



Saya Suka Membaca

YAYASAN TUNAS AKSARA

Annual Report 2018



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1. Overview

“Growth and improvement”

2018 was a year of growth and improvement for Saya Suka Membaca in the following ways:

We increased our impact

The number of children being taught using our program more than doubled to 4681 and we trained 75 teachers, more than we ever have in a single year. More than 1,000 people viewed our resource videos on YouTube.

We grew our team

We recruited our first new full-time staff member for more than five years, and gained some new part-time and volunteer workers too.

Our income increased

Our overall income grew by more than 17 percent, allowing us to print more books and plan more activities for 2019.

We improved our program

Ongoing improvements to our curriculum and materials mean that our program is stronger and easier to use than ever. Our training is of higher quality and better structured, and easier for the team to deliver.

We developed new partnerships

2018 was a year of laying foundations for new partnerships which we expect to bear fruit in 2019, including:

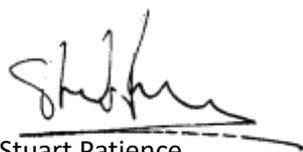
- A likely partnership with the INOVASI program to train early primary teachers in Lombok
- A sponsor for the bulk printing of many new books via Global Development Group, Australia
- A possible partnership with the French Embassy, Jakarta, combining a book sponsorship with a general donation

We're looking forward to 2019

We're thankful for everything that happened in 2018. Special thanks go to the wonderful SSM staff team, our generous volunteers and donors, and our partner teachers, who do the hard work of teaching children to read in classrooms across Indonesia day by day.

We're looking forward to 2019.

Onwards and upwards!



Stuart Patience

On behalf of the Yayasan Tunas Aksara Board

2. Our Vision and Mission

“Children across Indonesia learning to love reading.”

What do we do? Why is it important?

We work for a future where all of Indonesia’s children can learn to read, and to love reading.

Literacy is the most powerful learning tool that we can give to children, and one of the most empowering skills that anyone can learn. Put simply, **reading changes lives**.

Reading is an **essential skill for living** in the modern world. Almost everything we do – from catching a bus to voting, from getting medical care to staying in touch with loved ones – involves reading.

Reading is the **key to learning** – a skill which allows us to unlock a world of other skills. It’s the foundation of a good education, which makes us happier, healthier, and more productive.

Lastly, reading is a **source of huge enjoyment and enrichment**, a ‘window on the world’ that broadens our perspective, plants seeds of imagination and empathy, and sparks creativity.

Why is this especially important for Indonesia?

Indonesia’s reported literacy rates are high,¹ yet more than 86% of Indonesian 15-year-olds read at too low a level to gain significant benefits from their secondary education.² Improving the literacy skills of Indonesian children is fundamental to improving educational quality and equity in Indonesia.

This is crucial for Indonesia’s economic future. The digital economy depends on a highly literate workforce and a broad base of well-educated consumers. With the world changing fast, life-long learning – founded on literacy skills and a love of learning – is critical to our economic success.

How do we do it?

Our program is based around an effective and easy-to-use curriculum for teaching reading, supported by culturally-relevant story books written to support Indonesian children as they learn to read. We train teachers to use these tools effectively so that children taught using SSM can experience the pleasure of reading successfully at an early stage. This helps them to develop confidence, imagination and curiosity, and positive attitudes to school and learning.

Staying Focused

All of our resources are either focused directly on realising our vision, or on necessary supporting activities. We’re always looking for ways to serve more teachers and children effectively and sustainably. We’re delighted to be part of a growing movement of groups across Indonesia who are committed to realising the vision of quality literacy education for all.

P.S. What do we mean by ‘reading’?

It’s important to be clear what we’re talking about when we say ‘reading’: we don’t simply mean kids knowing some letters and being able to a few words. We’re talking about literacy in the deep sense of being able to read with fluency and with critical understanding, and able to write both to communicate and to think. These are the skills that will lead to transformed educational and life opportunities for our children and to a transformed future for Indonesia.

¹ See <https://data.unicef.org/country/idn/>

² See <http://headfoundation.org/2017/07/05/education-in-indonesia-literacy-is-the-key-to-learning/>

3. Team SSM 2018

Staff (alphabetical)

Derulan	Mentoring Coordinator and trainer / mentor
Jean Christensen	Partnership Development Manager
Riris Magdalena	Training Coordinator and trainer / mentor
Mia Sumiatun	Administrator and Sales Coordinator

Board Members

Founding Board:

Didiek Kartiarso (Chair), **Stuart Patience**, **Kristen Hoatson**.

Supervisory Board:

Jennie Hamlin, **Sri Nurani Kartikasari**, **Sha-Rin Low**, **Endang Susanti**.

Operational Board:

Derulan (Chair), **Riris Magdalena** (Treasurer), **Maria Sumiatun** (Secretary).

Volunteers and Consultants

Carli Bittner, Lidya Clarissa, David Day, Karen Day, Regina Helnez, Noelle Holler, Joel Kim, Aliisa Lee, Amalia Lee, Fiona Lee, Alica McKeown, Tri Prasetyaningtyas, Faishal Ramzy, Diane Swain.

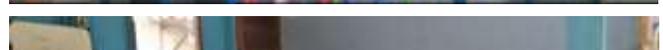
Donors, groups using SSM and other partners 2018

Room to Read, Provisi Education, Taman Bacaan Pelangi, Yayasan Literacy Anak Indonesia, Mutiara Rindang, Bank UOB Indonesia, Yayasan Pendar Pagi, Yayasan Bina Mandiri, Citra Smart, All Saints Anglican Church, PT. Poyry Indonesia, The HEAD foundation, Yayasan Tangan Pengharapan, Yayasan Usaha Mulia, Google for Non-Profits, Techsoup, INOVASI (Australian DfAT and Indonesian Ministry of Education), Sky House, PT Dinda Arkan Raya, PT Sinar Inti Karya.



4. SSM: Impact by Numbers

Indicator / Year	2018	2017	2016
Teachers Trained	75	33	14
Mentoring Visits	105	148	75
Number of kids being taught with Saya Suka Membaca	4681	1800	800
Books Supplied to Partners	3648	6185	1995
Visits to Website <i>Unique Page Views</i>	78,776	146,580	100
Views of SSM Videos	1652 views 1480 minutes	1279 views 2415 minutes	N/A
Program cost per-child	Rp. 110,000	Rp. 212,000	Rp. 444,000
Team (full-time)	5	4	4
Team (consultant or part time)	4	3	2



5. Report on Activities

Curriculum

"... effective, engaging, easy to use..."

In 2018 we focused on finalising the crucial 'letter sounds' unit of the Saya Suka Membaca curriculum. This was a continuation of work begun in 2017, incorporating several updates and revisions in response to feedback from teachers and our team.

The Saya Suka Membaca curriculum is now divided into five levels:

Level Number	Level Name
0	Persiapan (Preparation) – Pre-reading skills for children who need them
1	Bunyi Huruf (Letter Sounds) – Phonics-based learning of letter sounds and names
2	Suku-Kata (Syllables) – Learning to blend letter sounds to make syllables
3	Kata & Kalimat (Words & Sentences) – Learning to combine syllables into words and words into sentences, and using these skills to read and understand simple stories with our carefully levelled story books.
4	Baca Mandiri (Reading Independently) – Developing fluency, comprehension and enjoyment through more independent reading.

This represents a huge amount of work by the SSM team, and lays the foundation for a more modular approach to using SSM which will hopefully make it more accessible for users beyond the pre-school level (e.g. early-primary or adult learners).

Teacher Training and Mentoring

"...Skilled and caring teachers..."

Training

In 2018 we trained 75 teachers than ever to use Saya Suka Membaca – the most we've ever trained in a single year. To put this in perspective, we trained a total of 100 teachers in all the previous years combined!

In addition to training two sets of teachers outside Jakarta, a highlight has been training teachers at a meeting room at UOB Plaza in Jakarta's business district, generously made available by Sky House.

In 2018 we trained teachers in: Sentul, West Java; Bandung, West Java; Kelapa Gading, Jakarta; Sky House, Jakarta CBD; Bukit Lawang, North Sumatra; and Cipanas, West Java.

This progress is testament to the hard work of the whole team and particularly Riris, who led a major review of training materials and logistics for SSM levels 0, 1 and 2 (Persiapan, Bunyi Huruf and Suku Kata), supported variously by Jennie, Stu, David Day and the rest of the team. The improvements she's made will make it far easier for us to train more teachers, and to train new trainers too.

Mentoring

We made fewer mentoring visits in 2018: 105 visits, down from 148 in 2017. A key reason for this is strategic – mentoring visits are very resource-intensive, and as we increase the number of teachers

that we train we no longer have the capacity to provide ongoing mentoring for all teachers. As a result, we have focused more resources on training teachers and improving our curriculum.

Nevertheless, mentoring and ongoing support for teachers is still a vital part of Saya Suka Membaca. There are two reasons for this: firstly, ongoing support and guidance is hugely important for helping teachers to develop their skills after their initial training; secondly, front-line engagement with teachers is crucial to is as we develop context-appropriate curriculum and training. We will explore new ways of mentoring teachers in 2019 and beyond.



Reading Books and Materials

“...levelled... ..culturally relevant... fun to read...”

In 2018 we continued to prepare SSM books for bulk printing in full colour, reviewing each of our stories with a key question: “Is this the best story that we can write to help children learn to read?”

For the first stage of this process we reviewed the text our 49 core stories, often substantially revising them to meet our new, more detailed levelling requirements or to improve the clarity and narrative flow of each story. In some cases we have written entirely new stories, including *Burung Biru yang Besar*, *Mama Mia Beli Buah*, *Indra dan Iwan Memancing Ikan*, *Putra Mau Ikut Kakak*, *Sita Tidak Suka Mandi* and *Warung Pak Wardi*.

In the second stage of the review we evaluated our illustrations, checking that they were good enough quality to print in bulk. Where we felt they didn't meet our standards, we commissioned new illustrations – a process that is still ongoing for some stories.

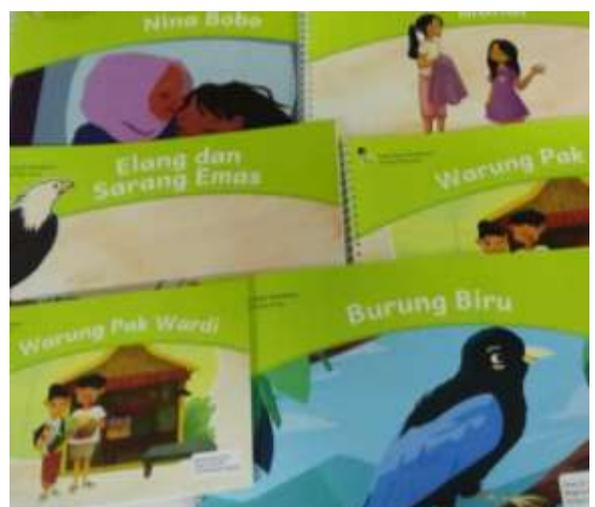
Finally, we made changes to the layout and design of our books: a switch to landscape format to allow for full-page illustrations, and a cover design completed by freelance designer Ibu Ayu. We're delighted with the results.

Bulk printing of our reading books was made possible by generous sponsorships from several partners, including:

PT Poyry Indonesia, Sea Trek Bali, Bank UOB Indonesia, The Miller Family, and other private individuals.

Cerita Bunyi Huruf and Posters

In addition to revision of our reading books, the team has also been hard at work revising the 'Bunyi Huruf' ('letter sound') stories and accompanying posters. The new stories are a huge improvement, and we're delighted with the quality of the new posters created by Faishal Ramzy.



SSM Online

Website

Our website received a large volume of traffic in 2017 and 2018, partly in thanks to Google's GoogleAds for Non-Profits program. In response, we've been working hard to use the internet as a tool to serve teachers and parents. In 2018 we did a lot of behind the scenes work on a new website, due to launch in February 2019. This will include a downloads area where our curriculum will be available under a creative-commons license, and to training videos and information about SSM.

Training Videos

In November 2018 the team created 30 new videos demonstrating the 'Lagu Bunyi Huruf' (Letter-sound Song) for each letter in the SSM curriculum and several other songs. Our videos were viewed more than 1,100 times in the last two months of the year.



6. Support Functions

Sales

Selling books makes it possible for us to support the work of other groups with similar aims, as well as making it possible to print our books in bulk. This lowers the price of the materials we use in our program, while also increasing their quality. We sold more than 3,600 of our levelled reading books to partners including Room to Read (through their implementing partner, Provisi Education Indonesia), Roshan Learning Centre and Yayasan Pelita Harapan.

Partnership Development and Fundraising

2018 was a year of on-going networking and relationship building (including submitting proposals to the Australian Government and Indonesian Ministry of Education's INOVASI program and The Head Foundation).

In March SSM team members attended the *Learning Innovation* Summit hosted by Ruang Guru and Pertamina, and from 7-9th May we were invited to attend INOVASI's *Partnerships for Learning* event in Bali.

We've developed some new resources for sharing about our work - a new program overview document called 'Reading is the Beginning', and were also visited by photographer Fiona Lee and cinematographer Joel Kim, both from Canada, who shot photos and video for our communications materials.

Program Management

Databases

In October and November Karen Day continued her work on our training, mentoring and sales databases, helping us to track our activities and prioritise our mentoring visits.

Management Audit

In October and November David Day conducted an internal review of our operations.

He highlighted strengths including the following:

- Team members and leadership are passionate about the vision
- The SSM material is of a high standard
- The training of teachers is becoming increasingly effective
- Mentoring continues to develop teachers who have been trained
- Increasing number of important policies and processes in place
- Exciting growth of SSM

David also identified needs for improvement in the following areas:

- Effective communication
- Decision making processes
- Team dynamics
- Some tensions regarding financial remuneration of staff

- Ensuring that we keep finding innovative ways to serve groups with limited funding
- Future challenges

The full report is available on request and will be shared publically on our website.

Review of Pay and Performance Policy

In November we reviewed our staff Pay and Performance policy, creating a scale that can be used to evaluate pay rates for different positions, to evaluate the performance of team members, and to set goals.

Financial Management

We are thankful that our financial position has remained stable. While our operating costs increased significantly – largely due to hiring a new member of staff – our income has kept pace with this.

2019 will see significant spending on a new round of book printing, but generous pledges of sponsorship mean that this shouldn't strain our financial position.

We will need to be pro-active in seeking further sponsorship and paying users of SSM in 2019.



7. Looking Back, Looking Forward: a review of our goals

Goal 1: Build the Team

Invest in the team so that we work well together, remain focused on the vision, mission, and values of SSM, and are able to do our jobs to a high standard.

From 2017 Annual Report:

2018 will see us introduce personal development plans, and clearer goal-setting and accountability for our team. Having clear management systems in place is absolutely critical if we want to be able to grow sustainably. More importantly, our desire to invest in people as we train and mentor teachers must absolutely be demonstrated within our own team.

Results 2018:

- Completed goal setting activity with staff members
- Internal audit conducted by David Day – we've begun work to address his key findings
- Investing in the team – conference opportunities; child protection training by All Saints Anglican church; training by David Day; close work with the leadership team
- Salary policy and appraisal meetings. First performance bonuses. Revised job descriptions.

Targets for 2019:

- ➔ Continue improving job descriptions, appraisal and management for all staff
- ➔ Training and personal development plan for all staff
- ➔ Training – orientation, computers

Goal 2: Develop our program

Continue to improve the quality of our program and our ability to deliver it.

From 2017 Annual Report:

2017's review of Bunyi Huruf will continue into 2018. We will continue to improve it in response to teacher feedback, finalising version one in mid-2018 for Anak TK. In addition, the extent of the changes will require us to thoroughly review our teacher training package. We aim to develop the team's capacity to deliver high-quality training in Jakarta and beyond, such that by the end of 2018 we have the capacity to conduct monthly trainings on- or off-site for up to 20 teachers at a time, with the aim of developing a model for training larger groups in 2019.

We also aim to have our curriculum and materials (except for story books) available online by the end of 2018, with a set of complementary training videos. Based on the number of visitors to our website and comparable videos on YouTube, we think it's realistic to aim to reach 20,000 teachers (100,000 downloads or views) in 2019.

Results 2018:

- We achieved the goals of finalising version one of Bunyi Huruf and updating our training package, which has improved enormously.
- We achieved the goal of training teachers in two remote locations: Bukit Lawang, North Sumatra, and Cipanas, West Java.
- We do not yet have the capacity to conduct trainings monthly for up to 20 teachers.
- We fell short on our goals for SSM online, despite getting some demonstration videos online and beginning to revise our website. We aim to meet the same target by the end of 2019.

Targets for 2019:

- Seek new ways of partnering with teachers – including with early-primary teachers.
- Create and trial a version of SSM levels 1 & 2 suitable for SD (Teacher's Plans and Activity books)
- Revision of curriculum levels 3 (Words and Sentences) and 4 (Reading Independently)
- Create new books to improve the quality of our resources, and complete the revision of Bunyi Huruf stories and posters.
- Bulk print 7 A4 titles by April. If funds allow, print up to 20 A6 titles by October.
- Develop a book list that partners can use to for reading enrichment.
- Get the new SSM website up by end February, and restore Google Ads for Non-Profits.
- Offer Level 2 and 3 (Letter Sounds and Syllables) Teacher's Plans, activity books and black and white versions of card sets and posters online by mid-2019.
- Create more training videos and offer them free online by late-2019
- Make a plan to improve our mentoring and training of trainers materials

Goal 3: Grow to increase our impact

Move towards achieving our vision

From 2017 Annual Report:

As shared above, 2017 saw the number of children being taught with SSM more than double from 850 to 1,800. We're aiming to double again in 2018, to 3,600 kids. Achieving this will need more of everything – new teachers using our program in new ways in new places, new donors, sponsors and volunteers, and almost certainly new members of staff.

Results 2018:

- We're encouraged by our results here, achieving this ambitious (and most important) goal
- We trained more teachers than ever
- In November 2018 we began discussions with INOVASI about a new partnership training primary teachers in Lombok – watch this space!

Targets for 2019:

- 10% growth in the number of children being taught with SSM by the end of the year
- We aim to train fewer teachers in 2019 as we work to strengthen our core program

- ➔ Improve our data collection and testing – including getting baseline, midline tests, for 14 pilot schools and three control schools as part of a proposed partnership with INOVASI in Lombok, with post-program data to be collected in mid-2020
- ➔ Reach 20,000 teachers (100,000 downloads or views) via online materials in 2019.
- ➔ Increase our income from sponsorships and other partnerships