



**Peace
Corps**
INDONESIA



**ANNUAL
REPORT** | **2017**



Kennedy's Promise

“We will only send Americans abroad that are wanted by the host country – who have a real job to do – and who are qualified to do that job. Programs will be developed with care, and after full negotiation, in order to make sure that Peace Corps is wanted and will contribute to the welfare of other people.

Our Peace Corps is not designed as an instrument of diplomacy or propaganda or ideological conflict. It is designed to permit our people to exercise more fully their responsibilities in the great common cause of world development.”

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glossaries

PCV: Peace Corps Volunteer

ID7: Group of Volunteers who arrived in Indonesia in 2013

ID8: Group of Volunteers who arrived in Indonesia in 2014

ID9: Group of Volunteers who arrived in Indonesia in 2015

ID10: Group of Volunteers who arrived in Indonesia in 2016

ID11: Group of Volunteers who arrived in Indonesia in 2017

Counterpart: Indonesian English Teacher/Community member with whom a PCV works

Pre-Service Training: Intensive training prior to permanent placement

In-Service Training: Training for Volunteers and Counterparts after 3 months of service

Mid Service Training: Training for Volunteers and Counterparts after 1 year of service

Project Design and Management: Training for Volunteers and Counterparts on secondary projects

COS: Close of Service

Sekolah Menengah Kejuruan/SMK: Vocational High School

Madrasah Aliyah: Islamic High School



From the Country Director



Jennifer Goette
Country Director

Peace Corps Indonesia is very pleased to present our 2017 Annual Report which highlights the contributions of Peace Corps Volunteers and their Indonesian counterparts in strengthening English teaching, building teacher capacity, and promoting the achievement of students.

This report reflects the collective accomplishments of the many Government partners, schools, host families, communities, and individuals who have contributed to our combined success.

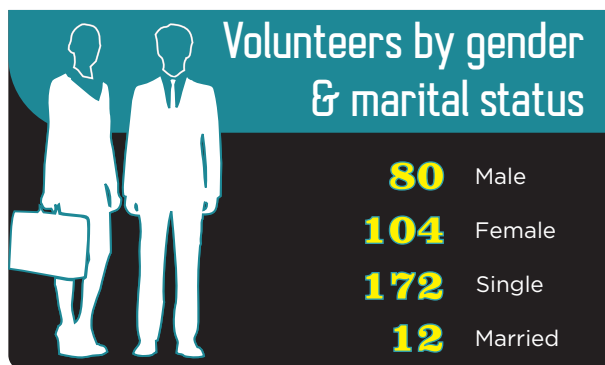
Peace Corps was created by John F. Kennedy in 1961 with the mission to promote world peace and friendship by sending American volunteers to live and work side by side with local communities, and to bring what they have learned back to the United States to enrich the lives of those around them. Since its creation, more than 230,000 Americans have served in 141 countries around the world. All of Peace Corps' work respects the dignity of those served and recognizes the ability of Indonesians to improve their own lives.

Since 2010, more than 410 Peace Corps Volunteers in Indonesia have worked in partnership with the people of Indonesia to empower individuals and communities, build capacity, and promote cross cultural

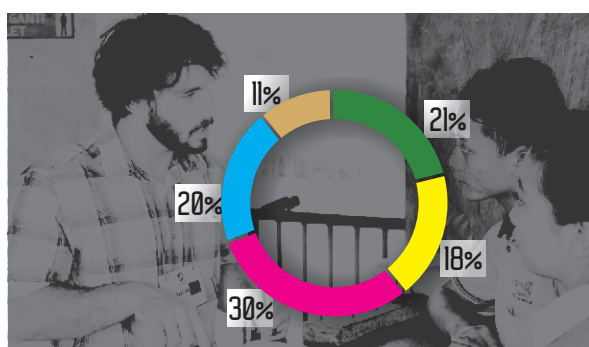
understanding. Through shared dialogue and skills transfer, Peace Corps Volunteers are contributing to sustainable development priorities in partnership with the communities they serve in East Java, West Java and Nusa Tenggara Timur. Every Volunteer is trained to speak Bahasa Indonesia as well as a local language and assigned to a school to work side by side with Indonesian teachers.

We are honored to work in Indonesia at the invitation of the Government in support of their development goals. Peace Corps engages with partners at the district, provincial, and national levels to foster collaboration and strong communication. The Ministry of Foreign Affairs, The Ministry of Education and Culture, and the Ministry of Religious Affairs have been strong and supportive partners of Peace Corps' mission.

In addition to support from Indonesian Government partners, the excellent leadership of the U.S. Mission in Indonesia, and particularly the support of Ambassador Joseph R. Donovan Jr. and Consul General Heather Variava, has contributed to Peace Corps' success. We extend our warmest appreciation for the continued collaboration that has strengthened the positive impact of our work in Indonesia.

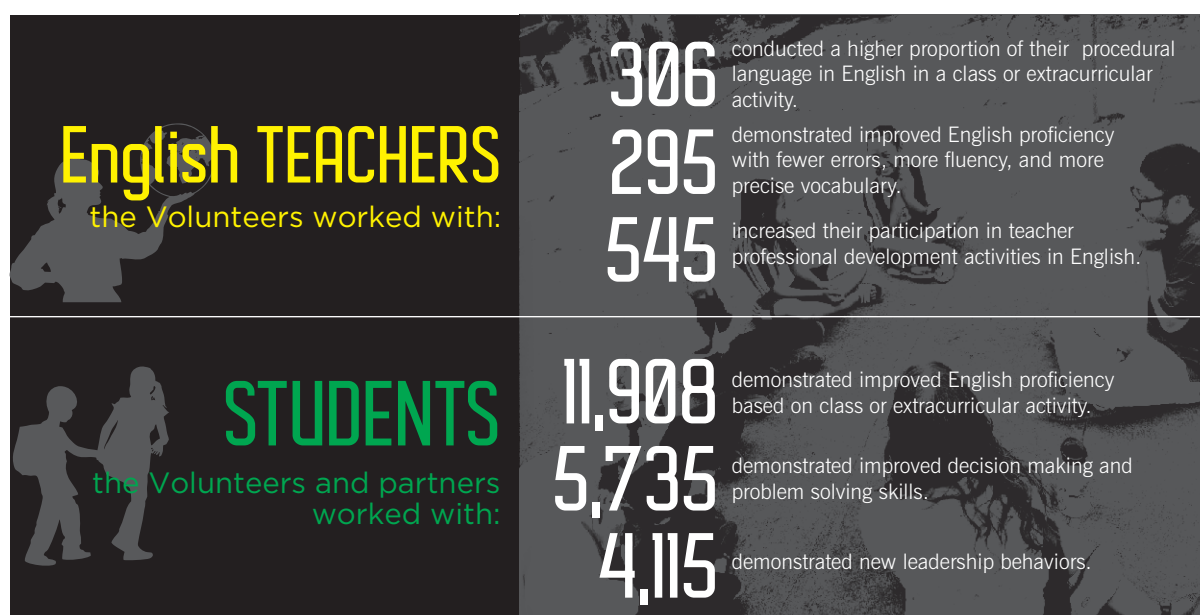
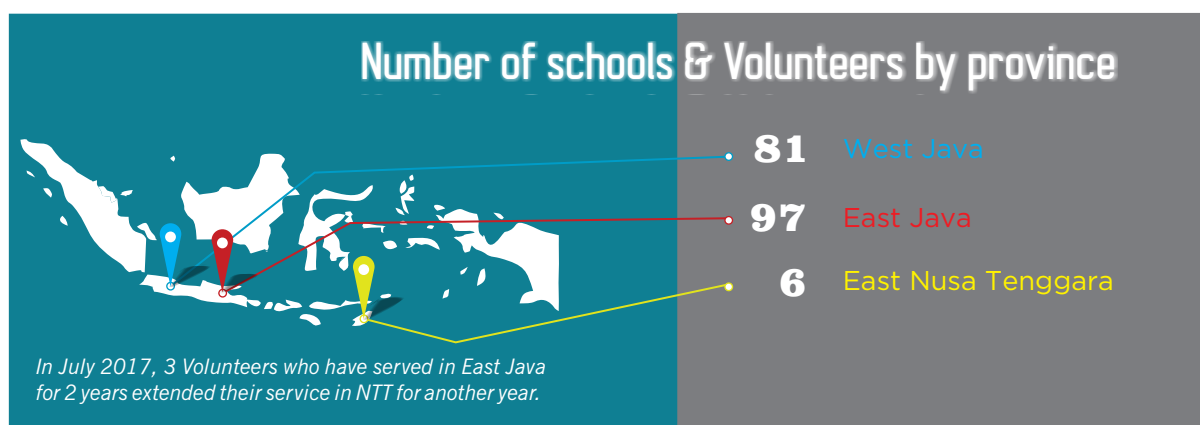


Volunteers
In Service **184**



Host organizations by type

- 20 Middle Schools
- 37 Vocational Schools
- 55 High Schools
- 33 Islamic Middle Schools
- 39 Islamic High Schools





Success Stories



Peace Corps Volunteers work collaboratively with English teachers to create or advance extracurricular activities such as English clubs, conversation clubs and reading clubs that focus on English language skills as well as critical thinking and analytical skills.

Volunteers co-initiate school-related resource development projects in the form of World Maps, library improvement, English Resource Centers/Cultural Centers, English Camps, and English Competitions. Some Volunteers create exchange programs with American schools, including the World Wise School program, pen-pal programs, and video sharing.

Moreover, Volunteers also support non-English related extra-curricular activities such as sports and scouts, and co-organize youth, leadership, and health camps. Outside school, Volunteers provide informal English tutoring for students at their sites.

In order to improve the quality of teaching

at their school, many PCVs are involved in a program called Musyawarah Guru Mata Pelajaran (MGMP/English Teachers Community of Practice) workshops. Training is usually held at both the individual school level and at the regional or municipality level.

Volunteers also run English sessions for teachers at their schools and most of them report significant improvements in their counterparts' English speaking skills and increased use of English for classroom instruction from their daily communications and partnerships.

The following stories demonstrate some successes PCVs and their counterparts have supported through their collaborative efforts.

CAMP CIREMAI

Alyssa Tuss
SMKN1 Luragung
Kuningan, West Java

After months of preparation and planning, February 24 marked the start of the third Annual Kamp Ciremai held by Peace Corps Volunteers and their school counterparts in cooperation with the English Students Association of Universitas Swadaya Gunung Jati of Cirebon. Using the experience gained from the past two years of camp, we worked together to make this camp the best one yet! It was a group effort from start to finish. Nine Volunteer and Counterpart pairs planned the logistics of the camp starting in November 2017 with a Principals and Counterparts meeting. During the meeting we discussed location, dates, and finalized sessions topics. With the approval from our Principals, Volunteers and Counterparts started planning the details and creating materials for Kamp Ciremai 2017. During Kamp Ciremai, the university students mentored our high school campers and led different sessions. Our team work really did make the dream work.

Even though *Kamp Ciremai* is held in the shadow of Mt. Ciremai, the “Ciremai” in *Kamp Ciremai* really stands for “Cirebon-Kuningan-Indramayu-Majalengka Remaja Mandiri”. *Kamp Ciremai* is part of a larger IGLOW/IBRO (Indonesian Girls Leading Our World/Indonesian Boys Respecting Others) Camp model in Indonesia and the aim of the camp is to empower teens to be strong, confident, and independent leaders of the future. Topics of the camp include leadership, careers, environmental advocacy, sexual and reproductive health, nutrition and healthy lives, mental health, inner and outer beauty, and masculinity. To be able to cover such a wide range of topics, we had counselors choose which sessions they would like to lead and we also invited a number of guest speakers from around the area. Counselors were also in charge of running the camp's activities and being group leaders for the small groups. The camp started on Friday with small group activities and introductions as each group consisted of 7-8 students from eight different schools all mixed together. Those small group activities then led into the rest of the sessions for the day. The next day started with outbound activities and team building exercises, followed by sessions led by our invited guests. The third day started with a nutrition session which included cooking a



healthy breakfast. Following breakfast was the last of our sessions led by our counselors, which included goal setting and how to use the new skills they gained from the camp in their lives. All of our students were exhausted by the end of the camp but incredibly excited and inspired. Many didn't want to leave and a couple students told me they wanted to come back next year.

I don't think we will truly know the impact that this camp had on all the students, but hopefully the things they learned during this time will stick with them and they can use the skills in the future.

However, I did recognize some small things in my students almost immediately after the camp. One instance that I saw, which caught me by surprise, involved the boys from my school. During the camp we had a session called "Act Like a Man" where they talked about toxic masculinity, treating women with respect, and what it means to be a man. During the closing of the camp, one of the boys wanted to take a picture with a girl from another school, and a couple of other students started to comment and make fun of him. Without hesitation, one of my male students stopped them and said, "hey not funny, act like a man!" And with that little comment he got the other boys to stop and think about what they were doing while sticking up for his friend.

To me, that was a great chance to see a small difference almost immediately and it gave me a good feeling that this camp would have a greater impact on our students than we will ever truly know. I trust that they will continue to make a difference and I am looking forward to seeing them grow as leaders.

PEER TEACHING

Talia Mindich
MAN Darussalam
Ciarnis, West Java

The best teacher is an eternal student. In this spirit, my counterpart and I founded, designed and managed our Islamic high school's English peer teaching program, in which the students are the teachers. In an intensive application process, fifteen 11th graders were selected to be peer teachers based on their skills and interest in English. We trained the peer teachers in lesson planning and our student-centered philosophy.

The peer teachers taught their own weekly English course to the students of 10th grade. Each peer teacher had only six students. The small class sizes created a warm, supportive environment. We believe that relationships are key to learning.

The course material was conversation for topics such as job interviews, expressing feelings, and protecting the Earth. The peer teachers attended a weekly class, taught by me and my counterpart, to master the material.



The peer teachers also facilitated four English camps at local junior high schools. This was the school's idea. The peer teachers looked forward to the camps as a chance to travel, and our school enjoyed a boost in enrollment.

At the end of the year, each student took a written test, and each group made a short film. We held a Farewell Party and Film Festival, where the films were judged and outstanding peer teacher and student performance awarded. I'm so proud of the peer teachers. Their English has improved immensely. They have become great leaders who face challenges with confidence, kindness and creativity. They've inspired the next generation of peer teachers, who are already in training. I can't wait to see what emerges in the years to come.

Matthew Kalnay
MA Bilingual Batu
Malang, East Java

AFTER SCHOOL PROGRAM

From the start of my service, I was excited to work with all 350 students and build relationships with each of the 10 classes at Madrasah Aliyah Bilingual Batu in East Java. Unfortunately, during my first year, I was only able to work with the three 12th grade classes when their usual teacher was sick or unavailable for class. The main reason for this was because the 12th grade class was focused on their preparation for the upcoming national examinations. The school felt I would be better utilized teaching 10th and 11th grades where I would have more freedom to implement new and creative teaching practices. Not wanting to disrupt the normal state of affairs of the school, I agreed to their wishes.

However, due to my lack of presence in the classroom I was unable to foster a relationship with the 12th grade class, which constituted a third of the student body. In order to make stronger ties with these students, my counterpart, Mr. Asa, and I decided to start a separate afterschool English program to answer questions and give additional support for the 12th grade.

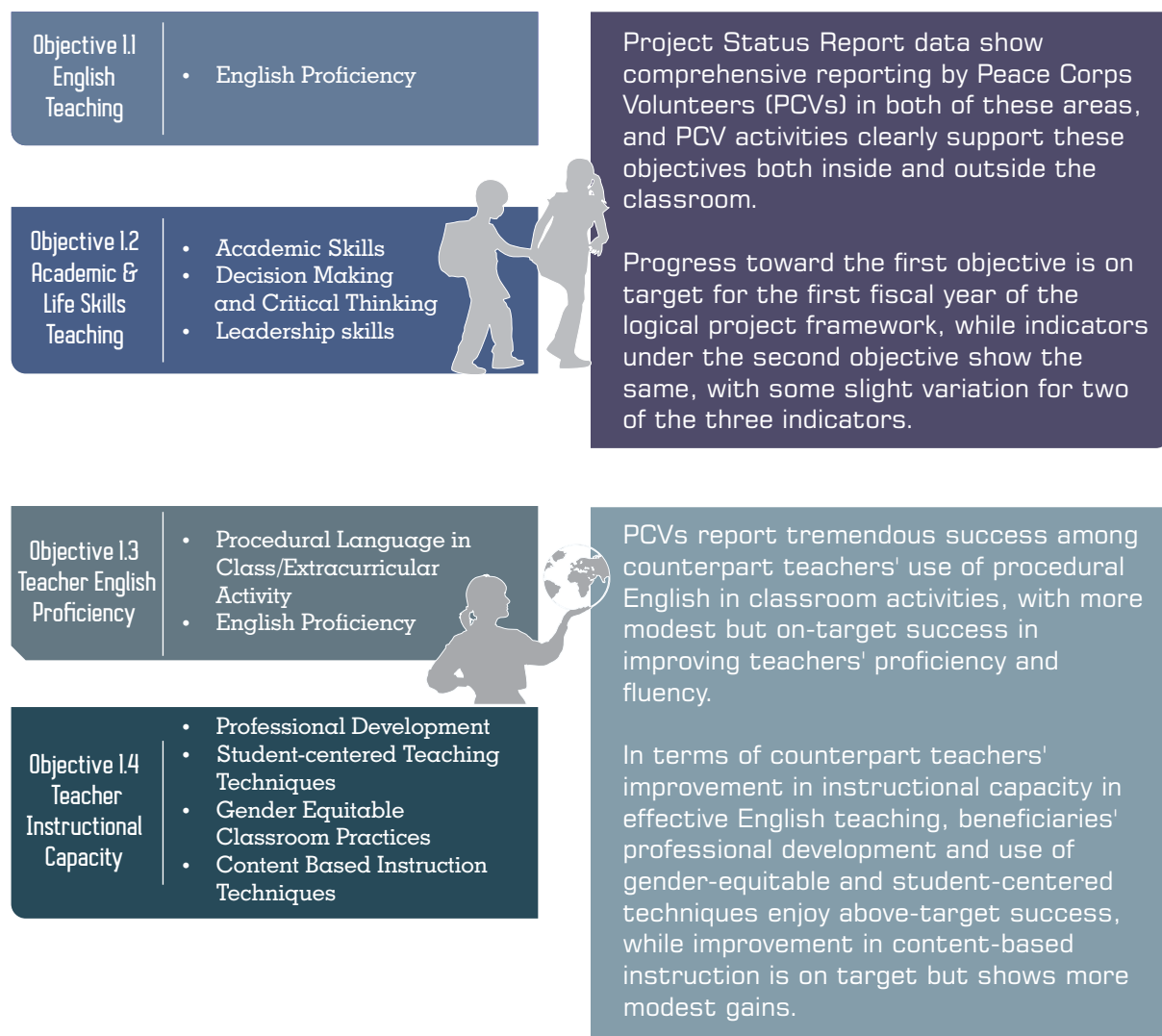
We advertised the idea to the three 12th grade classes and found that there was considerable interest. Over the two months leading up to the national exams, we gave the students lessons on general test taking skills and tricks to more easily answer standard English questions. We also gave motivational support and taught general English skills, not only focused on the national exam.

The students were accustomed to studying by completing thick workbooks filled with practice exams. My counterpart and I decided to use games and activities in an attempt to make the difficult material more engaging. The program culminated in a nighttime study session the day before the national exam, which was attended by almost all of the students. We kept the atmosphere tranquil and fun and chose not to overload the students with new information.

I was happy to learn that the entire 12th grade class passed their national exams and every student became a senior high school graduate. Furthermore, I was able to build lasting relationships with the students whom I was previously unfamiliar with. The program continued into my second year of service and once again the entire 12th grade class received passing scores on their national exam. This program was truly one of the highlights of my two years spent in Indonesia.

Project Framework [2016-2021]

Our logical project framework identifies two key beneficiary groups and has two objectives for each:



What We Accomplished in 2017

Various reports and surveys conducted in 2017 demonstrate that projects are meeting many of the targets established in 2016, though other aspects seem to be underreported.

According to the 2017 Post Status Report, measures against our logical project framework show significant results toward all indicators for two beneficiary groups: students and teachers. Out of ten indicators for all objectives in the project framework, eight indicators show higher results compared to post's yearly target, as shown in the following chart.

Project Framework [2016-2021]

STUDENTS

Target: 19,125 - **Achieved:** 11,908

Number of students who demonstrated improved English proficiency based on class or extracurricular activity content.

Target: 9,400 - **Achieved:** 7,327

Number of students who demonstrated at least one new or improved academic skill.

Target: 4,600 - **Achieved:** 5,735

Number of youth who demonstrated improved decision making and problem solving skills.

Target: 4,000 - **Achieved:** 4,155

Number of youth who demonstrated new leadership behaviors.



The first two indicators did not reach post's target because 47% of the Volunteers reporting those indicators were only three months into service at their permanent site.

Within those three months, they had just started the new academic year and were not able to measure the achievement of improved learning for their students.

However, the results of those two indicators are higher than 50%, which shows a great start for Volunteers and their impact on student growth and achievement.

In addition, for other indicators pertaining to teachers and youth development, they have reached more than 100%, which means that the result is exceeding post's yearly expectations.

TEACHERS

Target: 230 **Achieved:** 306

Number of English teachers who conducted a higher proportion of their procedural language in English in a class or extracurricular activity.

Target: 275 **Achieved:** 295

Number of teachers who demonstrated improved English proficiency with fewer errors, more fluency, and more precise vocabulary.

Target: 321 **Achieved:** 545

Number of English teachers who increased their participation in teacher professional development activities in English.

Target: 115 **Achieved:** 384

Number of teachers who increased their use of student-centered teaching techniques.

Target: 47 **Achieved:** 183

Number of teachers (male and female) who used improved gender equitable classroom practices.

Target: 76 **Achieved:** 359

Number of teachers who increased use of Content Based Instruction techniques.



Training Events



Throughout 2017, Peace Corps Indonesia conducted various training events, including PST (and the Principals' and Counterparts' Conference), In Service Training, Mid-Service Conference, Project Design and Management, and Sustainability Conference, in which Peace Corps continued to include PCV counterparts for technical, safety and security, and cross-cultural training.

2017 Annual Volunteer Survey results demonstrate PCV satisfaction with almost all facets of training, and more importantly, with overall preparedness to manage various aspects of life and service in Indonesia.

2017 Project Status Report data support efficacy of technical training. Most indicators are being reported at target rates and achieving results at a pace to meet or exceed five-year project targets.



Timeline

- Mid Service Gathering for NTT ID 8 Extendees: 25 - 27 January, 2017
- Sustainability Conference for ID 9 Group: 23 - 24 February 2017
- Pre-Service Training for ID 11 Group: 12 March - 20 May 2017
- Principal and Counterpart Conference for ID 11 Group: 22 - 23 May for East Java and 23 - 24 for West Java
- Mid Service Training for ID 10 Group: 31 July - 4 August 2017 for West Java and 7 - 11 August 2017 for East Java
- In Service Training for ID 11 Group: 2- 6 October 2017 for East Java and 9 - 13 October 2017 for West Java
- Project Design and Management: 11 - 13 December 2017





PEACE CORPS' THIRD GOAL

Returned Volunteers keep serving throughout their lives. There are countless ways to share their Peace Corps experience with Americans and achieve the Third Goal - to promote a better understanding of other peoples on the part of Americans.

On December 7, 2017, Returned Peace Corps Indonesia Volunteer William Glasscock gave a presentation about Indonesia and his experience to the men's group at his church (First Christian Church in Winchester, KY). There were about 40 people in attendance from his church and from the community.

During his presentation he talked about Indonesia, its history, daily life as he experienced it, and the cultural and religious diversity within the country. He also spoke about the role of Islam in Indonesia and what it was like for him to live in a majority Muslim country. This was particularly important as most of the people in the room had little or no knowledge about Islam and many had questions about that aspect of Indonesian life.



Following his presentation, there was nearly an hour of questions where he was able to discuss many aspects of Indonesian life including food, clothing, holidays and more.

One of our priorities has been to expand the project to a new province, East Nusa Tenggara (NTT). The Government of Indonesia has approved a pilot project which has resulted in the extension of two batches of Volunteers (9 PCVs) for one year of service in the last two years.

PILOT PROJECT AND EXTENSION



Six extendees completed their one-year assignment in East Nusa Tenggara in June 2017. In July 2017, three Volunteers who completed their assignments in East Java, began their extended service in East Nusa Tenggara. Prior to their new assignment, they received a one-week training, learning local language and cross-cultural orientation.

The Government of Indonesia has approved recently ten Volunteers to serve in NTT. This geographic expansion will allow

more Volunteers to be placed in underserved communities and it will be implemented with the arrival of a new group of Trainees in September 2018.

The past three years have seen a steady flow of PCVs applying to extend their service, either at their sites or in the new province. Seven ID 8 PCVs added an additional year from June 2016-June 2017 (including six in the pilot province), while five ID 9 PCVs (including three in the new province) extended past their original June 2017 COS date.

STAY CONNECTED



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PARTNERSHIP



Indonesian schools interested in hosting a Peace Corps Volunteer can learn about the process here:

www.peacecorps.gov/indonesia/bermitra-dengan-peace-corps/



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