



Photo credit: Room to Read

ROOM TO READ INDONESIA IMPACT FUND

Quality Education



FUND OVERVIEW

NAME

Room to Read Indonesia Impact Fund

FUND OBJECTIVES

The Fund aims to **build foundational literacy skills in Indonesia** from 2024 - 2026

COUNTRY OF OPERATIONS

Indonesia

LAUNCH DATE

October 2024

MINIMUM CONTRIBUTION

SGD20,000/USD15,000

Multi-year contributions encouraged

FUND TARGET AND DURATION

SGD2,000,000/USD1,500,000

over 3 years

THE ISSUE

Cognitive research has shown that the optimal time to learn to read is in the earlier grades, and in order to attain high literacy rates, **children should be taught reading in the first few years of school**. Educational outcomes also significantly improve when primary school-aged children are surrounded and supported by high-quality literacy lessons and books.

However, many school-going children in Indonesia, especially those living in historically under-resourced communities, **lack access to quality children's books and adequate libraries**. This has resulted in many Indonesian children being unable to build necessary foundational reading and comprehension skills required for them to succeed in school and achieve better educational outcomes.

OUR PARTNER

Founded in 2000, Room to Read believes that *World Change Starts with Educated Children®*.

The organisation **addresses illiteracy and gender inequality** by helping children in historically low-income communities **develop literacy skills and supporting girls in secondary education**. With a whole-student approach, it designs activities to overcome learning barriers. Over 20 years, Room to Read has benefited and **impacted more than 45 million children** in 24 countries

In Indonesia since 2014, Room to Read has collaborated with the Ministry of Education, Culture, Research and Technology, and local nonprofits to implement its programs. Drawing from a decade of experience, it aims to scale its efforts nationwide.

WHAT YOUR FUNDING COULD UNLOCK

USD20,000

Print 20,000 copies of children's books for distribution to school libraries across Indonesia

USD35,000

Train 35 educators across Indonesia on fun and effective reading activities

USD50,000

Establish 3 school libraries and coach library partners in our best-in-class library model

KEY FUND PRIORITIES



- 1 Equip primary schools with vibrant, child-friendly libraries
- 2 Publish high-quality, culturally relevant children's books in Bahasa Indonesia
- 3 Train teachers to lead engaging and effective reading activities for students
- 4 Foster partnerships with local government to enhance children's access to high-quality libraries and books

CHAMPION DONOR

“Indonesia's future depends on educating and empowering the next generation. Private philanthropy can drive systemic change for all children. I support Room to Read because their programs connect classrooms with governments, creating lasting, large-scale impact.”

HELMAN SITOANG

Chair of Room to Read ASEAN Board

TO GIVE:

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5% of the total funds raised will cover ACF's fundraising and administrative costs.

Individuals with 'Accredited Investor' status, their associated private wealth entities, or corporate entities that pass ACF's Know-Your-Donor process may give through ACF's various funds.

WHY GIVE?

- 1 **Learn alongside experienced givers**
Join the champion's giving journey and learn about the issue and needs.
- 2 **Fund high-quality social impact organisations**
Support impactful nonprofits with a proven track record of driving positive change.
- 3 **Join a network of donors**
Be part of a community of impact-minded donors.
- 4 **Focus on your giving**
Leverage ACF's grant management capabilities to reduce your administrative burden.
- 5 **Ensure security and accountability**
Rely on the ACF team to conduct due diligence and manage grant tracking and reporting.

THE BACKGROUND

Consisting of 17,000 separate islands and more than 700 living languages, Indonesia is the fourth most populated country in the world. However, despite a growing effort to enroll Indonesian children in school, **quality children's books—and adequate libraries—remain scarce.**

Many schools do not have a functioning library, thereby limiting students' access to the materials and stories they need to practice their reading skills and build habits of reading and learning.

Most of the books being produced and distributed are also not appropriate for children's needs, including dense blocks of text with no pictures, and high production and distribution costs make quality children's books prohibitively expensive for most families and schools to afford. Beyond the supply and access to high quality books, teacher training in Indonesia is also a challenge, with most teachers not being equipped with the knowledge and skills to conduct effective and engaging reading lessons in the early grades.

As a result, many Indonesian school-going children cannot build the reading and comprehension skills they need to succeed in school, with low functional literacy rates especially in rural areas of the country, which are even more underserved. This has further implications, given that people with low levels of literacy are more likely to experience unemployment, poor health outcomes, and gender inequality.

In Indonesia,

**Only 25
out of 100**

students meet minimum
international literacy standards.

43% of Grade 2 students
are unable to pass a
basic letter and word
recognition test.

7% of storybooks are
suitable for early
readers.



Only **1 out of 3** primary
school teachers have
received training related
to reading instruction.

References:

1. Solihin, L. (2020, February 7). Indonesia must urgently tackle poor childhood literacy levels. Nikkei Asia. <https://asia.nikkei.com/Opinion/>
2. INOVASI's 2017-18 baseline study found that 43% of grade 2 Indonesian students failed a basic letter and word recognition test#.
3. Room To Read, Gap Analysis
4. The World Literacy Foundation

