



**Peace
Corps**
INDONESIA



2018

ANNUAL REPORT

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.”



The 35th President of the United States, John F. Kennedy, signed an executive order establishing the Peace Corps on March 1, 1961

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ASEAN: Association of South East Asian Nations	
COS: Close of Service	
Counterpart: Indonesian English teacher/community member with whom a PCV works	
FY: Fiscal Year	
ID 9: Group of Volunteers who arrived in Indonesia in 2015	
ID 10: Group of Volunteers who arrived in Indonesia in 2016	
ID 11: Group of Volunteers who arrived in Indonesia in 2017	
IST: In-Service Training – Training for Volunteers and Counterparts after 3 months of service	
LPI: Language Proficiency Interview	
MA: Madrasah Aliyah – Islamic High School	
MSC: Mid-Service Conference – Training for Volunteers and Counterparts after 1 year of service	
MTs: Madrasah Tsanawiyah – Islamic Middle School	
NTT: Nusa Tenggara Timur/East Nusa Tenggara	
PC: Peace Corps	
PCV: Peace Corps Volunteer	
PST: Pre-Service Training – Intensive training prior to permanent placement	
PDM: Project Design and Management – Training for Volunteers and Counterparts on secondary projects	
SMA: Sekolah Menengah Atas – High School	
SMK: Sekolah Menengah Kejuruan – Vocational High School	
SMP: Sekolah Menengah Pertama – Middle School	
TEFL: Teaching English as a Foreign Language	

Glossary

COVER PHOTO



In the cover photo, Peace Corps Volunteer Leandra and her counterpart co-teach one of their English classes in West Java. Peace Corps Volunteers co-teach a minimum of 20 hours per week at their assigned school. Outside of regular classroom teaching, Volunteers are engaged in lesson planning, building relationships with students and teachers, and working on other activities such as world map projects, English clubs, and professional teacher training.

FOREWORD



Jennifer Goette
Country Director

To the Government of Indonesia and all of our valued partners:

In 2018, Peace Corps Indonesia, through the exceptional work of Peace Corps Volunteers and their Indonesian counterparts, achieved continued gains in strengthening English teaching, building teacher capacity, and promoting the achievement of students. The 2018 Annual Report provides Peace Corps Indonesia the opportunity to highlight the past year's many accomplishments, as well as the challenges the program has overcome. In full, this report captures the collective accomplishments of the many Government partners, schools, host families, communities, and individuals who have contributed to Peace Corps' mission in Indonesia.

When President John F. Kennedy created the Peace Corps in 1961, the mission of the organization was 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. That mission, and the program's impact to foster greater understanding between people, remains the same after 58 years of global service. Since its creation, more than 230,000 Americans have served in 141 countries around the world. These Peace Corps Volunteers have created lasting change through respect and understanding of the people they serve, and assisting communities to improve their own lives.

Since 2010, more than 468 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 East Nusa Tenggara (NTT). Upon first arriving in Indonesia, every Peace Corps Volunteer participates in an intensive 10-week training program that teaches spoken and written Bahasa Indonesia, as well as training at local schools working collaboratively with Indonesian teachers.

Upon successful completion of their training program, Peace Corps Volunteers go to work in SMP, SMK, SMA and Madrasah schools in selected communities identified by the Government of Indonesia. For two years, Peace Corps Volunteers live with Indonesian host families, and work with Indonesian English teacher counterparts and students. Together, both teachers and students benefit from Peace Corps service through improved English proficiency, teacher professional development, extracurricular activities, leadership development, and improved decision making and problem solving skills.

Peace Corps is honored to work in Indonesia at the invitation of the Government and to support the country's development goals. Peace Corps Indonesia engages with partners at the district, provincial, and national levels to foster and ensure continued collaboration and open communication. The Ministry of Foreign Affairs, The Ministry of Education and Culture, and the Ministry of Religious Affairs have been instrumental in nurturing and expanding Peace Corps' work in Indonesia.

In addition to the strategic support from Indonesian Government partners, I would also like to acknowledge the on-going assistance and leadership provided by the U.S. Mission in Indonesia, particularly the support of Ambassador Joseph R. Donovan Jr., Deputy Chief of Mission Heather Variava, and Consul General Mark McGovern. From the Peace Corps staff and all serving Peace Corps Volunteers, we extend our warmest appreciation for the continued collaboration that has strengthened the positive impact of Peace Corps' work in Indonesia. ■

Program Summary

As a member of Association of South East Asian Nations (ASEAN), Indonesia subscribes to the ASEAN Economic Community (AEC) 2025 blueprint that was initiated at the ASEAN summit in 2015. The AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The goal is to move South East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the 10 member states.

Indonesia recognizes the need to increase the quality and competence of their country's human resources in order to be able to compete with other ASEAN countries. ASEAN states, including Indonesia, continue to see increased proficiency in English as a critical component to building human capacity. The Government of Indonesia (GOI) recognizes that if Indonesian youth can increase their English proficiency, this will not only build the country's human resources but also allow Indonesian youth to successfully compete in the future labor market. The goals and objectives of Peace Corps (PC) Indonesia's TEFL project align with Indonesia's expressed needs and the larger goals set forth by ASEAN/AEC.

Based on Peace Corps Indonesia's Education Project Logic Model that was developed in 2016, Volunteers will carry out the following activities in order to meet four project objectives:

- **Objective 1:** Students demonstrate higher achievement in English
PCVs are expected to co-teach English with Indonesian counterparts and also to organize and facilitate extracurricular English clubs, tutoring sessions, and/or camps to support English proficiency.
- **Objective 2:** Students gain and/or strengthen life skills and academic skills
PCVs are expected seek opportunities in English class to provide life skills and academic skills development through English classroom teaching activities.
- **Objective 3:** Increase English proficiency of Indonesian teachers/counterparts
PCVs are expected to co-teach and co-plan with their Counterparts in English.
- **Objective 4:** Improve instructional capacity of teachers in effective English teaching.
PCVs are expected to facilitate Indonesian teachers' engagement in Communities of Practice in English as well as to model and discuss teaching behaviors in student-centered teaching methods, content based instruction and gender equitable teaching methods.





PROJECT ACHIEVEMENT

What is presented below encompasses the achievements of each objective and the corresponding indicators. The data is compiled from the reports Peace Corps Volunteers have completed in FY18.

Objective 1:

Students demonstrate higher achievement in English

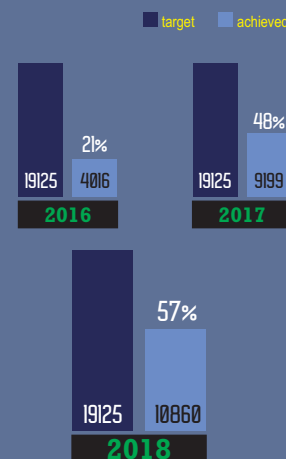
Indicator:

Number of students, out of the total number of students the Volunteer/partner worked with, who demonstrated improved English proficiency based on class or extracurricular activity content

Over the last three years, the percentage of students demonstrating higher achievement in English has steadily grown each year.

A total of 10,860 students have reportedly improved their English proficiency in 2018, which makes up 57% of the annual target of 19,125 students.

Each year PCVs are working with more students who demonstrate higher achievement in English. The fact that PCVs are often tasked to work with a large number of students may decrease their ability to accurately assess and track students' progress. Moreover, at times PCVs are assigned to teach many English classes which may decrease the amount of time devoted to the teaching and learning process for each class. Though this may increase the number of students with whom a PCV is working, it could diminish the frequency and consistency with which the PCVs are working with their students.



Objective 2:

Academic and life skills teaching

Indicator 1:

Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated new leadership behaviors

Indicator 2:

Number of students, out of the total number of students the Volunteer/partner worked with, who demonstrated at least one new or improved academic skill

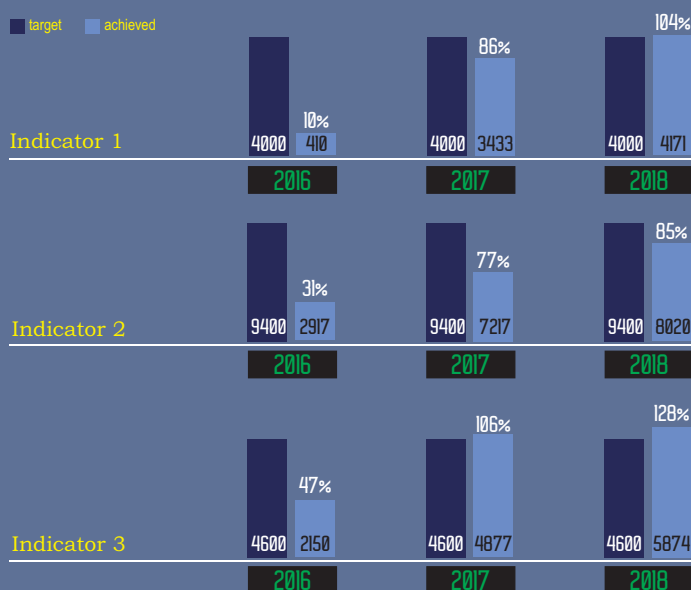
Indicator 3:

Number of youth, out of the total number of youth the Volunteer/partner worked with, who demonstrated improved decision-making and problem-solving skills

Two out of the three indicators that fall under this objective exceeded the targets.

Indicators 1 and 3 surpassed the targets for FY18 while Indicator 2 nearly met the target with 85% achievement.

The overall increase over the last three years in the youth achievement rate may be due to an increased focus on working with youth that was incorporated into specific training sessions PC Indonesia facilitated during FY18 PST, IST, and MSC.





Objective 3:

Increase English proficiency of Indonesian teachers/counterparts

Indicator 1:

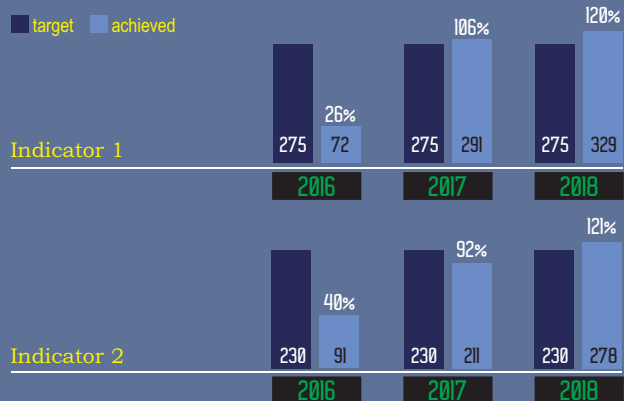
Number of teachers, out of the total number of teachers the Volunteer worked with, who demonstrated improved English proficiency with fewer errors, more fluency, and more precise vocabulary

Indicator 2:

Number of English teachers, out of the total number of teachers the Volunteer worked with, who conducted a higher proportion of their procedural language in English in a class or extracurricular activity

Both indicators that fall under this objective exceeded the targets. Achievement in both of these indicators can be attributed to the emphasis that PC Indonesia places on co-teaching/team-teaching.

Not only do training sessions focus on co-planning and co-teaching during PST, but counterparts are invited to multiple training events over the course of a Volunteer's service and a great deal of time is dedicated to promoting collaboration and building PCV and counterpart relationships.



Objective 4:

Improve instructional capacity of teachers in effective English teaching

Indicator 1:

Number of teachers, out of the total number of teachers the Volunteer worked with, who were observed using Content Based Instruction techniques

Indicator 2:

Number of teachers, out of the total number of teachers the Volunteer worked with, who used improved gender equitable classroom practices

Indicator 3:

Number of teachers, out of the total number of teachers the Volunteer worked with, who increased their use of student-centered teaching techniques

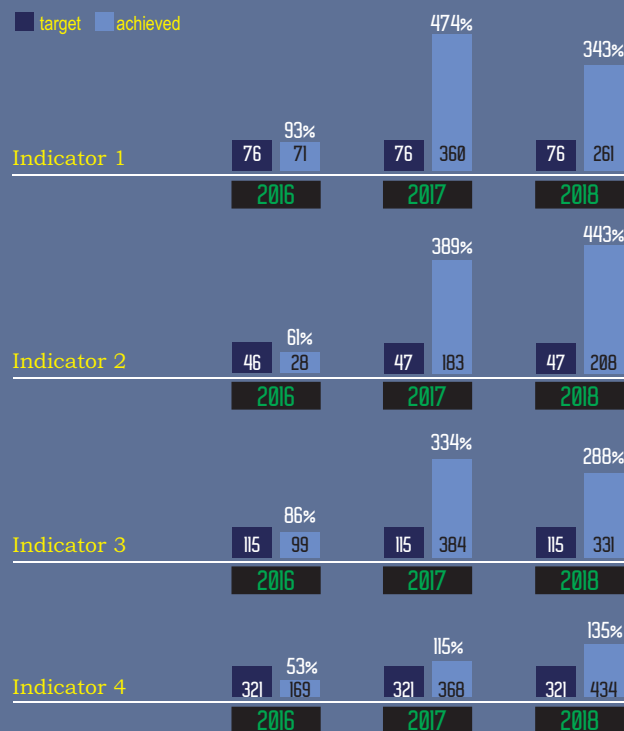
Indicator 4:

Number of English teachers, out of the total number of teachers the volunteer worked with, who engaged in teacher communities of practice and/or co-planned lessons

All four indicators under this objective significantly exceeded their targets in FY18.

Specifically with regard to Indicator 2, Peace Corps Indonesia has held three Student Friendly Schools (SFS) workshops for PCVs and their counterparts since 2017. Evaluation results from these SFS workshops have been overwhelmingly positive. All participants from the FY18 workshop expressed that the workshop improved their understanding of gender-based violence and allowed them to share their own experiences and build peer networks.

As a result of these SFS workshops, PCVs and their counterparts have held school-wide and regional SFS trainings to pass along the knowledge and skills gained at the workshops.





PROJECT ACHIEVEMENT

Overall, the project has met or exceeded eight out of ten targets. Along with this data, anecdotal reports of success stories, Volunteer self-reports, visits to PCV's sites/schools, and feedback from counterparts also confirm that co-teaching, co-planning, club and camp facilitation, Communities of Practice and modeling classroom practices are being carried out in alignment with expectations.

Co-Teaching:

"The co-teaching situation with Pak Syamsul and PCV Ann has been great. According to the PCV, Pak Syamsul is really eager and receptive to try new ideas. He is also very cooperative and flexible. Most importantly, he also shows up to classes and shows great commitment to co-teach with the PCV. Co-lesson planning has been quite smooth as well. They allocate time on Tuesdays after classes to do week-by-week lesson planning. He also gives the PCV freedom to incorporate new ideas to the lessons. They use WhatsApp and email to communicate the lesson plans."

- Site visit Report by staff - SMA Negeri 1 Probolinggo

Co-Planning:

"Co-lesson planning has been quite smooth and it happens on Fridays. They all are open to new ideas and activities and eager to learn new techniques. Based on my conversation with Ibu Fahim, I was impressed by her strong motivation and how working with a PCV has brought changes in how she approaches teaching."

- PCV Victoria Blanchard, Banyuwangi

MGMP/Communities of Practice:

"This year, Ibu Sunengsih organized the first meeting of the Cimahi MGMP, which was held at her school, SMAN 4 Cimahi. She asked me to present at the Cimahi MGMP. She invited the English teachers from Kabupaten Bandung Barat (where I live) and university students getting their degrees in English education to join, as well as a scholar who is working on her PhD in English education, to be a speaker. For my presentation, I had us all play eight games that focused on different language skills. The teachers seemed to have a fun time, and all of the games were new to them, which is great, to give them fresh ideas for classroom activities. I was really impressed at how instantly they all were devising different ways they could tailor and adjust the games to fit their students' English levels, different curriculum units, and the time allotted to English in the schedule, and these discussions seemed useful for everyone."

- PCV Rhiannon Clarke, Bandung

Club Facilitation:

"The monument of success for this quarter has been the start of my school's English club. After a year at site and a supportive counterpart's departure, the launch of "English Mie" has been a success. Meeting every Wednesday, a group of seven to ten students meet to practice their English. Focusing on building confidence and empowering students, English Mie has been a project that not only strengthens my students' ability but also their self-confidence and will. With a small group of motivated and eager students I have been able to execute lesson plans that have been sidelined. With more time and control, English Mie has been the highlight of this quarter thus far."

- PCV Angelica Thomas, Ngawi

Student Achievement:

"I spent my first two years in East Java and then extended my service for a third year in Nusa Tenggara Timur. My biggest success over the last three years has been my relationship with my students. Not only have I taught my students in the classroom, but I have also supported them with other activities either at school or outside. I continue to mentor Aziz, from my first year of service. I helped him navigate the process of applying for universities overseas, and he is now completing his second year in Thailand. I also am connected with other students from my first two years in East Java and continue to mentor them. Some of my former students participated in Write On! again this year. I also continue to support and mentor students in NTT. I am dedicated to my students and offer myself as best as I can."

- PCV Sushma Shukla, NTT



TRAININGS

Throughout 2018, Peace Corps Indonesia conducted various training events in which Peace Corps continued to include counterparts for technical, safety and security, and cross-cultural training.

2018 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.

In addition, Peace Corps Indonesia continues to provide various ongoing language support activities that PCVs can use to improve their language skills for better integration and effective service at site. These activities include language learning with local tutors, online

language trainings, language immersion workshops, Language Proficiency Interview (LPI) testing at training events (IST, MSC), and reimbursement for resources purchased by PCVs to support language learning.

A high number of Peace Corps Indonesia's Programming and Training staff have strong academic and professional backgrounds in TEFL. This technical competency suits PC Indonesia's current programming and training areas of concentration. This combined experience allows the Programming and Training Unit to share roles in redesigning and facilitating technical training sessions for the Indonesian context, and it gives staff strong leadership capabilities in working with resource Volunteers.



On February 12-13, 2018, the Sustainability Conference was held at Gedung Sate, involving 21 PCVs from West Java schools with 38 principals and counterparts, and 5 officials from the West Java Provincial Office.

PCV Vineet and his counterpart exchanged ideas in one of the sessions at the Student Friendly School workshop held in Surabaya on January 8-11, 2018.



Peace Corps Trainee Thomas co-taught a class with an Indonesian teacher as part of his teaching practicum during his Pre-Service Training (PST) in Kediri.

PST is an intensive training preparing Trainees to become competent in various technical, linguistic, cross-cultural, health, and safety and security areas.

Year in Numbers

Volunteers in service

5

ID9

54

ID10

52

ID11

ID 9: Group of Volunteers serving between 2015 - 2018
ID 10: Group of Volunteers serving between 2016 - 2018
ID 11: Group of Volunteers serving between 2017 - 2019

Host organizations by type

SMA

High Schools

38

SMK

Vocational Schools

24

SMP

Middle Schools

11

MA

Islamic High Schools

17

MTs

Islamic Middle Schools

21

Number of schools by region

West Java

60

East Java

48

East Nusa Tenggara

3

Volunteers by gender and marital status



Female : 61

Male : 50

Single : 105

Married : 6



On September 30, 2018, the newest group of Volunteers, ID12, arrived in Indonesia. After completing intensive Pre-Service Training in Surabaya and Kediri, they began to serve in their respective sites on December 12, 2018.

Success Story

Sapphire Carter

MAN Pajarakan Probolinggo, East Java
2017-2019

During my first semester, I would often spend nights teaching English to the boarding students. Several girls stayed there and one in particular was named Adel. Adel was a tenth grade student with a batch of problems ranging from being labeled a bully by fellow boarding school girls to a less than diligent student by my English counterpart teacher. An incident occurred where she was even accused of theft. Eventually she moved back home and did not stay at the school's boarding house any longer.

A year passed. Adel's homeroom teacher, Ibu Nuri, and I requested the help of Adel's classmates to design and implement a project to raise the community's interest in reading. Our method of implementation included our students becoming role models to local elementary school students by volunteering to read children's books as well as lead other literacy activities.

No one could have predicted it, but Adel has emerged as not only a reliable volunteer but an integral leader of our project. Once a month, she and another student enter each classroom to request books and small monetary donations. Adel, who was very nervous in the beginning, asked me, "What should I say, Miss?" I encouraged her to



explain the project and provided words of encouragement. She now initiates group meetings frequently, calls on new volunteers, and manages our book donations and funds.

Every week, Adel organizes a list of volunteers to join me at an elementary school that supplies us with books and treats. Our volunteers, after reading, conduct fun games to test the elementary student's comprehension of the reading material. Children who answer correctly receive a goodie bag. To date, our students have read to more than 200 children in the village. We have expanded our project to the larger district by reading at the park on weekends and at a private Islamic elementary school on Sundays. Our progress is largely due to Adel's efforts and her motivation. It is truly inspiring to see her grow into a strong and confident young leader.

THIRD GOAL

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

Rebekah Satcher

MTsN I Subang, West Java
2017-2019

During a holiday visit to my hometown of Hattiesburg, Mississippi, I had the honor of visiting the school where I used to work. Before joining the Peace Corps I worked as an elementary and special education teacher at a low income school. During my visit, I was able to speak to all of the second grade students. The students were learning about holidays from around the world, so I was able to extend their social studies lesson by discussing my time in Indonesia. We discussed key terms such as culture and tradition and focused on my experience with Ramadan. After the presentations, the students learned some Bahasa Indonesian words and dressed up in traditional clothing from Indonesia.

My favorite memory from the day was seeing the students with various backgrounds relate to my students from Indonesia. We were able to connect through cultures by discussing their own unique backgrounds. One student related to Islamic culture by sharing that her grandmother was from Saudi



Arabia, another student has an uncle from Indonesia, and multiple students from Mexico were proud to recognize Bahasa Indonesia words such as “sepatu” and “gratis” because they speak Spanish. Returning to my old stomping grounds was a beautiful experience. It was a wonderful thing when my two worlds combined into one. ■

Emily Jorgensen

SMPN 2 Glagah, Banyuwangi, East Java
2015-2017

After completing my service as a Peace Corps Volunteer in Indonesia in 2017, I began a Master's program in Southeast Asian Studies at the University of Wisconsin - Madison. During graduate studies, I received federal funding to continue studying Bahasa Indonesia and focus on Indonesia-related coursework.

For several semesters I have continued to study and speak Indonesian. Because of this, I was given the opportunity to represent the United States in an international speech competition in Malaysia for speakers of Indonesian/Malay. This competition



gathered undergraduate and graduate students from the Malay (Brunei, Singapore, Thailand, Indonesia, and Malaysia) world and non-Malay world.

This event, in December 2018, facilitated the networking of students interested in the Malay world (particularly Indonesia and Malaysia) and encouraged the use of Malay as an international language.

I competed in two rounds of the competition using a speech written and memorized in Malay discussing the importance of gender equality. I was also given the opportunity to go on a national talk show in Malaysia to discuss my interest with Bahasa Indonesia/Melayu where I was also able to speak about my experience in



Peace Corps Indonesia. I feel very lucky that I was chosen to compete in this competition and that I am able to speak Indonesian regularly in Wisconsin, while also delving further into academic research on Indonesian history, politics, and culture. ■

I recently closed my service with Peace Corps Indonesia after

Emily Milcent

MA Terpadu Al Fauzan Lumajang, East Java
2016-2018

successfully completing my two-year commitment. When I returned home to the United States, I was surprised to find out that the first Indonesian Pesantren to be built in America is currently under construction - and it happens to be in my home town of East Haddam, CT. While the building is under construction, the school has hosted 10 Indonesian exchange students from Jakarta.

Given my own experience as a Peace Corps Volunteer in Indonesia, I have been able to support the school's work by facilitating discussions about American and Indonesian culture. In October, I accompanied students who were experiencing Trick or Treating for the first time on Halloween. Students were then able to visit the school that I am currently working at to see a typical American classroom.



They were able to teach the students at my school some Indonesian, Saman dance, some new games, and answer the many questions these kids have.

It was a great experience for both the American and Indonesian students alike. I have really enjoyed being able to stay connected with Indonesia in a new and special way in my own home town. ■



GOVERNMENT RELATIONS

Peace Corps Indonesia's strong relationship with its government partners plays a large role in all aspects of Peace Corps Indonesia's operations. The Directorate of America I within the Ministry of Foreign Affairs (KEMLU) provides oversight of Peace Corps' program in Indonesia. A Steering Committee, comprised of representatives from 20 different Indonesian government entities, meets on a regular basis to review all aspects of PC Indonesia's program including the specifics of the TEFL project, as well as the selection, placement and number of Volunteers in country.

Office Visit

Surabaya, October 3, 2018

On October 3, 2018, members of the Steering Committee, representing various Indonesian government ministries, met with Peace Corps staff at Peace Corps' office in Surabaya. It was the first time that the members of the Steering Committee had the opportunity for dialogue and engagement at Peace Corps Indonesia's new office in AMG Tower. The day involved an office tour, presentations by staff, and a meeting with members of the Steering Committee and Peace Corps staff.

At the meeting, Pak Akbar Makarti from the Ministry of Foreign Affairs reported that the Steering Committee's time in East Java was productive. As part of their monitoring and evaluation responsibilities, prior to visiting Peace Corps Indonesia's office, the group visited several schools in East Java where PCVs serve. They also had meetings with provincial agencies in order to strengthen the coordination between local and national government agencies concerning Peace Corps' program in East Java.



Country Director Jennifer Goette warmly welcomed the members of the Steering Committee

In addition, Pak Akbar Makarti also said members of the Steering Committee appreciated the opportunity to meet with the newly arrived ID12 Trainees on September 30, 2018. He emphasized that it is important for the Trainees to see the 'face' of the Government of Indonesia in person and that Government of Indonesia appreciates the contributions of PCVs to their communities, schools and host families.

From the Government of Indonesia's point of view, upon the completion of their service, Peace Corps Volunteers will serve as unofficial Indonesian ambassadors to the United States of America.

Members of the Steering Committee took a group photo with newly arrived ID 12 Trainees



Open House

Surabaya, May 8, 2018

On Tuesday, May 8, 2018, Peace Corps Indonesia held an open house to introduce its new Country Director, Jennifer Goette, and officially open its new office in Surabaya. Peace Corps Indonesia invited key government partners, service providers, and other stakeholders to extend appreciation for the support they have given to the implementation of Peace Corps Indonesia's English Education program in Indonesia.



At the press conference, the U.S. Ambassador to the Republic of Indonesia, Joseph R. Donovan, Jr., stated, "Hundreds of Indonesian teachers have also improved their English ability and teaching skills by partnering with Peace Corps Volunteers. These activities support Indonesia's goals in English instruction and acquisition."

Representing the Government of Indonesia, Ibu Heny Fitryani, the Head of Sub-division for Cooperation Monitoring and Evaluation of the East Java Provincial Government, appreciated the work of the Volunteers in improving English Education in Indonesia. ■

Collaboration with MoRA

Across the country, throughout 2018

Since 2014, in collaboration with the Education and Training Center of the Ministry of Religious Affairs, PCVs have been invited to help facilitate and provide trainings to Madrasah's English Teachers. The trainings are conducted in a number of education and training centers across the country.

In 2018, Peace Corps Volunteers and participants gave positive feedback concerning the events.

PCV Melissa Lichtinger, who helped facilitate the training in Bandung stated, "Having the opportunity to be a part of the teacher training in Bandung was such an amazing experience for me. I had the chance to meet so many English teachers from all over West Java and see the growth within myself I have had over the last 16 months teaching English in Indonesia. However, it is important to always keep in mind that you must be flexible and have no expectations when taking on new opportunities."



Peace Corps Volunteer Rhiannon Clarke found this opportunity enjoyable and she would recommend it to any Peace Corps Volunteers.

She said, "It was a great mix of getting to challenge myself professionally, by preparing and leading a full-day teacher training; getting to meet and befriend teachers and staff at the Ministry of Religious Affairs; and having the chance to travel around and learn about the interesting culture of the area and take in its natural beauty." She participated in a training in Padang, West Sumatra.

Since 2014, there have been 19 Peace Corps Volunteers who assisted such trainings in various locations across the archipelago with hundreds of participants. ■



Peace Corps Volunteers reflect
the rich diversity
of the United States of America



peacecorps.gov/indonesia



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