

Charity Profile

RED NOSE FOUNDATION





Charity Profile

Red Nose Foundation (Yayasan Hidung Merah)

ORGANISATION SUMMARY

Red Nose Foundation has its roots in social circus, an international social empowerment movement¹ using circus arts as a medium to advance social justice. It further makes itself known for its creative arts and education programme for children and at-risk youth of the most underprivileged urban communities in Jakarta. The Foundation is underpinned by principles of child rights, and child protection and seeks to improve the quality of life of children growing up in neighbourhoods with poorer conditions.

As a performing arts non-profit, Red Nose has higher than usual public visibility, reaching about 25,000 people in 2016 through its media appearances (TV, radio, concerts). It has a healthy network of corporate partners that fund respective areas of its core programme offerings. The Red Nose Foundation is also a US-registered 501(c) charity.

TARGET GROUP(S)	SECTOR(S)	ANNUAL INCOME	REVENUE MODEL	HEAD OFFICE COUNTRY
Children, Youth at risk	Education and Training, Arts & Culture, Rehabilitation	USD 264,781 IDR 3,529,305,438 (31/12/2016)	>50% corporate funded	Indonesia
YEAR REGISTERED	RELIGIOUS AFFILIATION	REGISTRATION STATUS	WEBSITE	COUNTRIES OF OPERATION
2008	None	Not-for-Profit Charity 01/F.2/31.74.10.1002/- 1.848/2017	http://www.rednosefoundation.org	Indonesia

VISION

“Red Nose Foundation strives to be a pioneering creative force behind education advocacy and rehabilitation.

Red Nose Foundation offers a safe place for children to explore, experiment, and get educated.”

MISSION

“To support the educational and personal development of children living in underprivileged circumstances and to promote the empowerment of youth through arts while assisting them to become positive contributors to society.”

MAIN PROGRAMMES

Red Nose Foundation provides programmes around three ‘foundational pillars’,

Arts and Education Outreach: Informal education in the form of an arts-based programme that teaches traditional subjects (i.e. english, science, nutrition) using the arts (i.e. circus, drama, visual arts) – results in a **creative, customised curricula** for each underprivileged child (See Impact for details). As of 2018, each child with the Red Nose School typically attends 3-4 hours of lessons per day, 2-3 days per week.

Formal Education Support: To encourage formal schooling and systemic change, tuition fees are provided through scholarships for academically stronger children – and only those who are with the Red Nose School for at least 2 years. Small-group subject tutoring is also provided, as well as **teacher training** (see Impact for details) in the community schools where Red Nose operates.

Hidung Merah Performance Troupe (also known as Social Circus): Made up of students between the ages of 13-20 with advanced circus skills (who are selected from the Red Nose School through a twice-yearly audition). The circus arts training is focused on building soft skills. It meets weekly to prepare for regular performances and grooms exposure through overseas training and festivals. “Red Nose Relief” is the troupe’s own trauma-healing/psychosocial programme, where members travel to post-disaster and conflict zones within Indonesia to perform for other children.



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Red Nose Foundation (Yayasan Hidung Merah)

HISTORY OF THE ORGANISATION

After a 10-week circus expedition through Indonesia, then US-born Jakarta resident Dan Roberts started Red Nose Foundation together with Dedi Purwadi, and Renny Antoni to bring play and education to the children of poor communities in Jakarta. Like other social circus organisations that promote art-based education, the organisation aims to benefit the social development of the younger generation from the slums.

Founded in 2008, the team has grown from 4 to 22 staff in 2018. Over the years, the Foundation has refined its service model to establish a consistent and forward-looking group of programmes, based on a philosophy of providing holistic support. As of February 2018, the Foundation was working in *Cilincing*, a coastal fishing community, and *Bintaro Lama*, a trash-scavenging community in south Jakarta.

STRATEGY AND CHARACTER

The following characteristics really stood out to our researchers when reviewing this programme :



Red Nose Foundation is one of few organisations in Indonesia that uses the international social circus model to create its own distinct educational programme tailored for the communities where it operates. The resulting Red Nose learning programmes teach school curriculum and soft skills, while also addressing creative and holistic aspects of education.



The organisation has a clear and detailed process in place for tracking impact and using the findings both to report to donors as well as to incorporate into improving its programmes. The organisation stands out in particular for its recent work to develop participatory approaches to gather feedback from beneficiaries in a way that cultivates ownership of the programme.



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Red Nose Foundation (Yayasan Hidung Merah)

IMPACT

Red Nose Foundation follows an **internationally established social circus pedagogy** which emphasises breaking barriers and self-expression. With this **grounding in best practice** and by delivering around 50 performances a year, the organisation can arguably claim that they are helping the children to **increase their confidence and self-esteem** as a result of their involvement with the circus performance troupe.

Data collected by the organisation indicates that it is achieving **promising educational impact in engaging students, and achieving results improvement** through their arts-based curricula. Red Nose students were also observed to have **developed stronger science-related ambitions** and **started to promote creative learning** with their school friends.

APPROACH TO IMPACT MEASUREMENT

FRAMEWORK

Red Nose has no formal framework but articulates a clear causal-effect chain for their activities and desired outcomes and impact.

1. To achieve its goal of **helping underprivileged children to attain their dreams**, Red Nose implements art-based activities that are intended to engage/attract as many children as possible from their target communities. The programmes have to also resonate with parents (who otherwise want children to work), hence art is combined with the teaching of school subjects.
2. In the short to mid-term, the activities help students to **develop new life skills, become more confident, and gain greater exposure to good values** (honesty, respect etc.). It also promotes further education through **improved grades** and scholarships (since good students are able to advance).
3. Students who show interest in expressing themselves in other art forms are also encouraged, in particular, students with advanced circus skills are **given opportunities to develop their talents**.

DATA COLLECTION

The organisation collects a **significant amount of data** – both outputs (i.e. attendance) and outcomes (student progress through learning levels), as well as **during the programme design phase to baseline attitudes and needs**. It is also currently exploring various new data points to collect.

Most of the data that is tracked relates to the arts-based curricula and the teacher training programme. Outcome indicators include: **academic test scores** and **behavioural observations** (e.g. for confidence, grit) for which baseline results were first collected in January 2018.

The Foundation employs a range of data collection tools that are used by staff, collaborators and direct beneficiaries. For example, **teacher feedback forms** are currently filled out by local schools; and **surveys** are used to collect self-reported feedback from students with Red Nose learning programmes and teachers undergoing Teacher Training.

The organisation reported that it is **starting to introduce staff observation forms** and more **participatory feedback** from the children and parents.

USE OF IMPACT DATA

The organisation publishes **clear and detailed quarterly progress reports** on its website, sharing a range of quantitative and qualitative data.



Charity Profile

Red Nose Foundation (Yayasan Hidung Merah)

IMPACT (continued)

RESULTS (self reported)

MAIN OUTPUTS (e.g. # reached)

- 328** students enrolled in Red Nose programmes (2016)
- 80** teachers from other schools trained in Red Nose Science and Art, Sport and Healthy Lifestyle and Social Circus programmes (2016)
- 93** scholarships awarded to students from elementary, middle, high schools (2016)
- 120** hours of Red Nose lessons taught per week (2016)
- 45** Schools partnering Red Nose to support Red Nose students (2016)
- 25** students in performance troupe making 50 performances, including 5 TV appearances and coverage (2016)
- 6** students and teachers travelled overseas in 2 international circus trips (2016)
- 5** students recruited as hotel interns through the Vocational Programme (2016)
- 408** **TOTAL BENEFICIARIES REACHED IN THE PAST YEAR (2016)**
- 65%** % of all beneficiaries last year who were female (2015)

MAIN OUTCOMES (reported change)

- 75%** Red Nose students maintain regular school attendance in 2016
- 41%** students remained with Red Nose for more than 2 years (2015)
- 2** students completed high school (whereas without Red Nose’s engagement it was unlikely that they would have done) (2016)
- 10%** improvement in school grades for science for 75% of students taking Red Nose’s applied science curricula (2016)

“After I joined with Red Nose, I got better scores in school. I used to be nervous and shy about performing, but as a Performance Troupe member, I got confident and can now happily perform to the public, in front of a lot of people even in big open spaces.”
(Kasma, student with Red Nose, and Performance Troupe member)

“Previously I tried to apply to companies – I always got rejected and after joining the vocational class in Red Nose and learnt about soft skills and about the hospitality industry, I tried for a job for the third time, and got hired by a restaurant which is a Red Nose partner company. Red Nose has made given me confidence, and a job.”
(Hardy, Vocational Programme trainee)



Charity Profile

Red Nose Foundation (Yayasan Hidung Merah)

PUBLIC PRESENCE

LATEST MEDIA COVERAGE

Red Nose, Building a Dream of Suburban Children

Kompas.com/ 23 Aug 2017

“Cheerful looks from the faces of the boys who are cool to learn circus in the Red Nose Foundation in Kalibaru, Cilincing, North Jakarta...”

Metro Figures 2017, Roberts and Dedi: Not Just a Circus Exercise

Tempo.co/ 31 Jul 2017

“Koran Tempo again chose and crowned the “Metro Figures 2017”. This event was initiated to appreciate the people who contributed to improvements in various areas of Jakarta people's lives and surrounding cities.”

Agung Podomoro Land Foundation Helps Build a Home Study

Republika.co.id / 3 Mar 2017

“In collaboration with Kick Andy Foundation, Agung Podomoro Land Foundation (YAPLN) has distributed Rp 100 million to build a learning house for fishermen children in New Fisherman Village, Cilincing, North Jakarta...”

2,254

Facebook likes
(Feb 2018)

**ORGANISATION
PUBLISHES AN
ANNUAL REPORT**

STAFF & VOLUNTEERS

22

Total staff (2016)

18%

Staff turnover rate (2016)

48%

% Staff who are female (2016)

15

Total active volunteers (2016)

The Red Nose **team is young** - a majority of the 22 staff in 2017 are under the ages of 30. In line with an increase in income, the **team almost doubled between 2015 to 2016** (from 13 to 22) becoming the biggest team the organisation has had. About half of the team are teachers who plan and teach the arts-based curricula, and instruct the social circus programmes. The other half form the leadership team and staff office administrations and field operations such as school and parent communications, scholarship disbursement. Apart from additional teachers, the growth in the team in 2017 is in part boosted by headcount to improve field engagement (1 new psycho-social manager to work with parents in the community), and office administration.

Red Nose **provides a five-day staff induction to all new staff** including teachers, and covers areas such as the curricula, to Red Nose policies that protect the rights of a child for example. In 2018, it will be sending its teachers for further training in circus skills in 2018.

Volunteers support mainly through the Red Nose programmes (hygiene, sports etc.). Red Nose has also been a partner of Australian Volunteers for International Development for the last three years, where **volunteers have contributed in varying roles** including fundraising, programme development, monitoring and evaluation.



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Red Nose Foundation (Yayasan Hidung Merah)

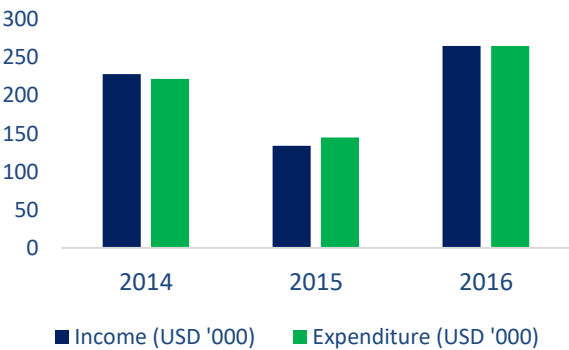
FINANCES

Red Nose Foundation’s revenue has grown steadily as it scaled its delivery and reach consistently since it started in 2008. A growing concern expressed by the organisation was that a large percentage of its income comes from foreign corporate CSR monies (>50%), which is increasingly volatile in the changing economy as more foreign companies pull out of Jakarta (see Future Plans).

There was a drop in donations in 2015 causing a fall in income, but it picked up again in 2016, returning to its general steady pace of growth since establishment (2008-2014).

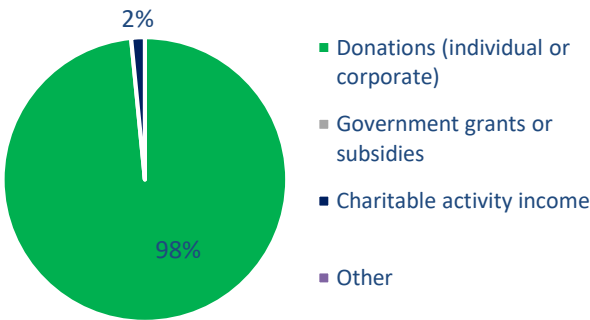
Red Nose has almost no reserves to fall back on (similar to many Indonesian non-profits that are reliant on external grants and donations). However, it does have a stable fundraising calendar, a healthy network of corporate supporters and is aided by its US supporters – in 2015, US donations amounted to 24% of income.

TOTAL INCOME & EXPENDITURE (USD '000)



RESERVES RATIO (2016)
(Unrestricted reserves/Total annual expenditure) **0.04**

[2016] INCOME BREAK-DOWN USD '000



TOTAL NO. OF MAJOR DONORS (2016)
(Donors giving more than USD10,000) **10**

% EXPENDITURE FOR PROGRAMMES (2016)
(i.e. spent on programmes rather than overheads) **91%**

% INCOME SPENT ON FUNDRAISING (2016)
(i.e. spent on direct fundraising costs) **0.03%**



FINANCIAL KEY PROCESSES & POLICIES CHECKLIST (self reported)

- ✓ The Board ensures internal control systems for financial matters are in place with documented procedures.
- ✓ The Board approves an annual budget for the organisation’s plans and regularly monitors its expenditure
- ✓ Donations collected are properly recorded and promptly deposited by the organisation
- ✓ Board and management actively identify and manage financial risks
- ✓ The organisation publishes its reserves policy in its annual report/ website

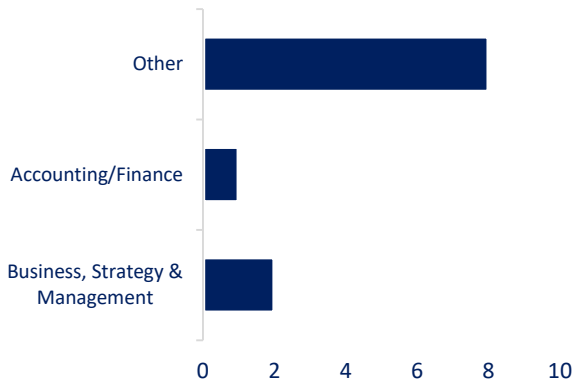


Charity Profile

Red Nose Foundation (Yayasan Hidung Merah)

GOVERNANCE & LEADERSHIP

BOARD COMPOSITION BY PROFESSIONAL BACKGROUND



Chair, Board of Directors : Mark Metcalfe

Mark joined the board in 2016. Over the past two years Mark's focus has been on management support and new donor acquisitions.

He is the President director of Precision Marketing APAC's Indonesia operations.



Co-Founder and Artistic Director: Dedi Purwadi

Dedi was the first full-time staff at Red Nose Foundation and has helped to develop and implement all of its programmes. Today he manages all workshops, supports the circus programmes and training for the Performance Troupe.

GENDER BALANCE:

Board male to female ratio

7:4

TOTAL BOARD SIZE:

11

The current **executive leadership team (2016/2017)** is fairly new- Executive Director Matt Tyne and Programmes Director Meisi Kacaribu, join Artistic Director Dedi Purwadi -who is the remaining co-founder, on the leadership team. **Co-founders Dan Roberts and Renny Antoni Roberts (a married couple) left the organisation in 2017 after a personal decision to move back to the United States.**

More than half of Red Nose Foundation's Board are foreigners (non-Indonesians), which lends an international perspective to the organisation's positioning and policies. It is understood by the Just Cause team that the Board mostly partakes in financial oversight, but meets regularly and receives programmatic updates from the executive team. None of the executive team sits on the Board, which is a best practice for governance that is less commonly practised in Indonesia.

In considering governance and accountability, the team is **well-organised, and highly transparent-** most documentation was easily accessible and shared with Just Cause on our request.



GOVERNANCE CHECKLIST (self reported)

- ✓ Not more than one-third of the Board are staff members.
- ✓ Staff does not chair the Board.
- ✓ Board members and staff are required to declare actual or potential conflicts of interest.
- ✓ Board members do not vote or participate in decision-making on matters where they have a conflict of interest.
- ✓ No Board member or staff is involved in setting his or her own remuneration.



Charity Profile

Red Nose Foundation (Yayasan Hidung Merah)

FUTURE PLANS & HOW YOUR SUPPORT CAN HELP

Red Nose Foundation has **established a strong public profile**, through media mentions and the performance-based nature of its work. The non-profit enjoys support from expat donors and international corporates based in Jakarta but **hopes to diversify its donation sources and cultivate a stronger Indonesian support base**. This not only translates to a shot at greater financial sustainability, but also prompts attitude changes through promoting greater awareness and empathy of the cause.

*The areas for **immediate support that the organisation is seeking** are as follows:*

Scholarships

Scholarships are helpful for many low-income parents to enable their children to continue in formal education. They also appear to provide a significant incentive for parents to send their children to the Red Nose programmes – because the scholarship for formal education is contingent on also attending the Red Nose Programme. At present, the organisation is only able to support about 15-20% of the students who apply for scholarships.

Community Center for Bintaro Lamo

The current premises are ageing and sitting on land that is on loan to Red Nose on a goodwill basis. A new space will not only mean more programme sustainability, but also give the children in Bintaro a bigger space to learn and play in.

*Just Cause also notes the following strategic developments that could **increase Red Nose's effectiveness in addressing systemic issues** related to the urban poor:*

Further developing its approach towards promoting Gender Equality

To tackle issues of domestic violence and school attendance rates for girls, Red Nose has been exploring new gendered dimensions to its programmes. It is starting to conduct a ground survey to gauge the prevalence of gender related issues in the communities.

Improve Government Relations

Red Nose is actively engaging the Indonesian government at the central and local office level, to better position itself with national plans and funding opportunities for Yayasanans and health and educational-purposed organisations.

Charity Profile

Solve Education!



Charity Profile

Solve Education!



ORGANISATION SUMMARY

Solve Education! (SE!) is a not-for-profit that aims to address the lack of access to schools and quality education in low and middle-income countries through technology. Its primary educational technology solution, Dawn of Civilization, is an education game app that motivates learning and job-seeking behaviours in users using principles of *gamification*, *social media* and *artificial intelligence*. Solve Education! is a Singapore-registered company limited by guarantee, has a Singapore private limited company, a registered Yayasan in Indonesia, and a US-registered 501(c) charity.

TARGET GROUP(S) Youth, Youth-at-risk	SECTOR(S) Education/ Training	ANNUAL INCOME IDR 2.86 billion USD 200,000 2017 <i>unaudited</i>	REVENUE MODEL More than 95% individual donation funded	HEAD OFFICE COUNTRY Singapore
ESTABLISHED 2015	RELIGIOUS AFFILIATION None	REGISTRATION STATUS Singapore registered CLG 201542171C	WEBSITE https://solveeducation.org/	COUNTRIES OF OPERATION Indonesia, Philippines, Vietnam

VISION:

“We envision a world where everyone has equal access to the knowledge economy”

MISSION:

“We want to be a leading not-for-profit education technology organisation that successfully develops young people’s hunger for learning and prepares them for the workforce for the future”

MAIN PROGRAMMES

Dawn of Civilization: Dawn of Civilization is a learning platform designed to run on low-end android devices with intermittent internet connectivity in order to reach young people (above 15yo.) from emerging markets where there is limited infrastructure and poor quality schooling but a high penetration rate for Android smartphones. The app is free, and uses game psychology to develop learning motivation in English language (and soon numerical reasoning) and soft skills (grit, discipline and diligence). Soon, other educational content providers can upload content and openings to its platform.

Learning Analytics Portal: Makes available educational data for different stakeholders (donors, teachers, software developers), such as engagement with various game-learning goals, and learning behaviours. For students, individual learning progress helps individual learners reflect on their learning. For institutions, learning analytics can enhance existing monitoring practices, and suggest further activities for students.

Solve Employment: The online job portal is an extended platform of Dawn of Civilization. Users who succeed in the game ‘unlock’ internship and job opportunities on the portal, while employers simultaneously access individual profiles of the interested student applicants. These opportunities are pegged at ‘micro-task’ levels (e.g. indexing, labelling, translating, QA and customer service) to help prepare the individual for real market opportunities.

Charity Profile

Solve Education!



HISTORY OF THE ORGANISATION

In 2015, venture capitalist Peng T. Ong gathered like-minded people to address the inequality gap in education at scale and produce knowledge workers for the future knowledge-based economy. It was soon apparent that for emerging markets with limited infrastructure, many traditional education approaches and existing programmes faced major challenges in providing cost-effective quality curriculum at scale. Solve Education! was founded to find a way around these challenges—which turned to be the use of technology.

Sensing an opportunity in the ubiquity of low-end smartphones, and the success of social media and gaming apps in capturing user engagement amongst young people, the organisation decided to explore a sustainable, scalable solution that would motivate learning just as it was engaging. The organisation further conducted field research to adjust its model and target audience before recruiting a team to build the platform.

STRATEGY AND CHARACTER

The following characteristics really stood out to our researchers when reviewing this programme:

Broad reach

The organisation directly reached **4,017 beneficiaries in 2017**. They are taking a measured approach to roll-out, as they seek to continuously collect user feedback to iterate the app. Nevertheless, over 2018, Just Cause understands that the organisation will increase its reach considerably.

IMPACT

By early 2017, Solve Education! had progressed to beta stage with its educational app, and was developing its employment platform. Over the course of 2017, they have used small user test groups to continuously improve their educational app; **their plan is to be able to track performance, engagement, user and business metrics to evaluate their impact over time**. They are currently able to track output data very closely, but users have **not yet had enough time with the app for them to provide outcome data**.



Charity Profile

Solve Education!

IMPACT (continued)

APPROACH TO IMPACT MEASUREMENT

FRAMEWORK

The organisation uses a theory of change framework to link its **main strategy of delivering education through a digital-only approach** to its **goal of providing access to quality education** for hundreds of millions of young people and help them improve their employment prospects. They were able to share **strong logic** linking **success of the game** (engagement, retention, virality), **with teaching efficacy**. **The organisation also applies theoretical frameworks used in both gaming, education and neuro-sciences**, such as ‘LM-GM for Serious Games’¹ (to link pedagogy to game mechanics), the CEFR assessment (to assess teach and assess English proficiency), and Spaced Repetition Model (to increase recall and mastery of knowledge imparted).

USE OF IMPACT DATA

Solve Education! leverages big data and artificial intelligence to **tailor the learning experience for each student using the app**. For example, based on students’ performance, AI paces the learning concepts delivered in gameplay, to maximise learning effectiveness of each individual student. At the point of review, the app was in pilot stage, and data collected from user experience and other game metrics was also used to iterate the next version, to **improve user engagement, and the effectiveness of its teaching methods in-game**. Just Cause also noted that the organisation has plans to generate future income through the **sharing of learner analytics with donor-sponsors** that sponsor the app for specific schools.

RESULTS (self reported)

MAIN OUTPUTS

(e.g. # reached)

4.4

Google Play app rating
(as at 28 Feb 2018)

6,237

Number of Users
(inception to 28 Feb 2018)

15,361

Number of Learning
Sessions (as at 28 Feb 2018)

12min

Average Learning Duration
(as at 28 Feb 2018)

2.7

Average sessions/ week
(as at 28 Feb 2018)

4,017

TOTAL BENEFICIARIES
REACHED IN THE PAST YEAR

31.3

% of all beneficiaries last
year who were female

MAIN OUTCOMES

(reported change)

“Nope, I don’t like to play games. For me, playing games is kind of wasting time” said one of the young persons in the Al-Qomariyah orphanage in Bandung.

After the game was introduced to the children, the same girl who complained in the beginning said, “Oh, I can pronounce ‘strategy’ correctly now”

(Observation by Ahmad Banyu Rachman, staff at Solve Education!)



Charity Profile

Solve Education!

PUBLIC PRESENCE

LATEST MEDIA COVERAGE

"Dawn of Civilization" Educational Game Open Kids Dropouts Access Towards Formal Education

Dailysocial.id, 8 Dec 2017

"Singapore-based non-profit organization Solve Education introduced Dawn of Civilization educational games to target children and teenagers who dropped out of formal school..."

Social investment in Asia: philanthropy's new venture

Alliance Magazine, 20 Jun 2017

"How many people here don't have their smartphone within easy reach?" asked Ong Peng Tsin, Chair of Solve Education in the opening plenary of this year's Asia Venture Philanthropy Network (AVPN) conference in Bangkok, 7-9 June 2017...."

Addictive Education: The App Revolutionizing Literacy

Huffington Post, 12 Jun 2017

"Everyone just expected that I would work in the factory... there was no college in my village... So at age 16, I ran away with a bag full of clothes and five dollars to the Indonesian city of Bandung..."

390

Facebook likes
(Feb 2018)

**ORGANISATION
PUBLISHES AN
ANNUAL REPORT**

STAFF & VOLUNTEERS

10

Total staff (2017)

0%

Staff turnover rate (2017)

30%

Staff who are female (2017)

9

Total active volunteers (2017)

For most of its first year, the CEO was the only person on staff. The **majority of SEI's team joined in 2017** as the organisation expanded rapidly. At the point of review in Feb 2018, there were plans for continued team expansion (engineers, educationists, designers, business developers), and training and mentoring for the existing team.

Solve Education! tends to hire people who are qualified (e.g. designers, educators), aligned to the organisation's mission, have a growth mind-set and are focused on the impact the organisation has set out to create. The existing team includes a few members who have overcome challenging backgrounds and social barriers in order to successfully school themselves, or pushed themselves out of inter-generational poverty.

Volunteers contribute on an ad-hoc basis using their skills, expertise or experience. For example, teachers that help with the curriculum, creatives who provide mentoring to the staff, writing, proof-reading, quality assurance. Operations however, are non-dependent on the contribution of volunteers.

Charity Profile

Solve Education!



FINANCES

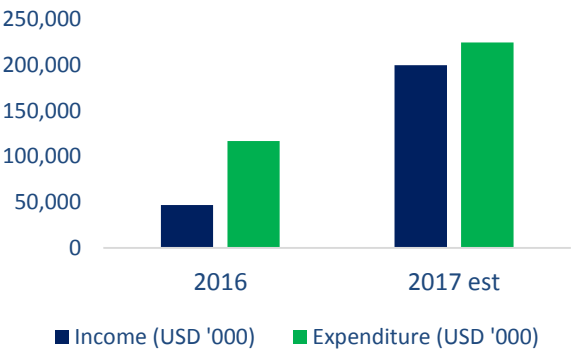
The organisation spent its first year (2016) conducting field research and stakeholder engagement, **incurring relatively low expenses in 2016. Income and expenditure rose significantly in 2017** as the team rapidly expanded. At the point of review (Feb 2018), audited financials for FY2017 were not ready, but Solve Education! management disclosed that they had an income of approximately USD \$200,000 (2017) and expenditure of about USD \$200,000-250,000.

SEI’s work is **mainly funded by private donations from individuals (including crowdfunding)**. While this is relatively rare for a non-profit to receive such a high proportion of its income only from individuals (rather than institutions), it arguably reflects their early stage of development and is not unusual for tech-focused enterprises.

Looking ahead, SEI **plans to diversify its sources of funding** and increase self-sustainability through two streams of income: **subscription-based fees from donor-sponsors** who receive regular learning analytics of its beneficiaries, and **processing fees from companies who use SEI’s job platform** to hire for its micro-jobs.

Note: the figures in this section are self-reported based on estimated 2017 estimates (unaudited). We reference numbers from their Singapore registered private limited company for purposes of this profile as this is effectively the “parent entity”.

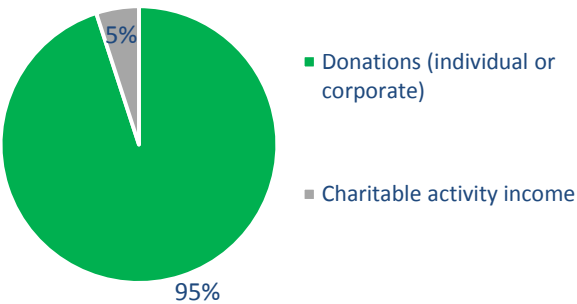
TOTAL INCOME & EXPENDITURE (USD '000)



RESERVES RATIO (2017 estimated)
(Unrestricted reserves/Total annual expenditure)

Not reported

2017 INCOME BREAK-DOWN (USD '000)



TOTAL NO. OF MAJOR DONORS (period)
(Donors giving more than USD50,000) **4**

% EXPENDITURE FOR PROGRAMMES (period)
(i.e. spent on programmes rather than overheads) **91%**

% INCOME SPENT ON FUNDRAISING (period)
(i.e. spent on direct fundraising costs) **0%**



FINANCIAL KEY PROCESSES & POLICIES CHECKLIST (self reported)

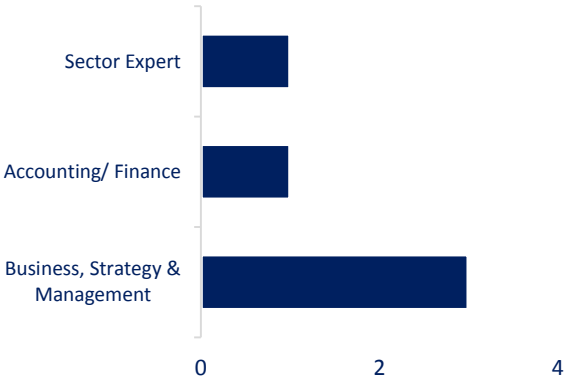
- ✓ The Board ensures internal control systems for financial matters are in place with documented procedures.
- ✓ The Board approves an annual budget for the organisation’s plans and regularly monitors its expenditure
- ✓ Donations collected are properly recorded and promptly deposited by the organisation
- ✓ Board and management actively identify and manage financial risks

Charity Profile

Solve Education!

GOVERNANCE & LEADERSHIP

BOARD COMPOSITION BY PROFESSIONAL BACKGROUND



Board Chairman: Peng T. Ong

Peng T. Ong is an entrepreneur who invests in entrepreneurs. He is Managing Partner at Monk's Hill Ventures — a technology venture fund that he co-founded. Peng is an independent board director of YY Inc., IE Singapore, IMDA, as well as Solve Education!. He is a trustee of the Singapore University of Technology & Design where he chairs the investment committee for SUTD's Endowment Fund.



Executive Director: Janine Teo

Janine is an entrepreneur who has founded and sold companies in the technology and FMCG industries. She is experienced in the hospitality industry, working in 8 countries, training and supporting hotels across 100 others. She is a public speaker on education, edtech and poverty alleviation and has published research papers related to AI and education. Janine is also on the advisory board of YCAB, a leading Indonesian non-profit.

GENDER BALANCE:

Board male to female ratio

3:2

TOTAL BOARD SIZE:

5

Solve Education! has two Singapore-registered entities – Solve Education Foundation, and Solve Education Private Holdings. It is registered as a Yayasan in Indonesia, and 501(c) charity in the U.S. The Foundation's Board has five members, including the Executive Director. Both the **Board Chair and Executive Director have backgrounds in technology and experience with start-ups**, while the rest of the Board has experience in business strategy, operations and finance. The Board meets monthly (online) and **were active members and keen contributors to the organisation's progress** at the point of Just Cause's review (Feb 2018). The Board **Chairman in particular takes a highly involved role**, armed with the experience of delivering successful digital tech products that have attained a similar reach.



GOVERNANCE CHECKLIST (self reported)

- ✓ Not more than one-third of the Board are staff members.
- ✓ Staff does not chair the Board.
- ✓ Board members and staff are required to declare actual or potential conflicts of interest.
- ✓ Board members do not vote or participate in decision-making on matters where they have a conflict of interest.
- ✓ No Board member or staff is involved in setting his or her own remuneration.
- ✓ Board meets at least four times per year.
- ✓ All board members submit themselves for re-nomination and re-appointment at least once every four years
- ✓ Clear succession plan in place for key leadership roles

Charity Profile

Solve Education!



FUTURE PLANS & HOW YOUR SUPPORT CAN HELP

For 2018, SE! has laid out strategic plans to further improve teaching efficacy, user engagement, and the effectiveness of capacity building as well as operational sustainability for the organisation. The work plans are outlined below:

Education Programmes: further technical development of the app

The team shared that it work on engaging more students, particularly in ASEAN countries, to learn by **improving the game depth and increasing collaborative learning environments in the app**. After that, they are working towards making room for more external content providers to share the platform. **Start-ups and corporates could potentially use SE!'s corporate training platform** to help professionals learn English using a game platform.

Students Monitoring Programme: improving analytics/data service

The educational app is paired with a Learning Analytics Portal to ensure that donors or sponsors can monitor and evaluate in-app teaching efficacy. As the app is designed for both online and offline use, the team plans to **improve the analytics to make offline app data more accessible**. This will help provide a fuller picture of use and impact. **Donors and sponsors who are interested in using the app at specific schools/communities can subscribe to the Portal to access learning analytics to monitor the progress of their beneficiaries.**

Online Job Portal: securing more partnerships with employers

The team **hopes to secure more partnerships with companies (employers) that can provide their students with suitable work**. Examples of internship and freelance job opportunities sought are indexing, transcribing, customer service etc. Solve Education! is committed to responsible business practices that will benefit both students and employers. **Corporate partners are welcome** to join their Early Adopters Programme and be a part of the change.

Charity Profile

Taman Bacaan Pelangi



Charity Profile

Taman Bacaan Pelangi



ORGANISATION SUMMARY

Taman Bacaan Pelangi (TBP), also known as Rainbow Reading Gardens, is an Indonesian not-for-profit focused on establishing children's libraries (targeting children 5 to 13 years old) in remote areas of Eastern Indonesia. As at December 2017, they have 63 child-friendly libraries in place, mainly in primary schools. Room to Read (an international literacy charity) has appointed TBP to establish 48 more libraries on the island of Flores over the three years (June 2016-2019). TBP is also exploring ways to raise basic literacy levels in the schools in which it operates.

TARGET GROUP(S)	SECTOR(S)	ANNUAL INCOME	REVENUE MODEL	HEAD OFFICE COUNTRY
Children	Education/ Training	IDR 2,585,931,000 USD 191,550 <i>2017 unaudited</i>	Mainly corporate donation funded	Indonesia
ESTABLISHED	RELIGIOUS AFFILIATION	REGISTRATION STATUS	WEBSITE	COUNTRIES OF OPERATION
2009 (registered in 2013)	None	Yayasan Pelangi Impian Bangsa No. 8, Balepam LK	https://tamanbacaanpelangi.com/	Indonesia

VISION:

"We envision a world where every child can dream big through access to good books"

MISSION:

"We aim to encourage and nurture children's interest in reading by providing access to good books. We believe this is critical for a child's education, and broadens their horizons and opportunities."

MAIN PROGRAMMES

Library establishment: TBP engages with the head of education of sub-districts to identify potential library sites. These are usually found in schools with no libraries or underutilised libraries. They then conduct an in-person survey the schools and the local stakeholders (principals, teachers and parents). If relationships between stakeholders are good and they believe that there will be support for the project, TBP will then provide the physical materials for the library space (e.g. shelves, tables) and guidance on how to make the space child-friendly. Parent volunteers and teachers then supply the labour to renovate the space. TBP supplies between 1,500 and 3,000 books per library. Teachers, librarians and principals are invited to two workshops to train them in library management and how to conduct reading activities.

Capacity building workshops: TBP conducts capacity building workshops for school principals, teachers, and librarians on library management systems and reading activity programmes.

Basic literacy: TBP began a pilot with 32 students in 2016 to address low literacy levels. They did this through providing extra-curricular lessons twice a week, for four months. They saw very positive results from the pilot but are continuing to refine the approach to increase the sustainability of the programme. The pilot is continuing in 2017 with 173 students with a slightly modified approach. TBP selected four primary schools and trained 15 early grade teachers in basic literacy teaching methods over a two-day workshop.



Charity Profile

Taman Bacaan Pelangi

HISTORY OF THE ORGANISATION

In 2009, founder Nila Tanzil was working in Labuan Bajo, Flores when she saw the need for local children to gain access to books. With her own funds she established the first library in a volunteer’s house with 200 books with the idea that four such libraries could swap books to increase overall access to titles. Over the course of 2010, increased donor interest helped to grow the number of libraries and in 2013, they registered formally as a yayasan. This was also the year when they joined the Room to Read accelerator programme, which gave them access to funding and expertise. The TBP model was refined to move most libraries into schools, increasing the ability to monitor and manage them. TBP has also advocated successfully for library period to be added to the curriculum in some areas, increasing the usage of their libraries.

STRATEGY AND CHARACTER

The following characteristics really stood out to our researchers when reviewing this programme:



The organisation reports directly reaching more than **17,000 beneficiaries in 2017**.



Charity Profile

Taman Bacaan Pelangi

IMPACT

APPROACH TO IMPACT MEASUREMENT

FRAMEWORK

The organisation does not yet have a theory of change or logic model framework, but explains that it aims to provide children with access to books and educators with training, so that children will be better able to read and in doing so, gain broader worldviews. At the same time, they hope to engage parents to show them that education is important, and thus increase children’s school attendance rates.

USE OF IMPACT DATA

Library usage data is reviewed by the team and used for discussions with local principals and teachers. The TBP team seeks to understand what is going well and what is not.

DATA COLLECTION

The organisation collects data on a monthly basis from its network of libraries. The data tends to be output data e.g. number of books checked out. The team also visits schools every other month to get a sense of how the community is responding to the library. Over the last two years, they have gone out to interview students and teachers from a sample of their libraries to gather more qualitative feedback and observe library usage.

RESULTS (self reported)

MAIN OUTPUTS

(e.g. # reached)

63	Child-friendly libraries (as at 31 Dec 2017)
17,000	Number of children using libraries (as at 31 Dec 2017)
10	Number of workshops conducted (in 2017)
4	Schools participated in 2 nd basic literacy pilot (in 2017)
173	Students participated in 2 nd basic literacy pilot (in 2017)
564	Teachers trained (in 2017)
17,564	TOTAL BENEFICIARIES REACHED IN THE PAST YEAR
47	% of all beneficiaries last year who were female

MAIN OUTCOMES

(reported change)

100%	Teachers think they have a better understanding about teaching literacy (after 2 nd basic literacy pilot in 2017)
36	Grade 1 students could read words when none could before (after three months of 2 nd basic literacy pilot 2017)
45%	Grade 2 students could read 50 words/minute, up from 18% before (after three months of 2 nd basic literacy pilot 2017)

“Students are able to read more fluently. For instance, a student can make a poem because he or she is inspired by the book he/she was reading at Taman Bacaan Pelangi”
(Ms Elsa, Roe Elementary School teacher, 2015)

“Up until the opening of our library...the teachers and parents had never held an event together. Through this event, however she (a student’s mother) realized a child’s education is not just the responsibility of the teacher”
(Observation by programme staff, 2017)



Charity Profile

Taman Bacaan Pelangi

PUBLIC PRESENCE

LATEST MEDIA COVERAGE

VIDEO: Taman Bacaan Pelangi opens libraries in Ende

Pos Kupang, 14 Feb 2018

“Taman Bacaan Pelangi, Jakarta at this moment has opened libraries in 18 schools in Ende. According to founder Nila Tanzil...”

A student’s experience with crowdfunding

Medium, 8 Jan 2018

“Taman Bacaan Pelangi is a non-profit organisation working to establish children's libraries in remote areas of eastern Indonesia since 2009. Having worked with the NGO previously with packing and sending approximately 100 gift boxes to nearby villages, Marissa approached Taman Bacaan Pelangi's ...”

Google.org grants USD2.5million for developing a love of reading...

SINDOnews.com, 14 Dec 2017

“The 2.5m grant from Google is part of its overall commitment to support organisations that use technology and innovation to help more children gain a better education...”

4,704

Facebook likes
(Apr 2018)

**ORGANISATION
PUBLISHES AN
ANNUAL REPORT**

STAFF & VOLUNTEERS

9 Total staff (2017)

11% Staff turnover rate (2017)

89% Staff who are female (2017)

For many of the early years, the founder was the main staff member. They had a change in project manager in the last year, which accounts for the turnover.



Charity Profile

Taman Bacaan Pelangi

FINANCES

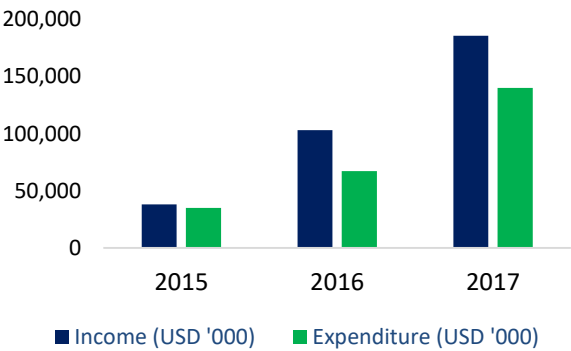
TBP is financed mainly through corporate donations and grant funding (Room to Read). They expect this trend to continue, but will look to expand their sources of income over time.

Room to Read provides financial support in the form of reimbursements to establish libraries. TBP has secured a three-year commitment that began in June 2016 to open 48 more child-friendly libraries in Flores. This is the second time TBP has partnered with Room to Read.

TBP believes that it has gained knowledge through its experience and can provide conceptual framework and planning services to private sector institutions and entities looking to build libraries in Indonesia. By taking on consultancy work, TBP hopes to diversify its revenue streams.

Note: the figures in this section are self-reported based on unaudited accounts converted to USD. Part of the income in 2017 include Room to Read, which has committed ~\$390,000 in support over 2016-2019.

TOTAL INCOME & EXPENDITURE
(USD '000)



TOTAL NO. OF MAJOR DONORS (2017)
(Donors giving more than USD50,000)

2

RESERVES RATIO (2017)
(Unrestricted reserves/Total annual expenditure)

Not reported

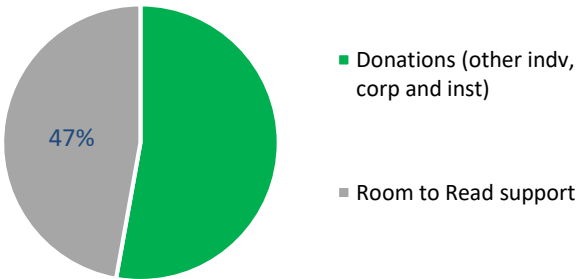
% EXPENDITURE FOR PROGRAMMES (2017)
(i.e. spent on programmes rather than overheads)

92%

% INCOME SPENT ON FUNDRAISING (2017)
(i.e. spent on direct fundraising costs)

3%

2017 INCOME BREAK-DOWN (USD '000)



FINANCIAL KEY PROCESSES & POLICIES CHECKLIST (self reported)

- ✓ The Board ensures internal control systems for financial matters are in place with documented procedures.
- ✓ The Board approves an annual budget for the organisation's plans and regularly monitors its expenditure
- ✓ Donations collected are properly recorded and promptly deposited by the organisation
- ✓ Board and management actively identify and manage financial risks

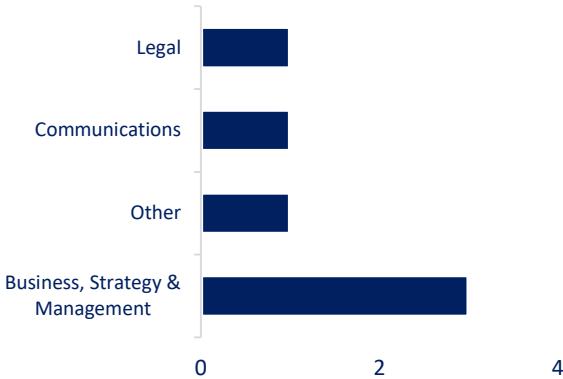


Charity Profile

Taman Bacaan Pelangi

GOVERNANCE & LEADERSHIP

BOARD COMPOSITION BY PROFESSIONAL BACKGROUND



Board Chairperson: Eva Muchtar

Eva has an extensive background in communications. Her prior experience includes being a consultant for the World Bank, USAID projects, and in reputable Public Relations consultancies in Jakarta. Currently, she is a writer and PR consultant specialising in social development work for NGOs, development agencies and corporations. Eva holds a Masters degree from Stirling University, Scotland, UK.



Founder: Nila Tanzil

Nila is a children’s literacy advocate working in remote, underdeveloped regions of eastern Indonesia. She is also a communications professional and has been working in multinational companies in Indonesia and Singapore and reputable NGOs in Indonesia. Nila has received numerous awards for her work in advancing children’s literacy across eastern Indonesia, including the “10 EY Entrepreneur of The Year 2016” from Ernst & Young and “10 Inspiring Women 2015” by Forbes Indonesia.

GENDER BALANCE: Board male to female ratio	2:4	TOTAL BOARD SIZE:	6
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The board members come from a variety of backgrounds and organisations and are able to help advocate TBP with their strong corporate relationships.



GOVERNANCE CHECKLIST (self reported)

- ✓ Not more than one-third of the Board are staff members.
- ✓ Staff does not chair the Board.
- ✓ Board members and staff are required to declare actual or potential conflicts of interest.
- ✓ Board members do not vote or participate in decision-making on matters where they have a conflict of interest.
- ✓ No Board member or staff is involved in setting his or her own remuneration.
- ✓ Board meets at least four times per year.
- ✓ All board members submit themselves for re-nomination and re-appointment at least once every four years
- ✓ Clear succession plan in place for key leadership roles

Charity Profile

Taman Bacaan Pelangi



FUTURE PLANS & HOW YOUR SUPPORT CAN HELP

TBP has ambitions to increase the breadth and depth of work it does.

Learning more: increasing research capabilities

TBP conducts simple research on its existing programmes but **could benefit from learning more about how exactly it can achieve the most impact** through its work. Additional donor funding in this area would help the organisation to refine its programmes.

Basic literacy programme: finding a scalable model

In addition to its core work of establishing libraries, TBP has been exploring a **financially sustainable and scalable model** that improves students' ability to read. For donors who are interested to fund a new initiative, they would welcome support to help them figure out how best to structure the programme over the long term.

Library growth: further reach

TBP's long term goal is to have at least one library in every subdistrict in Eastern Indonesia. This translates into many more libraries and training required for local educators – this is one of their main fundraising priorities that they shared with Just Cause. They would like to empower local organisations by conducting workshops e.g. how to build child-friendly libraries, how to do “read aloud” etc.

Charity Profile

YAYASAN LITERASI ANAK

INDONESIA





Charity Profile

Yayasan Literasi Anak Indonesia

ORGANISATION SUMMARY

Yayasan Literasi Anak Indonesia (YLAI) is a charity that aims to develop a love for reading amongst Indonesian primary aged children. They work through providing access to leveled reading material, training teachers in how to use the material, mentoring the development of child-centric libraries and developing the skills of writers and illustrators of Indonesian children's books.

YLAI worked in partnership with USAID PRIORITAS (an international development agency project) to introduce a leveled reading book programme (where books are graded by reading ability) across 12,000 schools across 9 provinces in the last few years. Other recent partners in creating quality children's books, training teachers and opening child-centric libraries include Room to Read, UNICEF and Salvation Army.

TARGET GROUP(S)	SECTOR(S)	ANNUAL INCOME	REVENUE MODEL	HEAD OFFICE COUNTRY
Children	Education and Training	Not Reported	0% government funded	Indonesia
YEAR REGISTERED	RELIGIOUS AFFILIATION	REGISTRATION STATUS	WEBSITE	COUNTRIES OF OPERATION
2014	None	Not-for-Profit Foundation <i>Reg No. 18 in Bali</i>	http://literasi.org/?lang=en	Indonesia

VISION

"More young Indonesian children have a love for reading Indonesian that leads to lifelong learning"

MISSION

"To develop deeper comprehension skills and a love for reading in Indonesian children by providing appropriate resources and training to educators to ensure they are able to deliver effective reading programmes"

MAIN PROGRAMMES

YLAI provides three main programmes:

Balanced Reading Programme: To provide training for principals, teachers and librarians in shared reading, guided reading and interactive reading along with access to levelled reading materials to help local government primary schools implement strong reading systems in early year (class 1-3) classes. Post-programme period, YLAI continues to provide support to the educators through training and mentoring.

Library Programme: To provide child-friendly libraries and training for local government primary schools. Classroom libraries are also made available for classes 1-3 to support the balanced reading programme. After training staff and overseeing the set up of libraries, YLAI provides mentorship support.

Resource Development Programme: The Book Development Programme began with the successful development of a set of reading books compiled in structured reading levels for emerging readers, and Big Books used for shared reading activities. YLAI also provides training on book development to support local writers and illustrators in creating new books for the balanced reading programme.



Charity Profile

Yayasan Literasi Anak Indonesia

HISTORY OF THE ORGANISATION

In **2011**, Aprile Denise, Ayu Sugati and Nyoman Sri Utami pioneered a literacy programme at the Dyatmika School in **Bali** where Aprile was Head of Early Years and Primary. This project, called Literasi Anak Indonesia grew out of a realisation that while the school's English reading programme was well resourced, the school lacked similar resources for the Indonesian language. They began **contracting local writers and illustrators to work alongside educators to develop books** with engaging stories that Indonesian children could better identify with and support texts for teachers.

With the same founders, YLAI was registered in June 2014 and has since implemented a number of **literacy-oriented projects for large international donors and other funders**. These projects have involved providing literacy materials and training to around 1,000 schools across eight provinces of Indonesia; establishing around 50 school libraries in Bali; and training UNICEF staff in Papua.

YLAI also works independently of large donors or partnerships in **12 pilot schools in Bali**, in the areas of Badung, Denpasar, and Karangasem, to deliver **enrichment reading programmes** (called the 'balanced reading programme'). The YLAI team is currently carrying out Early Grade Reading Assessments (EGRA) and diagnostic testing to determine programme effectiveness in these pilot schools.

STRATEGY AND CHARACTER

The following characteristics really stood out to our researchers when reviewing this programme:

Broad Reach

YLAI reaches more than 14,000 student beneficiaries annually through their school library, balanced reading and classroom library programmes.



Charity Profile

Yayasan Literasi Anak Indonesia

IMPACT

YLA has **achieved impressive results** from its programmes to date, with evidence to suggest that children not only take a **stronger interest in reading**, but also actually **improve their level of literacy**. The key to this has been their ability to engage with the local educational authorities, provide sufficient training to educators before libraries are established, the **specialised reading book resources and mentoring**.

The organisation also espouses a strong commitment to achieving lasting impact. However they do not yet have data to show the long term continuity as their earliest programmes ended in 2016.

APPROACH TO IMPACT MEASUREMENT

FRAMEWORK

YLA has no formal framework but draws upon research and experience to inform its activities. The leadership team has a strong understanding of literacy methodologies that work around the world and they apply those principles to the local context. They are in the process of formalising their framework and establishing their own monitoring and evaluation process.

USE OF IMPACT DATA

A yearly report on student performance progress is generated for a group of donors. There are plans to incorporate the use of their own impact data in their decision making and programme planning once the baseline data has been collected. Partner impact data is shared with partners for M&E purposes.

DATA COLLECTION

YLA has been collecting outputs and outcomes defined by programme partners where they have partnerships. They have also begun to define data for themselves in their Bali pilot schools. Some examples are: classroom teacher effectiveness for teaching of reading and reading progress of individual students

They are experienced in the use of the Early Grade Reading Assessment (EGRA) tools to collect outcome data and have developed their own diagnostic assessments to measure individual student progress in reading comprehension.

Output data is tracked internally. Much of their of outcome data has been collected through their grantors/partners. However, YLA collects its own diagnostic outcome data (e.g. student comprehension levels).



Charity Profile

Yayasan Literasi Anak Indonesia

IMPACT (continued)

RESULTS (self reported)

MAIN OUTPUTS (e.g. # reached)

12,100	schools received leveled reading book kits (2015-16)	
46,000	educators trained in the use of leveled reading books (2015-16)	
30	child-friendly libraries provided	in Bali schools in partnership with Room to Read (2017)
150	educators trained	
7,309	students benefited	
28	child-friendly libraries provided	in Papua schools in partnership with UNICEF (2017)
84	educators trained	
3,360	students benefited	
42	classroom reading programmes started	in Bali & Sulawesi schools (2017)
168	educators trained	
3,150	students benefited	
31	classroom libraries provided	in Bali & Sulawesi schools (2017)
121	educators trained	
~1670	students benefited	
>14,000	TOTAL STUDENT BENEFICIARIES REACHED IN THE PAST YEAR	
~50%	% of all student beneficiaries last year who were female	

MAIN OUTCOMES (reported change)

3.5	more letters per minute recognized in schools with leveled reading books compared with those without after 1 year in USAID partner programme (2016)
25%	more students scoring full marks on listening comprehension subtest after 1 year in USAID partner programme (2016)
~85%	of students in 12 pilot schools showed increased interest in both visiting the library and checking out books (2017)
18,846	increased number of books checked out in 12 schools in a year, assuming none without the child friendly library programme (2017)

"Changes in reading interest are very visible since the existence of a child friendly library in this school. During free time, the kids spend a lot of time in the library...Children who initially did not enjoy reading, are now happy with the library and reading the books."
(Ibu Desi, teacher at SDN 3 Sempidi)

"This programme is very educational...for teachers and principals, this is knowledge that can improve their competence (about library management) ... teachers' are more motivated to keep persist in reading programmes for students and refreshing the book collection to help grow student interest. In addition, the comfortable room also adds to students' motivation to diligently visit the library."
(Susi Hartati, Dept of Education, Badung)



Charity Profile

Yayasan Literasi Anak Indonesia

PUBLIC PRESENCE

LATEST MEDIA COVERAGE (translated into English)

Reading corners, solution to lack of libraries

DENPOST/ 29 Desember 2017

“Lack of a library in SDN 2 Penatih, Dangin Puri, Denpasar Timur, was a problem that might have been linked to low interest in reading...”

Child-friendly library opened in Mimika

Republika.co.id / 6 Nov 2017

“UNICEF, in partnership with Yayasan Pembangunan Pendidikan dan Kesehatan Papua (YP2KP) and Yayasan Literasi Anak Indonesia opened a child-friendly library...”

Developing child-friendly libraries, YLAI in cooperation with Dikspora

DENPOST / 25 Oct 2017

“The Education and Sports Department supports YLAI in developing child-friendly libraries...”

2,623

Facebook likes
(March 2018)

ORGANISATION
PUBLISHES AN
ANNUAL REPORT

STAFF & VOLUNTEERS

12

Total staff (2017)

0%

Staff turnover rate (2017)

58%

% Staff who are female (2017)

0

Total active volunteers (2017)

The YLAI staff is **headed by an experienced team** of educators and curriculum developers. There are three divisions: Book and Resource Development, Training Department and Finance & Administration.

In their hiring, YLAI looks for Indonesian teachers who are familiar with the teaching methodologies and approaches used by YLAI in their reading programmes. This usually means that their trainers come from a background of teaching English, but are then able to apply their skills to the Indonesian language. Their book development team is experienced (within Indonesia) in publishing and graphic design and they seek out Indonesian writers and illustrators to support development of books.

We note that the organisation has not had any turnover since they started (as of 1 Mar 2018). This suggests that there is a **high level of staff satisfaction** within the organisation.

YLAI does not currently work with volunteers, except in the area of library infrastructure set up, where schools’ parent communities provide assistance within each school.



Charity Profile

Yayasan Literasi Anak Indonesia

FINANCES

YLAI has **grown steadily** since its establishment in 2014. A large percentage of its current income comes from **book royalties** (e.g. when donors procure books for their libraries). Its other major source of income is commissioned projects e.g. setting up libraries for Room to Read.

The bulk of their expenses are for programme staff, office rental and print runs for their books and kits. It is **notable that the organisation has spent zero to date on fundraising** as they have always been approached directly by funders.

YLAI shared that they have reserves that will serve to support current expenditure for roughly three years. Their reserves are used to pilot small projects, trial approaches and in the future, hire new staff to increase their capacity.

Audited Financials are available to donors upon request

RESERVES RATIO (2017)
(Unrestricted reserves/Total annual expenditure) **Not reported**

TOTAL NO. OF MAJOR DONORS (2017)
(Donors giving more than USD10,000) **0**

% EXPENDITURE FOR PROGRAMMES (2017)
(i.e. spent on programmes rather than overheads) **Not reported**

% INCOME SPENT ON FUNDRAISING (2017)
(i.e. spent on direct fundraising costs) **0%**



FINANCIAL KEY PROCESSES & POLICIES CHECKLIST (self reported)

- ✓ The Board ensures internal control systems for financial matters are in place with documented procedures.
- ✓ The Board approves an annual budget for the organisation’s plans and regularly monitors its expenditure
- ✓ Donations collected are properly recorded and promptly deposited by the organisation
- ✓ Board and management actively identify and manage financial risks
- ✓ The organisation publishes its reserves policy in its annual report/ website

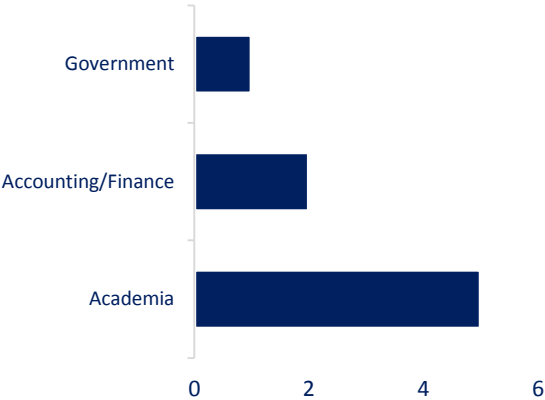


Charity Profile

Yayasan Literasi Anak Indonesia

GOVERNANCE & LEADERSHIP

BOARD COMPOSITION BY PROFESSIONAL BACKGROUND



Board Chairperson: Ni Ketut Ayu Puspita Dewi, S.Pd., M.Ed

Ayu is a passionate educator with 16 years of experience teaching various fields. Trained as an English teacher, she moved from teaching into management of a wellness company, where she developed the teaching programme for the group’s diploma course.



Programme Manager: Fourgelina

Fourgie has 15 years of experience working in the world of education in curriculum, school programme and teacher development, and managerial roles. She has worked with various educational levels (from early childhood through polytechnic). Prior to YLAI she honed her management and leadership experience as Principal of a ‘national plus’ school.

GENDER BALANCE:

Board male to female ratio

4:4

TOTAL BOARD SIZE:

8

The **founders of YLAI continue to be involved** in the organisation particularly in strategic matters, but the day-to-day is mainly taken care of by the executive team.

The board **only meets once a year** for their AGM in March/April as members are located in different regions of Indonesia. Several of the board members (those with academic backgrounds) also make effort to observe YLAI’s teacher training sessions wherever possible.



GOVERNANCE CHECKLIST (self reported)

- ✓ Staff does not chair the Board.
- ✓ Board members and staff are required to declare actual or potential conflicts of interest.
- ✓ Board members do not vote or participate in decision-making on matters where they have a conflict of interest.
- ✓ No Board member or staff is involved in setting his or her own remuneration.



Charity Profile

Yayasan Literasi Anak Indonesia

FUTURE PLANS & HOW YOUR SUPPORT CAN HELP

The organisation's strategy for the coming years focuses on increasing sustainability of impact post-programme; improving its capacity to perform monitoring and evaluation; and improving local knowledge through research.

In that context, Just Cause suggests that donor support could be particularly valuable in the following areas:

Ensuring Lasting Impact From Programmes

Each balanced reaching programme lasts 6 months, after which schools are encouraged to sign up for periodic training using their own funding. However, due to the large number of schools and their broad geographic distribution, YLAI struggles to deliver sufficient follow-on support. YLAI is therefore exploring more resource-effective ways of mentoring and training, perhaps through video or other formats – further donor funding could support this initiative.

Increasing Capacity for Monitoring and Evaluation

YLAI does not yet have a dedicated person for programme monitoring and evaluation. As they work with many partners, each with their own set of goals and metrics, it will be important for them to have sufficient resources to meaningfully develop their own theory of change/ logic model and monitoring and evaluation process.

Support YLAI Bali area Library Development

YLAI has a vision for developing child-friendly libraries across Bali, accompanied by reading programmes and training for the educators. They will have 50 libraries in two districts by 2019 but there are another 7 districts where funding is not yet available to support library development. Bali schools are particularly exciting because of their proximity to YLAI's base, which will allow for closer monitoring of the programmes.

Charity Profile

ReachOut Foundation



Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)



ORGANISATION SUMMARY

Founded in 1989, ReachOut Foundation has provided a range of charitable services over the years, more recently with an increasingly specific focus on education. In 2013, the Foundation launched **its strategy for early childhood education**. This transformed it into a new player in the landscape of pre-school education in Indonesia through the operation of **highly subsidised kindergartens providing a new but government-approved teaching curriculum**. The schools also branched out into **teacher training and certification** for their creative, play-based curriculum model for 3-6 year olds. Through its efforts, ReachOut Foundation aims to provide access to early childhood development and education for 1 million children living in rural or poor provinces of Indonesia.

TARGET GROUP(S) Low income children	SECTOR(S) Education and Training Health Aid and Relief	ANNUAL INCOME USD 389,750 IDR 5,323,595,250 (31/12/2017)	REVENUE MODEL 30% government funded; 60% private donations	HEAD OFFICE COUNTRY Indonesia
YEAR REGISTERED 1989	RELIGIOUS AFFILIATION None	REGISTRATION STATUS Operating Foundation AHU –3666.AH.01.04.Tahun 2011	WEBSITE www.reachoutfoundation.org	COUNTRIES OF OPERATION Indonesia

VISION

“Better quality of life through education.”

MISSION

“Reaching out to those in need, one by one, with love and compassion.”

MAIN PROGRAMMES

PAUD SuryaKasih Schools: The PAUD SuryaKasih Project provides pre-school education for children under six years old, using qualified teachers and a standardised three-year curriculum. The goal is for the children to reach national age-appropriate outcomes through a blend of creative play and life skills learning, while adhering to government required curriculum. The schools focus on holistic childhood development (psychological, material, social support), community support, and emphasise parental involvement – e.g. parents are required to attend regular ‘Parent Tea’ sessions with teachers to be informed of learning progress and upcoming syllabus.

Teachers Training & Certification: SuryaKasih’s teachers provide teacher training and certification for mainly untrained and uncertified preschool teachers from other schools. The training focuses on how to best implement the official government curriculum. Since 2016, 250 teachers from Papua have undergone the five day seminar for the most basic level of training. Future plans include offering additional training for the next levels of government teacher certification.

Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)



HISTORY OF THE ORGANISATION

ReachOut Foundation was **established in 1989** by Judith Soeryadjaya “as a means to alleviate the problems of poverty throughout Indonesia”. Supported by her late father, William Soeryadjaya, the Foundation set out to “provide assistance to those affected by hunger, poverty, and natural disasters”.

Over time, the Foundation carried out a **wide range of charitable work** ranging from disaster relief to community development and has worked throughout Indonesia in areas such as Aceh, Yogyakarta, and Mentawai.

In 2013, ReachOut Foundation began to focus more specifically on education and early childhood development. With an overall goal of helping one million children affected by poverty throughout Indonesia, the organisation began by building early childhood education schools and offering these schools for free to the community.

STRATEGY AND CHARACTER

The following characteristics really stood out to our researchers when reviewing this programme:

Collaborative Approach

As of 2017, ReachOut Foundation, together with Tanoto Foundation and Djarum Foundation, has been participating in the Asia Philanthropy Circle’s collective impact effort to address issues in the Indonesian education system. Through this project, ReachOut will lead a pillar of work on early childhood education.

IMPACT

The organisation’s main goal with its education programme is for disadvantaged pre-school children to reach “national age-appropriate outcomes”. In reality, this means **providing children with quality preschool where otherwise they would not be able to access a good quality – or indeed any – preschool education.**

By **locating their schools within low income communities that lack existing low-cost pre-schools**, ReachOut ensures that it is **achieving this simple but important goal**. It reported that in 2016/17, it enabled 550 children to attend preschool who would not have otherwise had access to this type of education.

Beyond simply providing access, the organisation also aims to deliver a high quality pre-school education that ultimately **helps the children to perform well as they progress through government elementary schools and beyond**. Anecdotal feedback provides **some indication that the organisation is also succeeding in this goal** – for example, one elementary school teacher (who teaches the graduates from ReachOut’s pre-schools) commented that ReachOut’s graduates are at the top of their class.



Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)

IMPACT (Continued)

APPROACH TO IMPACT MEASUREMENT

FRAMEWORK

ReachOut Foundation is in the early stages of developing an approach towards impact and evaluation and **does not yet have an explicit framework** such as a Theory of Change.

Nevertheless, the Foundation does have a **firm evidence base** to underpin its service model: first, it is known that children who participate in early childhood development programs tend to show higher levels of physical, cognitive, and socio-emotional development than children who do not. Second, there evidence to show a direct correlation between people who have low income levels and lack of access to early childhood education.

DATA COLLECTION

ReachOut **tracks outputs** (i.e. number of schools built, Housing Project students enrolled, teachers trained). It also tracks **student development milestones; graduation rates from its schools; and elementary school acceptance rates** amongst its graduates. The organisation also collects **observations from teachers**.

USE OF IMPACT DATA

As part of being a registered pre-school with the Indonesian Ministry of Education, ReachOut Foundation **reports each academic year to the government** on its adherence to government curriculum standards as well as student development milestones.

Internally, the team reviews the data collected to monitor the effectiveness of the overall programme and identify opportunities for improvement.

RESULTS (self reported)

MAIN OUTPUTS
(e.g. # reached)

- 10 Schools built (PAUD SuryaKasih) (2013- 2017)
- 550 Children schooled (2016/2017)*
**Academic school year*
- 250 Teachers trained (2016/2017)
- 903 Children have benefited from their programmes since 2014
- 546 TOTAL BENEFICIARIES REACHED IN THE PAST YEAR (2017)
- 50% % of all beneficiaries last year who were female (2017)

MAIN OUTCOMES
(reported change)

“The students from we receive from SuryaKasih are amongst the smartest in my class in terms of ranking, in fact our top student is from PAUD SuryaKasih.”

(Teacher, Bahrul Ulum Elementary School in West Jakarta)

“He has a better understanding of polite behaviour. A small example would be, after giving him something he says thank you – even though that seems like a small thing, its not. It’s extraordinary...”

(Parent, of a child who attended SuryaKasih)





Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)

PUBLIC PRESENCE

LATEST MEDIA COVERAGE

Cool, Hotel Employees in Yogya Routine Production of Recycled Soap

Liputan 6/ 22 Nov 2017

“All sales of soap will be donated to ReachOut Foundation Foundation to support various community empowerment programs, especially the development of Early Childhood Education (PAUD) in 2017-2018.”

150 Children Flats Performance Capability Through Musical Drama

Berita Satu/ 7 Sep 2017

“A total of 150 children of flats aged 6-17 years from five flats in Jakarta who are members of I Anak Rusun will show their ability in a musical performance titled Ada Gulali at My Heart at Ciputra Artpreneur Theater, Jakarta, on September 21 2017.”

Questioning Early Childhood Education in Rusunawa Neighbourhood

Bisnis.com/ 19 Jun 2016

“One of the agencies that disbursed assistance to establish PAUD in rusunawa is ReachOut Foundation founded by Judith Soeryadjaya in cooperation with Yayasan SoeryaDharma Sejahtera.”

6,764

FACEBOOK LIKES

(Feb 2018)

ORGANISATION

DOES NOT PUBLISH

AN ANNUAL

REPORT

STAFF & VOLUNTEERS

52

Total staff (2017)

0%

Staff turnover rate (2016)

60%

% Staff who are female (2016)

10-15

Total active volunteers (2017)

The Foundation has 52 staff, including the ReachOut head office (4 staff), that takes care of strategic direction, partnerships and programme and operational oversight.

The **majority of ReachOut staff are school teachers** and school staff. ReachOut ensures a **competitive compensation** package for teachers. The organisation tries to provide certification, training and development programmes for its teachers where possible, although reports that it has **not had the resources to fully meet the training demands of its teaching staff**.

As of February 2018, the organisation has recently begun a **volunteer programme with one of the large telecommunications companies** in Indonesia. 10-15 volunteers from that organisation volunteer once a month. ReachOut also **works with many parent ‘volunteers’**, to invite their involvement in their childrens’ development. The organisation also benefits from a group of individual supporters who contribute through their personal networks, promoting the work of ReachOut whenever the opportunity arises.



Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)

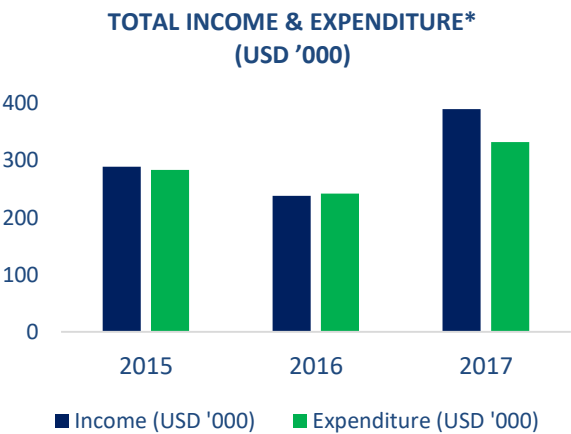
FINANCES

Income and expenses: Due to the scale-up of the PAUD SuryaKasih project (1 million children/20 pre-schools in 5 years), **programme expenses have been rising**. With the support of a few individual donors, the Foundation has **received commitments for mid-term resources to finance the set-up of new schools**, but does not have long-term plans for further school expansion.

Reserves: like many other foundations in Indonesia, the organisation **does not maintain any reserves**, since the grants and donations it receives tend to be tied to specific projects.

Fundraising: ReachOut receives **nearly two thirds of its income from individual and corporate donations**. One significant source of ongoing support and stability comes from the Founder and Chair, Judith Soeryadjaya. It also works with a number of corporate CSR teams that donate in-kind (i.e. milk, furniture). Although there is no fixed programme for fundraising (there was only one fundraising event in 2017), the organisation does report spending nearly 20% of income on this area

Note: the figures in this section are self-reported based on estimated 2017 unaudited financials



RESERVES RATIO (2017)
(Unrestricted reserves/Total annual expenditure)

0

TOTAL NO. OF MAJOR DONORS (2017)
(Donors giving more than USD10,000)

5

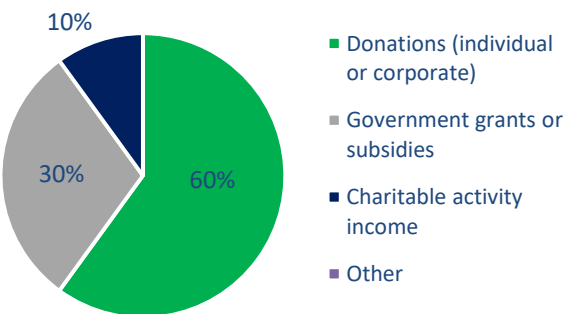
% EXPENDITURE FOR PROGRAMMES (2017)
(i.e. spent on programmes rather than overheads)

83%

% INCOME SPENT ON FUNDRAISING (2017)
(i.e. spent on direct fundraising costs)

19%

[2017] INCOME BREAK-DOWN USD '000)



FINANCIAL KEY PROCESSES & POLICIES CHECKLIST (self reported)

- ✓ The Board approves an annual budget for the organisation’s plans and regularly monitors its expenditure
- ✓ Donations collected are properly recorded and promptly deposited by the organisation
- ✓ Board and management actively identify and manage financial risks

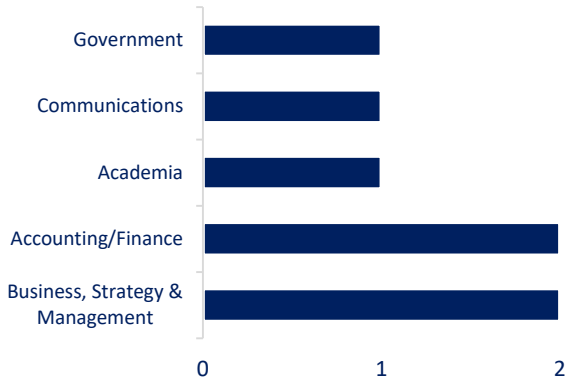


Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)

GOVERNANCE & LEADERSHIP

BOARD COMPOSITION BY PROFESSIONAL BACKGROUND



Chair: Judith Soeryadjaya

Judith Soeryadjaya is the founder of ReachOut Foundation. Over the course of her career, she has built an extensive business portfolio including real estate & properties, hotels, medical facilities, automotive, travel agencies, laundry and restaurants.

Operations Director: Tulus Siahaan

Tulus Siahaan is the Operations Director for ReachOut Foundation. With more than a decade's worth of management experience, he works closely with the Indonesian government and other partners to ensure the ongoing success of the schools.

GENDER BALANCE:

Board male to female ratio

5:2

TOTAL BOARD SIZE:

7

Founder and Founding **Board Chair, Judith Soeryadjaya takes an active leadership role in the running of the Foundation**, advising on both strategic developments and programme operations.

Key decisions are taken collectively between the Founding Board (comprising 3 members) and the Executive team (comprising 4 members), before they are conveyed to the rest of the Board for support. One of the Founding Board Members also takes part in the daily operations on the Executive team. The remaining majority of the Board take a more detached role and provide advisory support (i.e. government liaisons, fundraising).

Both the Founding Board and the Executive team believe that **the tight feedback loop (between active Board members and executive team) is an organisational strength** – that assures that executive decisions are always aligned to the Board’s vision, and allows ReachOut to work quickly and effectively.



GOVERNANCE CHECKLIST (self reported)

- ✓ Staff does not chair the Board.
- ✓ Board members and staff are required to declare actual or potential conflicts of interest.
- ✓ Board members do not vote or participate in decision-making on matters where they have a conflict of interest.
- ✓ No Board member or staff is involved in setting his or her own remuneration.
- ✓ Board meets at least 4 times per year

Charity Profile

ReachOut Foundation (Yayasan Soeryadharma Sejahtera)



FUTURE PLANS & HOW YOUR SUPPORT CAN HELP

ReachOut Foundation reported that it would appreciate mid-term support (3-5 years) support its PAUD SuryaKasih Schools project. This will help it to further improve the quality of its programmes; to scale up the number of schools that it operates; as well as to share its knowledge more effectively with others in the education sector in Indonesia. In particular, it is seeking donors to support:

School Expansion

ReachOut has committed to reaching 20 schools by 2019 – working in rural and poor provincial areas where there is a lack of access to the kind of early childhood education of the kind it is providing. Although the organisation has already secured some donor funding for this expansion plan, Just Cause believes that additional donor funding could help to cover rising fixed costs such as teacher training and teacher salaries. Additional funding could also help ReachOut to ensure the overall quality of its scale-up in rural areas, and to improve the longer term financial sustainability of the new schools.

Extending the teacher training programme

Increased financial support would help the organisation with its plan to expand its teacher training and certification programme for pre-school teachers to Java and Sumatra in 2018/2019.