA

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.



KICHI JACOB

Kichi Jacob is an NGO practitioner with more than twelve years of experience working on inclusive education and community development across Indonesia, with a strong focus on economic empowerment for vulnerable groups. She serves as a Co-Design Program Consultant for The Island Foundation (TIF), supporting the development of participatory and culturally responsive learning approaches for Suku Laut communities. Beyond this, Kichi leads PT Siunata Abadi Indonesia, focusing on training, consultancy, and community strengthening through social-entrepreneurship.

OUR PROGRAM

LEARNING FOR SUSTAINABILITY

Since 2011, The Island Foundation has partnered with small island and coastal communities throughout the Riau Islands with one clear purpose: to help shape brighter futures through learning that reflects who they are and where they come from. What began as a broad commitment to community wellbeing has evolved into a focused mission - supporting children, families and educators to build the skills, knowledge and access pathways they need to thrive in a rapidly changing world.

At the heart of our work is the Learning for Sustainability program, which brings together three interconnected pillars: Learning Centres, Teacher Training and Community Engagement. Together, these pillars transform learning ecosystems to nurture creativity, confidence, critical thinking and collaboration. Through hands-on, inquiry-based approaches, learners explore their environment, celebrate their heritage and cultivate essential competencies.

The communities we serve face distinct and persistent challenges. Schools often operate with minimal resources; teachers rarely have access to ongoing professional development; and many parents, having limited formal schooling themselves, struggle to support their children's learning at home. Added to this, the national curriculum doesn't always reflect the languages, cultures, and everyday realities of coastal and island life.

For us, what continues to define our approach is our commitment to creating learning environments where children feel safe, valued and culturally grounded. Our programs are co-led and shaped by local teams, including Indigenous Orang Laut facilitators and minority communities. This ensures that learning remains rooted in local wisdom, lived experience and community aspirations.

Over the years, we have invested in building what matters most: long-term, genuine relationships. By showing up consistently, listening deeply and honouring community leadership, we've earned trust that allows us to work in ways that are both respectful and transformative. Rather than moving quickly from place to place, we choose depth - working alongside communities to strengthen systems, cultivate local educators and create opportunities that endure.

As we look ahead, we remain guided by the same principle that has shaped us since the beginning: lasting change grows from partnership and commitment. Together with the communities we serve, we are building pathways toward a future where every child can learn, lead, and thrive in their way.

THREE PILLAR APPROACH:

LEARNING
CENTRES

TEACHER
TRAINING

COMMUNITY
ENGAGEMENT

THREE PILLAR APPROACH TO LEARNING FOR SUSTAINABILITY



LEARNING CENTRES

Outside-school learning spaces where 576 children explore language and culture through hands-on, nature-based experiences which build 21st-century skills and a love of learning.



TEACHER TRAINING

Multi-day workshops and mentoring programs that equip teachers to deliver student-centred, project-based lessons. Each teacher receives 12 days of training and continuous support.



COMMUNITY ENGAGEMENT

From parent sessions and mangrove planting to “TIF Fun Days,” we bring communities together to celebrate learning and sustainability, bridging families, schools and local government.

KEY RESULTS

2024 - 2025

LEARNING CENTRES

13

LEARNING CENTRES

576

STUDENTS ENROLLED

3,249

TEACHING HOURS

80

EXCURSIONS CONDUCTED

TEACHER TRAINING

24

DAYS OF TEACHER TRAINING

378

TEACHERS TRAINED

COMMUNITY ENGAGEMENT

22

IMPLEMENTING PARTNERS

129

SCHOOLS ENGAGED

67

COMMUNITY EVENTS

3,498

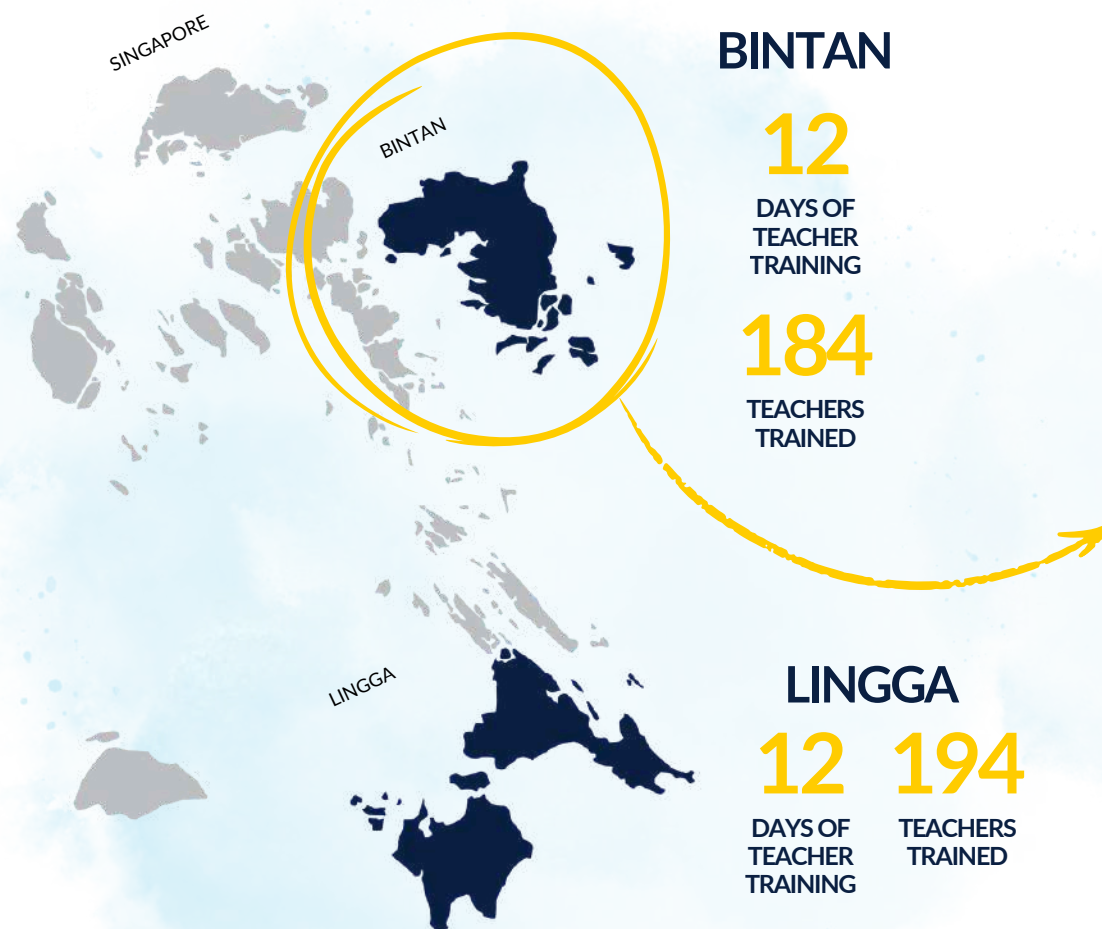
EVENT ATTENDEES

RESULTS

2024 - 2025

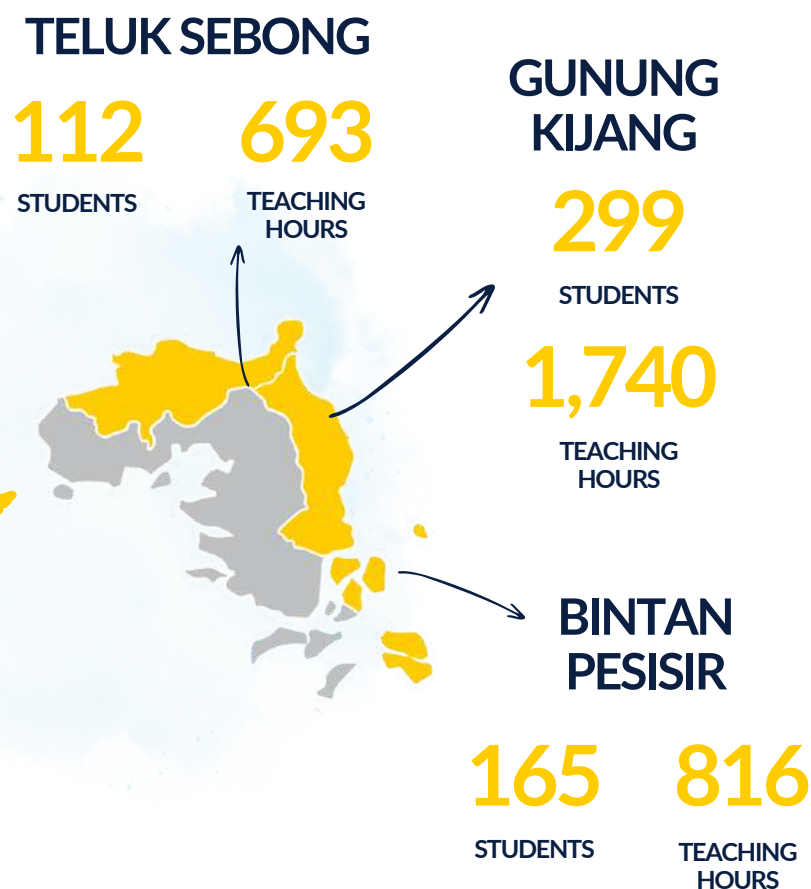
TEACHER TRAINING

ACROSS 2 REGENCIES IN INDONESIA



LEARNING CENTRES

ACROSS 13 LEARNING CENTERS IN BINTAN



MID-TERM EVALUATION

This year marked the midpoint of our five-year Learning for Sustainability strategy - a key moment to pause, reflect, and strengthen our path forward. To do this, we commissioned an external mid-term review to understand what's working, where we can improve, and how to sharpen our direction for the next phase.

In August 2024, i-Hi Consulting carried out a 10-day evaluation across Bintan and Lingga Regencies, interviewing 43 respondents and hosting three focus group discussions. Their feedback was highly encouraging, affirming the impact of our three-pillar program while also highlighting areas where deeper focus will help us go further.

The findings give us both validation and direction - helping us refine our approach, improve our data and monitoring systems, and strengthen the foundation for the remaining two years of the strategy and beyond.

10

DAYS OF
FIELD WORK

43

BENEFICIARIES
INTERVIEWED

3

GROUP
DISCUSSIONS



MID-TERM EVALUATION

KEY FINDINGS

LEARNING CENTRES

Our program has successfully improved students' English skills, communication and collaboration skills, and environmental knowledge, with 84% of students demonstrating improved outcomes in key learning indicators after just six months of Learning Centre participation.

Learning Centre voluntary attendance rates regularly reach 70-80%.

"BEING FROM THE COMMUNITIES WHERE THEY WORK, LEARNING FACILITATORS ARE WELL RESPECTED AND TRUSTED."

TEACHER TRAINING

Teacher training showed significant knowledge gains, with 70% content absorption, but challenges persisted in senior teachers' adaptation ability.

70% of teachers also reported increased student engagement in their classrooms following participation in the training workshops.

"THE EMOTIONAL CONNECTION IS THERE IN THE LOCAL TEACHER TRAINING - BETWEEN TRAINERS AND TEACHERS."

COMMUNITY ENGAGEMENT

Stakeholder engagement was strong, with parents and local governments actively participating. Gender equity issues were noted, particularly among Indigenous boys in Bintan due to their role in community fishing.

100% of parents reported they are now more aware of the importance of environmental education for children's futures.

"THERE IS AN OPPORTUNITY TO INVOLVE STAKEHOLDERS IN A MORE MEANINGFUL WAY - TO CREATE OWNERSHIP AND BUY-IN."

OUR IMPACT

LEARNING CENTRES



LEARNING CENTRES

KEY RESULTS

13

LEARNING
CENTRES

576

STUDENTS
ENROLLED

2,166

CLASSES
DELIVERED

80

EXCURSIONS
CONDUCTED

3,249

HOURS OF
LEARNING

969

PARENTS
JOINED IN



LEARNING CENTRES

Learning Centres where children feel safe, respected and connected to their cultural roots have a powerful impact. By honouring local wisdom, using project-based learning and employing role models from the community as Learning Facilitators, these centres foster belonging and pride that boost student engagement in learning. Our integrated approach not only strengthens critical thinking, creativity, confidence and collaboration, but also deepens students' understanding of their environment and community, while making learning fun. As a result, learners are better equipped to develop their voice, stay curious, and enjoy learning throughout their childhood.



“Project-based learning can foster collaborative problem-solving, critical thinking, and responsible citizenship – equipping learners to contribute to sustainable, just communities.”

– UNESCO 2025 call for new horizons in education

LEARNING CENTRES



CASE STUDY

RADIAH, GRADE 3 STUDENT

When Radiah joined the Learning Centre in June 2024, she was quiet and hesitant, rarely interacting beyond her one close friend, Selvi. She often sat withdrawn during activities, finding it hard to smile at other children or show interest in classroom discussions.

Over time, however, Radiah began to open up. Through hands-on activities and gentle encouragement, she started asking questions, participating more actively, and engaging with peers. Her English vocabulary has expanded significantly, and she now shows a keen curiosity about animals and their habitats. She has also built new friendships and loves collaborating during group projects.

Today, Radiah arrives at the centre eager to learn. Even on days when she isn't feeling her best, she chooses to attend. Her growing confidence is unmistakable—she now speaks up, shares her ideas, and contributes thoughtfully during sessions.

Radiah's journey is a powerful reminder of how supportive, engaging learning environments can help children feel seen, valued, and eager to learn.

- JOHANES JAMIL, LEARNING FACILITATOR

LEARNING CENTRES

SPOTLIGHT

WORLD CLEAN UP DAY

To celebrate World Clean Up Day, we organised beach clean ups and environmental awareness sessions across all of our Learning Centre locations. This initiative aimed to build a stronger sense of responsibility and care for the environment among children, parents, and the wider community. In total, **394** participants from 13 locations participated, and we removed about **1,380kg** of rubbish from the environment.

The awareness sessions included learning on waste management for both parents and students, followed by a hands-on clean-up activity around the beaches near the Learning Centres. We also invited our local stakeholders to join and support this initiative. During the clean-up in Sialang, one of the stakeholders shared their appreciation and highlighted the importance of maintaining such activities regularly to ensure the village remains clean and comfortable for everyone.



“This activity is very effective in fostering a sense of care and responsibility for the environment.”

***- Said Safari, mother of Nazwa,
Learning Centre student***

LEARNING CENTRES



CASE STUDY

RIZKI, GRADE 4 STUDENT

Rizki joined The Island Foundation in June 2024, when he was in third grade. At first, Rizki was a very quiet child who preferred to stay on the sidelines. Even during discussions, he simply observed, and when invited to share his thoughts, he often became visibly anxious - sometimes sweating with nervousness - making it difficult for him to respond in both large and small groups.

Over time, Rizki has shown remarkable growth. He has become more comfortable expressing his ideas and answering questions from his teacher and classmates. He now volunteers to present his journal in front of the class and even chose to perform a dance with his friends at a community event. During discussions, Rizki eagerly raises his hand, confidently answers exit ticket questions, and actively supports his group during collaborative activities.

Today, Rizki is developing a strong sense of self-belief and is beginning to recognise the strengths he brings to his classmates and community. His growing confidence and willingness to take on new challenges signal a bright future ahead.

- KENNY AFRILA MAHESA, LEARNING FACILITATOR

LEARNING CENTRES

SPOTLIGHT

MOBILE LEARNING CO-DESIGN

This year, our team undertook immersive live-in visits across Orang Suku Laut communities in Bintan, Lingga, and Batam Regencies. These visits formed the foundation of a collaborative co-design process - exploring how our Learning Centres framework could evolve into a mobile model that meets remote communities where they are.

Through community gatherings, parent information sessions, and informal dialogues with elders and local leaders, we heard deeply rooted concerns about education access, cultural loss, and the wellbeing of children. These conversations revealed not only the challenges, but also the deep desire for learning opportunities grounded in identity and place.

Together with local facilitators and expert consultants, we co-developed a shared vision for learning - rooted in cultural pride, traditional ecological knowledge, and the interconnected relationship Orang Suku Laut communities hold with the sea, land, and sky.



"I'm so happy to visit Orang Suku Laut communities, sharing stories, experiences, and some important elements of our culture. For me, mobile learning is a great way to help Orang Suku Laut families better access learning - in ways that honour our culture, our environment, and our way of life."

- Fransiskus Tintin, Learning Facilitator

OUR IMPACT

TEACHER TRAINING



TEACHER TRAINING

KEY RESULTS

118

PRIMARY
SCHOOLS

24

DAYS OF
TRAINING

278

TEACHERS
TRAINED



TEACHER TRAINING

Teachers in small island and coastal communities shoulder enormous responsibility, often working with limited resources while teaching some of Indonesia's most marginalised students. Many have few opportunities for ongoing professional learning, even though they are central to shaping children's confidence, curiosity and love of learning.

Our Teacher Training program offers practical, hands-on professional development in project-based learning, differentiated instruction and strategies that support students' social and emotional wellbeing.

By equipping teachers with approaches that make learning active, relevant and engaging - and by connecting them with reputable trainers and peer networks - we help strengthen teacher capacity, improve classroom environments and create positive ripple effects throughout the local education ecosystem.

"Teaching has never been a solitary endeavour - it is a collaborative profession that thrives on shared expertise, partnerships, and collective action."

- UNESCO, 2025.



TEACHER TRAINING

CASE STUDY

IBU DESSY SUMARNI, SINGKEP PESISIR

For Ibu Dessy Sumarni, a teacher from Singkep Pesisir in Lingga Regency, joining our Teacher Training program marked the first time she had ever accessed structured professional development. From the outset, her dedication was unmistakable. She approached each session with discipline, curiosity, and a clear determination to strengthen the learning experience for her students - qualities that would soon propel her into a new chapter of leadership.

Shortly after completing the program, the Guru dan Tenaga Kependidikan (GTK) Office of Lingga Regency recognised her potential and selected her as a Local Facilitator for Deep Learning to support the roll-out of Indonesia's new national education framework. This appointment not only affirmed her capability, but also highlighted the impact of bringing high-quality training directly to teachers who may otherwise be overlooked due to school budget constraints.

As a GTK facilitator, Ibu Dessy now trains fellow teachers in deep learning approaches, helping them adopt more engaging, contextual, and student-driven classroom practices. Her journey is a powerful example of how investing in teacher capacity creates lasting change. By supporting educators in marginalised regions, we not only improve learning opportunities for children, we help unlock local leadership and strengthen the wider education ecosystem, one teacher at a time.



TEACHER TRAINING

CASE STUDY

WIRIJONTO MANALU, BINTAN UTARA

After completing our teacher training in late 2024, Wirijonto Manalu returned to SDN 001 Bintan Utara eager to apply what he had learned. In January, he introduced a more active and relatable learning approach, inviting students to reflect on the sustainability of their crystal guava entrepreneurship project from the previous semester.

The discussion revealed a major setback: many guava plants had died over the holiday due to lack of care. Although students were disappointed, Wirijonto turned the issue into a learning moment about responsibility and teamwork. He mobilised parents and the school community to revive the project, replacing dead plants, bringing in new seedlings, and establishing a structured care system. Soon, the schoolyard was lively again, and the project regained momentum.

Three days later, on 20 January 2025, Wirijonto shared his learning with 29 teachers and the principal, demonstrating new teaching methods and encouraging greater collaboration. His initiative became more than just a dissemination session - it sparked a shift toward a more creative, collaborative, and meaningful learning culture at SDN 001 Bintan Utara.



TEACHER TRAINING

SPOTLIGHT

PARTNERING WITH BPMP

Since 2023, The Island Foundation has partnered with the Balai Penjaminan Mutu Pendidikan (BPMP) - the Ministry of Education's technical agency responsible for supporting and improving education quality across the provinces.

Through this collaboration, BPMP and TIF work together to strengthen teacher capacity in small island and coastal communities. BPMP provides alignment with national priorities and access to district networks and facilities, while TIF contributes practical, context-responsive training in project-based learning, differentiated instruction, and social-emotional teaching strategies.

This partnership has helped ensure that teachers in remote schools - who are often among the most underserved - can participate in high-quality professional development. By combining BPMP's mandate with TIF's on-the-ground experience, we are supporting more effective classrooms, better learning outcomes, and a stronger, more connected education ecosystem for island communities.



The mid-term evaluation found that BPMP has documented a notable increase in literacy and numeracy levels among elementary school children in Bintan and Lingga regencies from 2023 to 2024. This improvement coincides with the implementation of the LTT program.

OUR IMPACT

COMMUNITY
ENGAGEMENT



COMMUNITY ENGAGEMENT

KEY RESULTS

22

IMPLEMENTING
PARTNERS

67

COMMUNITY
EVENTS

129

SCHOOLS
ENGAGED

3,498

EVENT
ATTENDEES



COMMUNITY ENGAGEMENT



Strong community involvement is essential to building a culture of learning. When parents and local leaders participate in activities that reflect their culture, environment and daily lives, learning becomes more valued and relevant. Community engagement fosters ownership, strengthens motivation and encourages children to participate more confidently in Learning Centre activities and in school.

Our work also extends to supporting young people beyond their time in the Learning Centre. By staying connected with our alumni and offering meaningful employment opportunities in their communities, we help them build skills, contribute to their place, and serve as role models for the next generation.

By bringing parents, community members, and alumni into the learning journey, we create a supportive ecosystem where education is a shared responsibility - and where its benefits ripple across families and the wider learning ecosystem.

COMMUNITY ENGAGEMENT

SPOTLIGHT

LEARNING CENTRE ALUMNI ENGAGEMENT

This year, the Learning Centre Alumni Program delivered two major engagement events designed to strengthen connections with graduates and support their ongoing personal and academic growth.

The first gathering brought together 29 alumni from junior and senior high schools, with seven alumni returning as volunteers to help run the session.

The event featured interactive ice-breaker activities and an inspiring talk by Asti, a Malay cultural advocate and filmmaker, who shared her journey of overcoming financial obstacles through resilience and the power of networks. Pak Mansud, representing our local Board, also joined the session and reaffirmed our strong commitment to building and sustaining alumni engagement initiatives.



The second event, held in April, welcomed 24 young alumni. The programme included a group book review of *Atomic Habits* and an English workshop led by Pak Charlie from the Raffles English Institute, Tanjung Pinang. Both activities were designed to encourage positive habit-building and strengthen practical skills.

Through these sessions, we aim to build meaningful relationships with our former students and expand the opportunities and pathways we can offer through our growing network.

COMMUNITY ENGAGEMENT



SPOTLIGHT

NATIONAL WEBINAR SERIES: ADVANCING EDUCATION FOR SUSTAINABILITY IN INDONESIA

From 5 - 8 May 2025, we hosted our first ever national webinar series. The four-day series was focused on Education for Sustainability, bringing together educators, practitioners, and advocates to explore how Indonesia can build a more equitable and sustainable education system.

The webinar series featured:

- Four online sessions
- Seven external speakers
- Four moderators
- 411 registered participants

Each session focused on a key theme:

- The national direction for education and sustainability
- Sustainable school practices and the role of educators
- Indigenous knowledge and its important role in education
- Practical actions to support community-based sustainability

With between 120 and 167 participants attending each session, the series sparked critical conversations on aligning education with environmental, cultural, and local priorities.

COMMUNITY ENGAGEMENT



SPOTLIGHT

LOCAL TEACHER TRAINING ALUMNI EVENT

This year, we hosted our Local Teacher Training Alumni Event to reconnect with past participants and strengthen our network of passionate, qualified educators. The event carried the theme “Local Hero to National Innovator”, aiming to inspire attendees and showcase what’s possible in the field of education in Indonesia.

The session began with an icebreaker, setting a warm and interactive tone, and was followed by a keynote speech from Pak Satria August, from our local Board and and Lecturer at the Education Faculty of Maritim Raja Ali Haji University. Pak Satria shared his insights on the transformative journey of a local educator making innovative impacts on a national scale, leaving the audience both informed and inspired.

COMMUNITY ENGAGEMENT



SPOTLIGHT

CONNECTING ACROSS BORDERS

Our community engagement expanded this year through participation in key regional forums on maritime cultures and Indigenous knowledge. Tintin joined a roundtable discussion and Moklen celebration in Thailand, strengthening cross-border learning and cultural exchange. We also attended the Sama Bajau Conference, contributing to discourse on cultural continuity and shared identity.

At the Singapore Writers Festival 2024, our collaboration with Firdaus Sani, Orang Laut SG, and Zarina Mohammed provided an important platform to highlight Indigenous perspectives and the cultural foundations that inform our community-led education approach.



DONORS, GOVERNANCE AND FINANCES

DONORS AND PARTNERS

To our donors and partners,

Thank you for your ongoing commitment to strengthening learning ecosystems in small island and coastal communities. Your support has enabled us to continue expanding our programs and deepen our impact with students, parents, teachers, schools, and communities.

To our long-term donors and partners, we appreciate your sustained engagement and trust in our vision. Your partnership plays an important role in helping us refine our approach, respond to community needs, and keep improving the quality of our work.

Every achievement this year has been made possible through a combination of your support, the dedication of our team, and the strength of small island and coastal communities. Together, we are helping to create meaningful learning opportunities that will benefit children and families for years to come.

We look forward to continuing this work with you.

MAJOR DONORS



PARTNERS



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 2025, The Island Foundation has two paid staff in Singapore, and 17 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. The mid-term evaluation of the program by independent, external consultants examined the quality and impact of our program and advised on 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.



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 holds a Master of Education from Harvard University and a Master of Architecture from the University of California at Berkeley.

BOARD OF DIRECTORS



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 2024-2025

Income Statement

REVENUE	\$
Donation - Individual	65,087
Donation-in-kind - Corporate	-
Donation - Corporate event	-
Donation - Corporate	468,826
Government grant	284
Invest income	7,345
Misc. income	4,314
Total Revenue	545,856
LESS EXPENDITURE	\$
Cost of generating funds	1,432
Cost of charitable activities	366,597
Governance and administrative cost	225,242
Total Expenditure	593,271
TOTAL SURPLUS/DEFICIT FOR THE YEAR	(\$47,415)

Statement of Financial Position

ASSETS	\$
Plant and equipment	484
Other receivables	-
Prepayment	25,982
Cash and bank balances	362,107
Total Assets	388,573
LIABILITIES	\$
Other payables	25,037
FUNDS	\$
Unrestricted funds	309,070
Restricted funds	54,466
Total funds	363,536
TOTAL LIABILITY AND FUNDS	\$388,573

FINANCIAL SUMMARY

2024-2025

Statement of Changes in Funds

AS AT 31 MAY 2023

\$282,183

AS AT 31 MAY 2024

\$410,951

AS AT 31 MAY 2025

\$363,536



FINANCIAL SUMMARY

2024-2025

WHERE THE MONEY CAME FROM

Corporate

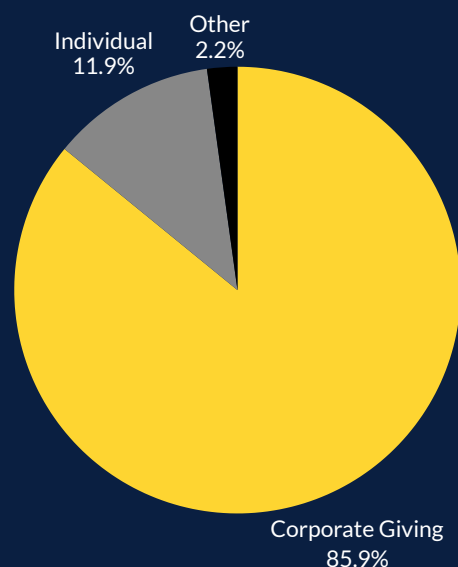
Income received from the corporate sector, trusts and foundations in the form of restricted and unrestricted project funds.

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

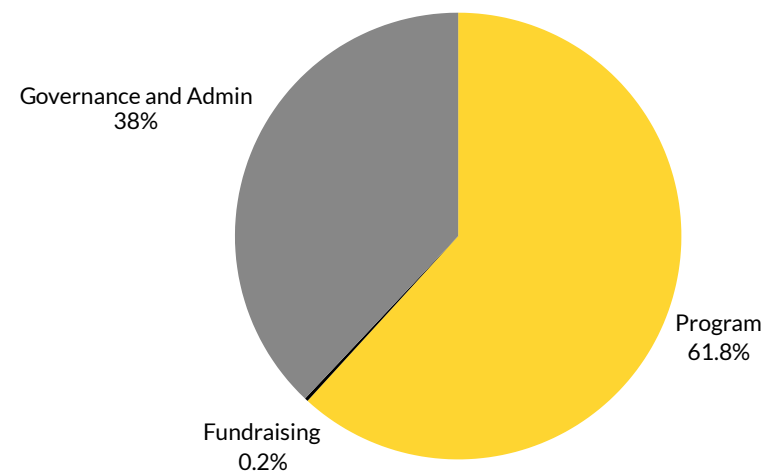
Funds spent on program delivery in Indonesia.

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 2025**

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 2025, 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 2025 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 2025**

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 2025**

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.

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

INDEPENDENT AUDITOR'S REPORT

**To the Members of
The Island Foundation Ltd.
For the Financial Year Ended 31 May 2025**

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

Tan, Chan & Partners

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

Singapore

Date: 2 October 2025

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	-
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	-
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
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")		Yes
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	-
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	-

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

-

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

-

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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