



Regional Champion Scholarship

Regional Champion Scholarship (RCS) aims to nurture future leaders from rural areas committed to their region's development.

Since 2011, Tanoto Foundation has been offering the RCS to students at 29 Indonesian universities. To strengthen links with the regions, RCS provides binding employment opportunities with our corporate partners operating in the regions.

Achievements

Achievements of RCS program as of December 2015:

1. Provides scholarships to 173 students, of which 155 are active.
2. Placed 10 students who graduated in 2015 for employment in RGE Group companies and affiliates (Riau Andalan Pulp and Paper, Asian Agri, Apical, Toba Pulp Lestari and Tanoto Foundation).

Challenge

RCS scholars, who graduated from rural areas, are disadvantaged at universities because of the generally poorer quality of high schools in rural areas. This has led to 4.6% drop out rate, higher than that of NCS (1.5%).



Tanoto Youth Scholarship

Launched in 2010, the Youth Scholarship program enables high-performing junior and senior high school students from underprivileged families in Medan and Belawan, Sumatera Utara to cover school fees.

This program attests to the historical roots of our founder who was born in Belawan and raised in Medan. Youth Scholars are typically raised by parents who are either informal workers such as manual laborers, micro traders, or low level employees. Mindful of the special needs of this group of students, intensive counseling and academic mentoring have been explicitly structured into this scholarship program. The result has been a drop-out rate of almost zero.

Though most of our Youth Scholarship graduates tend to enter the work force straight after high school to help their family, three of the Youth Scholarship graduates have succeeded in getting our Regional Champion Scholarships and will continue studying to obtain their university education.

Achievements

As of December 2015 we have partnered with 21 secondary schools, benefitting 353 students, of which 154 are active scholars.

Challenge

Many youth scholars are under pressure from economically-struggling parents demanding their participation in income generating activities.

Impact

We have received expressions of appreciation from graduates of this program. The following testimony is one example.

"I am a proud recipient of the Youth Scholarship program from Tanoto Foundation since 2012. I am very happy that I now can focus on my study without having to add the financial difficulties on my parents. This scholarship truly helps me and my family."

Randy Ren Tanaka, student at Dr. Wahidin Sudirohusodo High School, Medan.



Tanoto Foundation International Scholarship

Several overseas scholarship programs are offered to high-performing students in Singapore, with priority on Indonesian and China students, studying at Singapore Management University (SMU), Nanyang Technological University (NTU), and National University of Singapore (NUS).

As the case with other Tanoto Foundation scholarship programs, we select scholarship recipients based on merits and need. In addition to the financial support, development of soft skill through training is an integral part of the scholarship.

The scholarship program at SMU includes a unique community service program called Project Sukacita, which brings SMU Tanoto Scholars to reach out to marginalized communities in Riau, Indonesia. Project Sukacita activities include health promotion through health screening, hygiene education through handwashing and teeth brushing, as well as school-based activities such as storytelling, classroom repainting, and cleaning of school facilities.

Achievements

As of December 2015, 79 students have been recruited as Tanoto Scholars, of which 22 are active scholars.

Impact

Project Sukacita was so successful and popular at SMU that it has continued as an annual event and is currently in the process of being integrated into SMU's Center for Social Responsibility (C4SR).





Tanoto Foundation Vocational Scholarship

In partnership with the RGE Group, Tanoto Foundation provides scholarships to financially-disadvantaged high school graduates from rural areas aspiring to have a career in the agriculture or forestry sector.

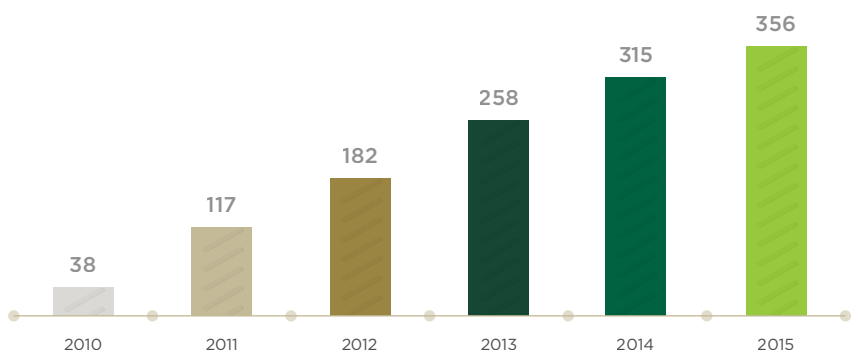
Vocational Scholarship in Indonesia

In Indonesia, Tanoto Foundation Vocational Scholarship is offered through two institutions:

1. Agriculture Institute (INSTIPER) in Yogyakarta, under the sponsorship of Asian Agri and APRIL.
2. Pulp and Paper Technical School (ATPK) in Bandung, under the sponsorship of APRIL.

Achievements

As of December 2015, 356 students have received vocational scholarships. Out of these, 55 graduated in 2015 and have started working in RGE Group companies.



Cumulative Number of Tanoto Foundation Vocational Scholars (2010-2015)



Challenge

Interest in agricultural and forestry vocational education programs has been declining.

Impact

109 graduates of INSTIPER and ATPK have worked at RGE as of December 2015, holding various level positions. INSTIPER graduates are assigned to roles such as Nursery Assistant, Research Officer, and Plantation Officer. Likewise, ATPK graduates work as Biometric Assistant, Fiber Quality Control Assistant, and Fiber Sustainability Assistant.

Vocational Scholarship in China

In China, Yuan Meng Scholarship program started in 2011 in Shandong Province. The program targets students from poor families residing in the remote areas of China to obtain access to higher education and provides opportunity to secure employment at one of RGE China's business group.

This particular scholarship partners with Nanjing Forestry University and Rizhao Polytechnic, a comprehensive higher vocational and technical college, to support students interested in the forestry area. The program is designed to provide students the opportunity to have hands-on experience in the business unit's mill operation site.

Achievements

As of December 2015, the Yuan Meng Scholarship has provided access to more than 260 students in total.

Impact

184 graduates have joined the affiliated companies within RGE's business unit as permanent employees, occupying various positions such as production, sales, and finance.



Sayap Garuda Scholarship

Sayap Garuda Scholarship was launched in 1997 and designed to support the continuity of rural development by developing talent pool for rural areas.

The program targets high-performing students whose parents work in RGE Group companies in rural areas and is inclusive of all school locations.

Achievements

As of December 2015, the Sayap Garuda scholarship has benefitted over 2,600 students.

Impact

Sayap Garuda scholarship has motivated many students to reach their full potential as shown below:

"Ever since I was in fourth grade, I have received the Sayap Garuda Scholarship. I am very happy. With this support, I become motivated to maintain my academic performance throughout my study and beyond. Hopefully with this scholarship I can continue my education to the highest level."

Maria Ronauli Sihotang, Student at Negeri 1 Tungkatl Ulu Junior High School, Tanjung Jabung Barat, Jambi.

"I have received Sayap Garuda Scholarship since elementary school. With this support, I am excited to continue my study to pursue my dream and make my parents proud. Thank you Tanoto Foundation."

Atika Oktari Siregar, Student of SMA 4, Jambi.



Institutional Strengthening at All Levels

Tanoto Foundation provides support to the strengthening of institutional capacity of schools and universities so that they are able to improve the quality of education.

Our holistic approach recognizes that different levels of education need different types of support. As such, our program strategy has the following features:

1 Coverage of the full spectrum of education:

- Early childhood education, comprising playgroup schools, day-care centers, community-based early childhood education centers, and kindergartens.
- Primary education and secondary education, mainly in rural areas.
- Tertiary or higher education.

2 Combining hardware-type and software-type of support:

- Hardware-type support includes development or improvement of infrastructure, and provision of educational facilities.
- Software-type support includes training for teachers, faculty members, and provision of research grants.

3 Program delivery based on long-term partnership:

- Training for teachers and faculty members are combined with post-training coaching and monitoring to ensure improvement.
- In relevant areas, synergy is achieved by further linking the programs with other partners of Tanoto Foundation.



Our institutional strengthening strategy toward quality improvement includes the following programs:

- **Pelita Pendidikan Program**
- **Advancing Tertiary Education**
- **The Tanoto Initiative at the Wharton School**



Pelita Pendidikan Program

A study conducted by Tanoto Foundation in 2010 found that most primary schools in rural areas do not provide quality education.

Of the 33 schools that were surveyed in Riau, 20 schools were found to suffer from one or more of the following issues:

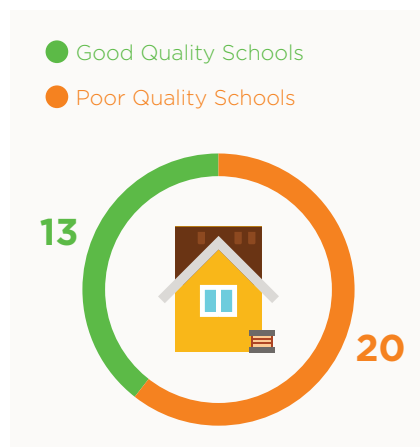
- Poor facilities and infrastructure
- Poor library or no library at all
- Poor teaching and textbook-based learning process
- Poor environmental awareness program

Meanwhile it is noteworthy that, at the national front, the Indonesian national school accreditation criteria for primary and secondary education consist of eight elements:

1. Graduates' performance in meeting national standards
2. Adherence to the national curriculum
3. Delivery of teaching and quality of the learning process
4. Teachers' qualification and competency
5. Adequate school facilities and infrastructure
6. Quality of school management
7. Sufficiency of school funding
8. Assessment of learning outcome

Pelita Pendidikan Program aims to improve the quality of education of rural schools by providing support in three dimensions:

- Delivery of teaching and quality of the learning process
- Teachers' qualification and competency
- Adequate school facilities and infrastructure



Pelita Pendidikan Program consists of four components, namely:



1

Pelita Guru Mandiri

A program to improve teaching skills.



2

Pelita Pustaka

A program to set up libraries at schools and foster good reading habits.



3

Pelita ASRI

A program which supports partner schools' stakeholders to create a safe and conducive environment at schools.



4

PAUD Program

A program to improve physical facilities and improve teaching competency of teachers and caregivers at Early Childhood Education Centers.

As of December 2015, Pelita Pendidikan has served 466 rural schools in Sumatera Utara, Riau and Jambi provinces. Of these 466 schools, 137 schools were founded and operated by RGE Group companies, and the remaining 329 schools are public and other private schools.

PELITA PENDIDIKAN PARTICIPATING SCHOOLS	REGULAR SCHOOLS	RGE SCHOOLS
Senior High School	12	2
Junior High School	23	5
Primary School	289	22
Kindergartens and Early Childhood Education Centers	5	37
Play Groups and Day-Care Centers	-	71
TOTAL	329	137

As Pelita Pendidikan has been running for 5 years, we had an evaluation conducted to assess the effectiveness and impact of the program as of December 2014. Universitas Katolik Widya Mandala (Indonesia) and the Bear Center of the University of California at Berkeley conducted the evaluation study (henceforth "the Berkeley study").



Pelita Guru Mandiri

Pelita Guru Mandiri is a program aimed at improving teachers' competence and their qualification.

Improving Competence

Through Pelita Guru Mandiri, teachers are trained so they can implement high-quality, effective, yet enjoyable teaching and learning process for students in and out of classrooms. Teachers are trained in topics such as development and implementation of contextual learning approach, collaborative learning between teachers and students, and classroom management. To ensure that teachers maintain their quality of work, we carry out periodical visit to schools for direct observation and refresher training sessions.

Training of teachers is done by involving local teachers who have successfully completed training as program facilitators and eventually as peer educators. We have trained 230 teachers as peer educators. These teachers take an active role in the local working groups of teachers and principals, so that the teachers

who do not participate directly in our training can also benefit from the skills and knowledge. Every year, we provide refresher training for the peer educators as part of their continuing professional education.

Teachers participating in the training are encouraged to form geographical groups or clusters. This allows sharing of experience and exchange of ideas among the teachers on how to implement the quality improvement in their respective schools.

Improving Qualification

A finding of the Ministry of National Education in 2010 also showed that more than 50% of teachers in Indonesia do not have a bachelor's degree.

In 2011, Tanoto Foundation launched the Tanoto Teachers Scholarship so more teachers can have access to higher education, improve their qualifications, and subsequently

strengthen the quality of teaching and learning process. This scholarship targets teachers who teach at primary schools in rural areas of Sumatera Utara, Riau and Jambi.

Achievements

Achievements of Pelita Guru Mandiri as of December 2015:

1. Worked with 215 schools
2. Trained more than 2,200 principals and teachers
3. Trained 230 teachers as peer educators
4. Provided college scholarships for 151 teachers, of which 64 have graduated

Challenge

School principals in public schools are subject to periodic rotations. This hinders the continuous implementation of our program, as buy-ins have to be obtained from new principals, and principal training program repeated.

Impact

1 Teacher mastery in contextual teaching and learning

Training sessions have affected teachers' confidence positively. The Berkeley study shows that an average of 66% of teachers surveyed felt they understand the contextual teaching and learning materials well.

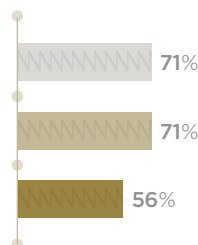


193
Teachers

SUMATERA UTARA

RIAU

JAMBI



2 Impact on contextual teaching & learning

The Berkeley study also shows that students are now more active in the classroom. They are asking more questions, creating group discussions, and moving around the classroom for active learning.

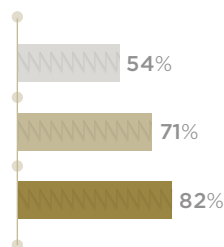


3,357
Students

ASKING QUESTION

TALKING ABOUT LESSON
IN SMALL GROUP

WALKING AROUND
CLASSROOM



From our internal monitoring and evaluation survey, we found the following:

1 Student's satisfaction while in classroom

Data from 3,457 students surveyed indicates that almost all students are satisfied with the new classroom arrangements.

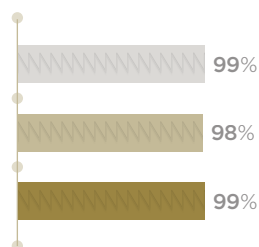


3,457
Students

SUMATERA UTARA

RIAU

JAMBI



2 Student's opinion (teachers' teaching methodology)

The majority of students we surveyed in December 2014 are satisfied with the way courses are taught in and outside of classrooms.



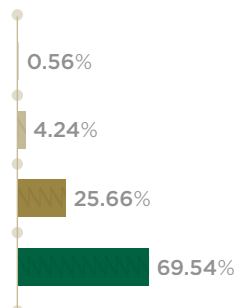
3,357
Students

NEED IMPROVEMENT

ENOUGH / AVERAGE

GOOD

VERY GOOD



121
Schools



Nurturing Indonesia's Future Leaders

Lubuk Kembang Sari elementary school is a public school that serves several villages in Ukui, Riau. Ukui is a subdistrict located in Riau, 2.5 hours by car from Pekanbaru, the capital city of Riau Province. In 2011, the school joined Pelita Pendidikan program and has not looked back since. Thanks to Pelita Pendidikan program, Lubuk Kembang Sari has grown from B-level to A-level school, based on the Government's school accreditation system.

In 2014, the school has also received the Adiwiyata Award which is the Government's recognition for the school's ideal learning environment that promotes good hygiene behavior and is environmentally sustainable. Finally, Lubuk Kembang Sari has also developed into a center for teachers training among 16 elementary schools in the area. "The Pelita Pendidikan program is very helpful for us. Before joining the program, we used to be passive in our teaching method," said Mr. Daryono, a Grade 4 Islamic studies teacher.

The teachers in Lubuk Kembang Sari became known for their teaching style. They would utilize unused or recycled materials and incorporate them into educational tools. Teachers also engage students in good environmental practices such as paper recycling and the garbage bank program, where students are taught to identify recyclables and group them accordingly. The teachers and students develop

biopores within the school compound to reduce water puddles after rain.

Through reading aloud and library visit program, students have developed an interest in reading. During breaks, more students spend time in the library to read books.

The impacts of Pelita Pendidikan are also obvious among teachers. "Teachers in this school are happier with their job," said Mr. Daryono. "The school has many activities despite the limited resources that the schools have, and we are constrained by the limited support from government. "We have monthly sharing session among schools in this area to share what we have learned in Pelita Pendidikan programs. There are 96 teachers from 18 schools in total and I have been the speaker 4-5 times," Mr. Daryono shared proudly.

"With Tanoto Foundation's help, our teaching technique is now comparable to the teachers out there [in the city]. We do things differently now. Learning activities becomes fun and exciting," said Mr. Daryono concluding the conversation.



Quality One-roof School for Children in Rural and Remote Areas

Data from Indonesia's National Socio-Economic Survey revealed that in 2011 2.3 million children of 7-15 years old were out of school. Of this number, over 1 million or 43% are children at the age of 13-15 years who live in rural and remote areas where access to junior high schools is a big challenge.

In 2015, Tanoto Foundation and UNICEF signed a one year partnership agreement to support the improvement of government-initiated program called SATAP (Sekolah Satu Atap), or known as One Roof School. First launched in 2005, SATAP is designed to combine primary education (grades 1-6) and junior secondary education (grades 7-9) in one compound. Ultimately, it aims at making transition to junior secondary education both physically easier and financially more feasible, at least for poor students living in remote and isolated areas.

The partnership works toward piloting improvement of the application of school-based management systems at SATAP schools. The pilot works in twelve selected schools in Polman and Mamuju district, West Sulawesi; and Bondowoso district, East Java. The pilot program aims to improve the performance of selected SATAP schools, so that it would become an ideal model for others to replicate.

In a workshop conducted by UNICEF in May 2015,

Tanoto Foundation together with UNICEF and The Ministry of Education and Culture participated in the formulation of the SATAP module that serves as a guideline to train the teachers and school principals in pilot schools.

In November 2015, nine teachers (3 principals, 2 school supervisors, and 4 teachers) from SATAP schools that participate in Tanoto Foundation's Pelita Pendidikan Program in Riau and Jambi had the opportunity to participate in the On The Job (OTJ) training conducted in Bondowoso. The training provided great insights to our teachers in developing effective curriculum for SATAP schools replicable at the schools in their respective areas. Upon returning from OTJ, the school supervisors and principals has implemented Teaching and Learning Supervision in their respective schools, and develop action plan to improve SATAP schools.

Ibu Fitriyani, teachers from SATAP in the Tebo District of Jambi province stated, "Training that I received from Pelita Pendidikan in the past three years has taught me about the importance of applying school-based management in my SATAP. Now that I have participated in the UNICEF training, I realize that proper supervision is important in ensuring quality, and that SATAP schools should work closely with local Education Office to have effective supervision. I will certainly work closer with the Education Office and share the experience with other SATAP teachers".



Pelita Pustaka

Pelita Pustaka program builds or renovates school libraries and promotes the use of the library as a comfortable place where students can obtain various educational information and improve their interest in reading.

Pelita Pustaka strongly supports schools in areas where access to information is limited. We make use of unused space in schools to create a small library or reading corner and donate various reading materials to the area. We train teachers to be librarians capable of managing small libraries to ensure maintenance and accessibility of reading materials.

To ensure that students have access to a breadth of book collections, we implement a book rotating system among schools located in the same cluster. There are approximately 6 schools in one cluster, each with an initial donation of 120 books. Tanoto Foundation trains teachers and librarians to facilitate book rotation every 2-3 months so that students constantly have access to new book collections without having to waste old ones. Furthermore, the cluster system also enables librarians from different schools to network, share experience, and improve the system.

Achievements

Achievements of Pelita Pustaka as of December 2015:

1. Renovated and built libraries in 186 schools
2. Donated over 32,000 books
3. Trained more than 1,800 teachers in library management



Challenge

While the initial book collections of Pelita Pustaka libraries are mostly provided by Tanoto Foundation, the challenge is to build community participation to increase book collections through donations or book drive initiatives.

Impact

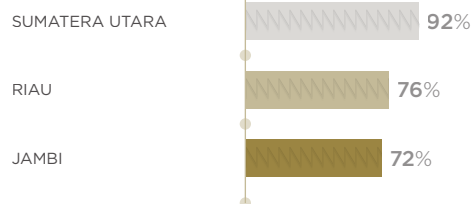
More than 140 schools now have fully functioning libraries. The Berkeley study shows:

1 Use of Library Management System

Majority of teachers in the partnering schools in three provinces have implemented the Pelita Pustaka library management system.



193
Teachers

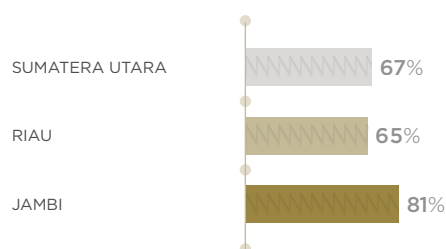


2 Schools with Librarian

More than 60% of the schools surveyed have dedicated personnel to support the activities in the library, demonstrating that the vital role of librarians have been recognized.



64
Schools

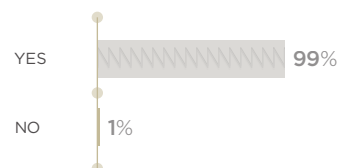


3 Book Rolling System Benefit

Majority of schools surveyed found Pelita Pustaka book rotation system beneficial. This is because the system optimizes the use of limited book collections in each school cluster and offers networking opportunities amongst librarians from different schools.



64
Schools



From our 2014 monitoring survey, when asked about their school library, 88% of students from participating schools stated that they enjoy using the library. Reasons include helpful librarian, ease in finding books, and the variety of book collections.

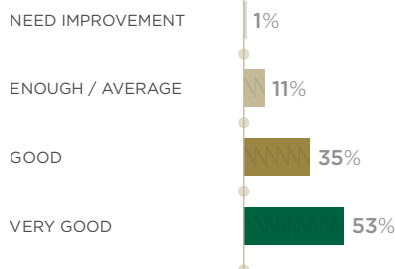
2 Students Opinion



3,312
Students



121
Schools





Pelita ASRI

Pelita ASRI (Aman, Sehat, dan Ramah Lingkungan) is a program to foster safe, clean, and healthy learning environment in schools. Pelita ASRI is implemented in a holistic manner, supporting the schools’ “hardware” as well as “software” components.

Under Pelita ASRI, we work to:

- Renovate classrooms
- Provide classroom furniture and fixtures
- Build or renovate toilets and install clean water supply
- Increase students’ and teachers’ personal hygiene awareness
- Increase students’, teachers’ and community members’ environmental awareness

In locations where synergy is called for, we collaborate with our partners APRIL and Asian Agri.

Achievements

Achievements of Pelita ASRI as of December 2015:

1. Renovated and built 350 classrooms
2. Provided more than 15,000 sets of classroom furniture
3. Implemented 3Rs (reduce, reuse, recycle) initiative in 141 schools
4. Renovated and built 222 toilets
5. Trained 778 teachers in good hygiene habits and 3Rs
6. Good hygiene campaign reached more than 12,600 students

Challenge

School budget limitations have led to poor maintenance of equipment and facilities.

Impact

Based on the Berkeley study, Pelita Asri has made positive impact as indicated in the following findings:

1 Student's Change in Behavior

The majority of students in the three provinces reported positive change in their behavior regarding good hygiene habits such as hand washing with soap under running water, keeping the environment clean, and not littering.

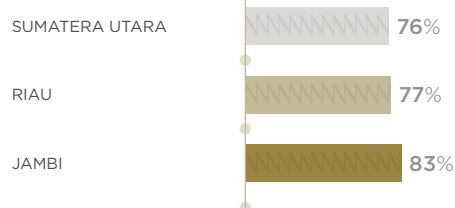

3,457
Students



2 Use of teaching media from recycled material

As a result of Pelita Asri's teacher training program in 3Rs (Reduce, Reuse, Recycle), the majority of teachers now use teaching media made from recycled material, thus reducing waste and litter.

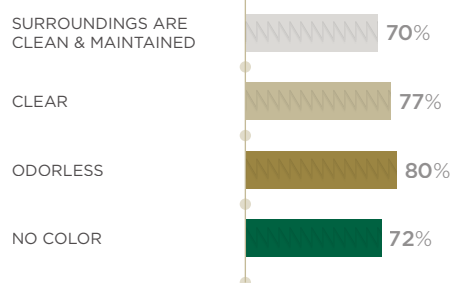

193
Teachers



3 Observation of Water Quality

The Berkeley study also shows that most of the users (teachers and students) of Pelita Asri's clean water installations were satisfied with the cleanliness of surroundings, water clarity, absence of odour, and absence of water colour.


64
Schools



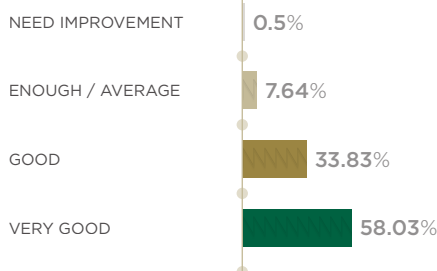
The above findings by independent evaluator confirm the similar finding from the in-house monitoring survey carried out in December 2014 on the effectiveness of our Pelita Asri school renovations. 92% of students surveyed in three provinces rated their schools' learning environment and facilities as "good" or "very good." This indicates that the students are satisfied with their school facilities and infrastructure.

2 Students Satisfaction

Post Construction/Renovation Schools


3,397
Students


121
Schools





PAUD Program

Our PAUD Program aims to improve the quality of early childhood education centers at rural and urban areas.

PAUD is the Indonesian acronym for early childhood education center. Excluded from the compulsory nine-year education, PAUD lacks the attention it deserves from the government. Ministry of Education and Culture data shows that only 20% of PAUD teachers have a bachelor's degree.

Furthermore, it is commonly perceived that such centers are meant to serve merely as play centers for children. The quality of the teaching and learning process at most early childhood centers is unsatisfactory. Yet, according to UNICEF, the early childhood phase is the most critical period in the development of a child's brain. What happens in the first five years of life will affect the child's future.

The scope of our PAUD program:

- Training of teachers and caregivers to improve competency
- Improvements of educational content
- Physical renovation of kindergartens and centers

As of December 31, 2015, we support 37 kindergartens and early childhood education centers and 71 day care centers in the rural areas of Sumatera Utara, Riau, and Jambi. We provide the following:

- Training for teachers and caregivers on key topics on children's development stages, educating children with disabilities, and nutrition.
- Assistance to ensure centers' infrastructure safety.
- Health screening for the children.

Under the partnership with Tanoto Foundation, RGE Group companies bring values to the development of the centers by sponsoring teachers and caregivers, as well as providing supplementary feeding for children.

Volunteers organized by Tanoto Foundation from Indonesia and Singapore visit the day care centers regularly to carry out activities such as story reading or singing with the children. This is done not only to provide education content to the day care centers, but also to support the children's social skills development.

In 2014 we started to expand our work to Jakarta where RGE has a palm oil refinery operation. The intention is to adapt and replicate our years of experience from rural Sumatera in strengthening the quality of early childhood education. We then collaborate with Jakarta Provincial Government to develop models of quality early childhood education for low to middle income communities in densely populated urban areas.



Pilot activities have been conducted in two selected centers in North Jakarta: (1) PAUD Bougenville at the Cilincing subdistrict to support communities living by Jakarta's sea port area and (2) PAUD Kenanga 17 at the Penjaringan subdistrict for residents in low income apartments. We also collaborate with Ministry of Education and Culture to train and certify the competence of the educators. Governor Basuki Tjahaja Purnama visited the training at PAUD Bougenville and inaugurated the completion of the PAUD Bougenville's renovation work by Tanoto Foundation in August 2015.

In late 2014, Tanoto Foundation's PAUD program was featured in the Jakarta's Children Friendly City Program. Four other early childhood education centers recommended by the Jakarta Provincial Government have been renovated by Tanoto Foundation for building quality improvement and received training and mentoring for teachers competency improvement. It brings the number of partners to 6 in total.

Achievements

Achievements of PAUD Program as of December 31, 2014:

1. 22 PAUD teachers nationally certified
2. 39 PAUD teachers trained
3. 94 kindergartens and day care centers caregivers trained
4. 22 kindergartens and day care centers caregivers nationally trained
5. 12 day care centers renovated in Pangkalan Kerinci, Riau
6. 6 PAUD centers renovated in Jakarta

Impact

1. Our comprehensive support for PAUD that combines teachers training and improvement of physical facilities continues to be recognized by the Jakarta Provincial Government.
2. In 2015, Tanoto Foundation was assigned by the Jakarta Provincial Government as development agent for government-owned PAUD located in flat housing in East Jakarta.

The following pictures show two PAUD facilities that were renovated by Tanoto Foundation:



1
PAUD Al Huda, one of the supported PAUDs under Jakarta Children Friendly City



2
Day care center in the rural area of Riau

Challenge

1. Many of the teachers and caregivers at the early childhood education centers do not fully meet the qualifications as prescribed by the government. The challenge for Tanoto Foundation is to develop the competence to meet the standards.
2. The dispersed locations of the early childhood education center in Sumatera provinces pose a challenge for us to deliver capacity building efficiently.



Quality Learning Space in Crowded Jakarta

Before collaborating with Tanoto Foundation, PAUD Bougenville had no permanent space or classroom for their activities. The class had to move several times from one garage of community member's house to another so children could continue to have sufficient space to play and learn. Since they have a permanent building now, teachers can concentrate on designing and delivering lessons for children.

"Children became more attentive during learning sessions. They are very happy with the playground facility in the center's backyard. The spacious classroom also helps teachers to create learning corners for students activities" reported Siti Maryam, Principal of PAUD Bougenville 011.

At PAUD Kenanga 17 families living in the low-cost housing now have the option of sending their children to quality early childhood education center instead of just letting the children play unsupervised.

"After we worked with Tanoto Foundation to transform the makeshift center into a permanent PAUD, we have more children who are interested in joining us", reported Zubaedah, one of the teachers at PAUD Kenanga 17. Located in area where the community members come from three different ethnic groups and cultures, PAUD Kenanga 17 also serves as a melting pot for cross cultural assimilation which would contribute to stronger social cohesion.



Advancing Tertiary Education

Education for all, which was adopted as one of the Millennium Development Goals, plays a crucial role in preparing people for their future. Within the education spectrum, higher or tertiary education shapes the way in which future generations learn to cope with complexities of development.

Tertiary education forms a link between knowledge generation and transfer of knowledge to society in two ways. First, universities prepare future generation to enter the labor market. Secondly, universities contribute to development through outreach and service to society. Therefore, it is imperative that tertiary education is delivered with quality.

Tanoto Foundation's support to the advancement of tertiary education aims to improve the quality of education in three dimensions:

- Stimulating innovation among students and faculty
- Facilitating the dissemination of practical knowledge to classrooms
- Providing conducive learning environment



Our strategy is to deliver the support through long-term partnership that leads to the development of centers of excellence. Our current program portfolio includes:



1

Tanoto Student Research Award



2

Tanoto Entrepreneurship Series



3

University Infrastructure Improvement