

Sekolah Rakyat Ancora

The Partnership between Ancora Foundation and Indonesia Heritage Foundation

The Importance of Education in Early Childhood

The government mandated the Ministry of Education and Culture to target all boys and girls to get access to the nursery school also known as Early Childhood Education (ECD/PAUD). The target itself was listed on the Sustainable Development Goals (SDGs) 2030¹. Efforts in achieving the targets started with *Satu Desa Satu PAUD* (One Village One PAUD) program. The Ministry of Education and Culture noted that more than 70% of villages already had PAUD nation-wide or equal to 190,225 institutions with 70.10% Gross Enrollment Rate (GER).

The rapid growth of PAUD raised the main challenge on how to maintain its quality since it is crucial for children development, so as to maximize their future well-being. Children age of 4 to 6 years old are at the golden age of learning, growing and the developing their intelligence (IQ). When children receive optimal education, there will be greater possibilities in academic achievement, getting higher education level, and positive social skills.



Character-based Education helps the children in improving the main characters, namely honesty, independence, politeness, tolerance, and leadership.
© Ancora Foundation, 2016.

support during the activities and conducted monitoring and evaluation. Meanwhile, IHF conducted training for teachers, provided the Character-based Holistic Education (CBHE) learning modules, story book, educational game tools, lesson plan, supporting literature and signboard for the partners.

By 2015, *Sekolah Rakyat Ancora* had successfully trained 830 teachers from 415 PAUDs which gave impact to more than 12,000 children across Indonesia. The package of training and teaching material for PAUD are 6 modules of CBHE, 122 story books, 74 educational game tools, 1 set of pillar module, 1 set of pillar book and 5 supporting literature for two years of learning session.

THE PARTNERS



Ancora Foundation
(www.ancorafoundation.com)

was established in 2008 as a philanthropic organization that build human capital through education field as the personal aspiration of the Ancora Group founder.

Ancora Foundation is built on three pillars, namely (1) scholarship program, (2) teacher empowerment, and

SUMMARY

Sekolah Rakyat Ancora program was the partnership between Ancora Foundation and Indonesia Heritage Foundation (IHF). It aimed at improving the quality of education in PAUD, including the teacher capacity.

The partnership model reflected the expertise of each organization. Ancora Foundation conducted the fundraising for the teachers training, identified PAUDs and kindergartens to be involved, provided technical

(3) community empowerment. Together those pillars show the commitment of the company's founder in improving the access and quality of education in Indonesia. *Sekolah Rakyat Ancora* is under the second pillar, specifically aims to improve the access and quality of early childhood education (PAUD) focusing on character building and targeting 1,000 PAUDs and 30,000 children. Ancora Foundation believes that teacher is one of the most important elements in education. The quality of education is largely determined by the teachers' quality. Therefore, teachers need to improve their competence.

Ancora Foundation also built the partnership with other companies and organizations, to implement the program. Most of its partners are organizations which prioritizing education as one of the most important issues in development. Among other partnering organizations are Khazanah Foundation (founded by the investment holding arm of the Government of Malaysia), Caterpillar (heavy equipment company), Levi's (US clothing company), and energy companies such as PGN and Bormindo Nusantara.



Indonesia Heritage Foundation/ IHF (www.ihf.or.id) is a non-profit organization established in 2000 which focuses on character based education for early childhood

(between the age of three to six years) until adolescence. Currently, IHF has over than 100 employees which mostly consists of trainers and teachers. IHF started the activities by developing the education model called "Character-based Holistic Education" (CBHE) for kindergartens, elementary schools, and junior high schools. Until 2016, IHF had trained more than 4,400 teachers from kindergartens and 500 teachers from elementary schools in almost all provinces in Indonesia.

Many companies and organizations have partnered with IHF to include agribusiness companies, energy and oil companies, financial institutions, media companies, state-owned, and private and corporate foundations that have concerns on education.

IHF currently main activities are (1) Semai Benih Bangsa (SBB) Kindergarten which was self-established by the community, (2) Elementary and Junior High School of Character in Cimanggis, Depok, West Java, (3) Conducting seminar, workshop and training on Character Education and Brain-based Parentingⁱ, (4) Development of literature books, story books, and character bulletin, (5) Coaching private and public kindergartens and elementary schools adopted



Use of educational game tools triggers the development of early childhood cognition. ©Ancora Foundation, 2016.

Character-based Holistic Education (CBHE), and (6) Observation education institutions which are interested to CBHEⁱⁱ approach.

INITIATING THE PARTNERSHIP

The partnership began in 2009 when the founder of Ancora Foundation and IHF met in one occasion and discussed the education situation in Indonesia. Later on, they agreed to partner based on their shared vision on character education, and implement a program called *Sekolah Rakyat Ancora*. In the first year, the partnership started with 20 PAUDs in Sumatra and Java and later on reached over than 400 PAUDs in the end of 2015.

IMPLEMENTING THE PARTNERSHIP

The *Sekolah Rakyat Ancora* program was launched in 2009 with the objective to increase the quality of education in PAUD including the teacher capacity.

To start the program, Ancora Foundation team selected the schools within the area of the company and the partners who support the program are located.

Ancora Foundation identified the school based on the criteria that the school has been established for more than two years by the community initiative with the students coming from the middle-income families (under-privilege families). After the identification, Ancora Foundation further communicated with the school about the teacher training program. Based on the communication, Ancora Foundation provide the recommendation to IHF about the schools which agreed and committed to participate in the program.

IHF would then invite two teachers from each school to attend the CBHE training for 10 to 14 days, with 18 or 20 participants in each batch.

During the training, the trainees received a package of supporting materials such as learning module, lesson



The nine pillars of character for early childhood provided as the part of CBHE module. ©Ancora Foundation, 2016.

plan, educational game tools, signboards and literature materials to support the teaching activity when they return to their school. In detail, the materials are: one CBHE module, 122 story books, 74 educational game tools, one daily lesson plan and other supporting literature which will be used in the learning session for two years.

The module for teachers training was developed by IHF based on the national curriculum, this will allow the students directly continue to the next level in different school. The topic of the module was focusing more on the aspect of the teachers' skills on teaching the nine pillars of character, namely honesty, independence, politeness, tolerance, leadership, etc. At this stage, Ancora Foundation supported the training with educational materials and funded the training activities either from the Foundation itself or from the partners.

After the training, the teachers were sent back to their schools and started to apply the trained curriculum. Ancora Foundation then conducted further technical coaching to the schools that are deemed necessary based on the request from the school, teachers or IHF recommendations.

The program impact analysis was carried out during the monitoring phase, namely 6 to 12 months after the training. In this phase, Ancora Foundation collected the primary and secondary data from the direct beneficiaries, such as teachers as well as the indirect beneficiaries such as parents and children. Ancora Foundation visited the schools after the approach has been applied, generally at the beginning of school year or the new semester. During the visit, they conducted interviews with the beneficiaries, observing the teaching and learning activities in class, and distributing questionnaires. Ancora Foundation evaluated the teachers of their positive change or new behavior post training, such on how the teachers communicate with students, manage the class,

Testimonial: TK Ciarlylene

Ciarlylene Kindergarten is located in Tanah Merah, Ambon. This region is known as one of conflict-prone areas due to border between the Muslim and Christian community. The community conflicts are common and sometimes led to fight, violence and destruction of mosques and churches.

"We are very grateful for this opportunity because of we learned in the training focused on characters, namely on how to grow tolerance and empathy. Our children live in a 'dangerous' zone and can be easily influenced by this harsh environment. But, we are hoping that the children graduated from our kindergarten will grow into a tolerate and caring person and stop the endless conflict and violence that has been happening for many years," said Febby Alfons, one of the teachers who participated in the training.

Even though this kindergarten was established by a Christian family seven years ago, it accepts the children from various religions, including Islam. From the monitoring, this Kindergarten has 50 students and some are with special needs.

(© Ancora Foundation, 2016)



communicate with the parents, etc. The finding was analyzed and summarized in the final report of the program. A recommendation was also included in the report for the future program based on program objectives.

From the visit, Ancora Foundation then developed and distributed the communication material to the partners through the fact sheets of Sekolah Rakyat Ancora, social media, publications, and case study. Therefore, the partners would always keep updated with program development in each area.

RESULT

By 2015, *Sekolah Rakyat Ancora* had successfully trained 830 teachers from 415 PAUDs which impacted 12,000 children across Indonesia.

CHALLENGES AND LESSONS LEARNED

Ancora Foundation observed that the character-based schools would be more successful when several schools of the same formed a community group to support each other. In this case, a teacher who have just received the training would gain support and continuous learning from others if they faced difficulties when implementing the CBHE module.

Parent involvement on PAUD was also important. The parents would become obstacles when they have different values of characters taught in school. Therefore, IHF recommended the teachers to invite the parents to listen to the characters that had been taught.

FUTURE PLANS

Ancora Foundation hoped to expand the program in terms of number of PAUD and the work areas through partnerships with more organizations. The Foundation



The PAUD students of *Sekolah Rakyat Ancora* program are playing while studying. © Ancora Foundation, 2016.

was conducting a communication with the Director General of Early Childhood Education to share valuable experience gained from implementing the *Sekolah Rakyat Ancora* program. The government involvement during the implementation would certainly support the program sustainability in the long run.

Foot Notes

- i. Both School of Character and SBB adopt the CBHE curriculum. However, SBB is more for non-profit and self-sufficient schools, while School of Character is for non-poor.
- ii. Brain based parenting is an educational method based on the ability and child way of thinking development.

Reference

1. Maulipaksi, D. (2016, February 4). *News and Information*. Retrieved April 5, 2016, from Data Center for Education and Culture Statistics: <http://www2.pdsp.kemdikbud.go.id/Berita/2016/02/04/Tahun-2030-Seluruh-Anak-Peroleh-Akses-Pendidikan-PraSD>

About this Case Study

This is one in a series of case studies based on presentations by partners at HBRI Partnership Forum. HBRI Partnership Forum is an activity of CCPHI, a project funded by the Ford Foundation.

This case study is based on presentations made by Ratri Wuryandari, the CEO of Ancora Foundation, and Rahma Dona, the Teacher Training Coordinator of IHF at the 30th session of HBRI Partnership Forum. Dian Rosdiana prepared the study in consultation with Ancora Foundation and IHF.

For further information on the CCPHI Project and Partnership Forum please contact **Dian Rosdiana**, Executive Director at dian.rosdiana@ccphi.org, **Anita Kastubi**, CCPHI Communication Officer at anita.kastubi@ccphi.org or visit us at www.ccphi.org; Facebook: [CCPHI](https://www.facebook.com/CCPHI); Twitter: [@CCPHI](https://twitter.com/CCPHI); LinkedIn: [CCPHI](https://www.linkedin.com/company/ccphi)