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The International Humanity Foundation Co-Director Training Program, Indonesia: Supporting International Volunteers

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SIT Graduate Institute

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THE INTERNATIONAL HUMANITY FOUNDATION CO-DIRECTOR TRAINING PROGRAM,
INDONESIA: SUPPORTING INTERNATIONAL VOLUNTEERS

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PIM 73

A Capstone Paper submitted in partial fulfillment of the requirements for a Masters of Arts
in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

December 14, 2015

Advisor: Lynée Connelly

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Student Name: Christina Darling

Date: December 14, 2015

Dedication and Acknowledgements

"One's destination is never a place, but a new way of seeing things." – Henry Miller

"A mind that is stretched by a new experience can never go back to its old dimensions."

– Oliver Wendell Holmes

This paper is dedicated to all of my students, who are my greatest teachers.

I would like to thank everyone who has supported me in this journey, especially my wonderful family, my professors and classmates at SIT, and all of the volunteers and students at IHF Jakarta. But above all, I would like to thank my amazing husband, who gives so much of himself so that I can follow my dreams and whose beautiful heart always makes me strive to be a better person.

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Abstract

The following capstone paper takes a critical look at international volunteer programs and the potential negative consequences these programs may inadvertently have on the host community. The current volunteer Co-Director program at the International Humanity Foundations (IHF) is an archetype of this phenomenon. This paper examines the ways in which IHF falls short in achieving its mission and warns of the possible neo-colonial impact its Western volunteers may be having on the local communities around IHF's centers.

The *International Humanity Foundation Co-Director Training Program, Indonesia* has been created in an effort strengthen IHF's existing program by minimizing any negative impacts IHF may unintentionally have on its host communities. This program focuses on 1) redesigning IHF's recruitment strategy in order to find more qualified volunteers; 2) developing a comprehensive training program to ensure those volunteers are well-prepared for the tasks they are performing and well-informed about the social implications of their presence in the community; and 3) creating an evaluation strategy to monitor the effectiveness of the training program over time.

The strategies used in this program have been tailored to meet the needs of IHF; however, the theoretical foundations and methods of this program could be applied within the larger context of international volunteer abroad programs worldwide.

List of Abbreviations

IHF	International Humanity Foundation
MOOC	Massive Online Open Course
NGO	Non-governmental organization

Glossary of Terms

at center tasks	Co-Director duties related to the specific center where they are working.
Bahasa Indonesia	the national language of Indonesia. Literally, <i>the language of Indonesia</i> .
host community	the community in which an NGO is located, including, but not limited to, the recipients of the NGO's services.
international teams	Co-Director duties that benefit the organization as a whole, also referred to as <i>online teams</i> .
NGO tourism	see <i>volunteer tourism</i>
participant	volunteers in IHF's Co-Director program. See <i>student</i> .
student	this term refers to the recipients of the services provided by IHF's programs. See <i>participant</i> .
volunteer placement agencies	companies that match volunteers with international NGOs.
volunteer tourism	"Those tourists who, for various reasons, volunteer in an organized way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments or research into aspects of society or environment" (Wearing, 2001, p.1). Often referred to as <i>NGO tourism</i> .

Introduction

Volunteer abroad programs are on the rise worldwide. The prospective volunteer has countless options from which to choose. Volunteer tourism or “voluntourism” is one of the fastest growing sectors of the tourism industry (Wright, 2013, p. 239). Likewise, service-learning has become a popular component of many university study abroad programs. Many international grass-roots organizations rely exclusively on the help of volunteers for the successful delivery of their development aid projects. As more and more choices become available, volunteers and academics alike are looking more critically at the options and whether or not they are delivering the content they claim to offer.

Volunteer placement agencies are often unclear about how the money from their program fees is being spent and are often, in fact, for-profit businesses. NGO tourism and university offerings are often considered to be more credible options, but even these options have come under scrutiny in recent years (Palacios, 2010). Some common claims against such volunteer abroad programs are:

- They may fail to deliver the benefits they claim to provide to the host community.
- They may have more positive benefits for the volunteer or the volunteer organization than for the host community.
- They may fail to consider the wishes of the host community.
- They do not encourage volunteers to reflect critically on the work they are doing, their impact on the host community, or the forces which contribute to global poverty.
- They may reinforce or promote global inequality (Palacios, 2010; Wright, 2013).

Many experts agree that one of the best ways to mitigate the potential negative impacts of volunteering is to provide training to ensure that volunteers are 1) qualified for the work

they will be doing, 2) well- informed about the social issues regarding the act of volunteering, and 3) have a basic understanding of the culture in which they are working (Deslandes & Rodgers, 2006; Gang, 1990; Henrichsen, 2010; Palacios, 2010; Wright, 2013). Offering such training has also been shown to help attract and retain volunteers (Henrichsen, 2010) and to increase volunteers' satisfaction with their overall experience (Deslandes & Rodgers, 2006).

Program Context

The International Humanity Foundation (IHF) is a U. S.-based non-governmental organization (NGO) founded by Carol Sasaki in 1987 with children's homes in Kenya and Thailand and educational centers in Indonesia. This training proposal focuses exclusively on the four education centers located throughout Indonesia (in Banda Aceh, Medan, Jakarta, and Bali). These centers offer two main programs. The first is The Education Program, which is a student sponsorship program designed "to provide children from impoverished backgrounds with no means to go to school a chance for an education" (International Humanity Foundation, n.d.b). The other is the Class Sponsorship Program which serves up to 400 students per month at each center by offering classes English, mathematics, computer, and life-skills. The classes are provided to low-income children at no cost and are intended to supplement the low-quality education students receive from the Indonesian public school system (International Humanity Foundation, n.d.c).

IHF is run entirely by local and international volunteers. Some volunteers participate for two weeks through the IHF's voluntourist program; others come as work-study volunteers for several months; still others are local teachers who may volunteer their

services for months or even years. In total, IHF has approximately 250-300 volunteers per year. The backbone of this volunteer network are the Co-Directors. Co-Directors make a one-year commitment to IHF and support the organization by overseeing the daily operation of the programs at each center and by participating in administrative teams for the benefit of the organization as a whole. The responsibilities of all Co-Directors include:

- Teaching English classes (up to two hours per day)
- Organizing special events and activities for the students
- Overseeing communication between sponsors and students in the TEP program
- Participating in weekly student recruitment campaigns
- Managing and training local and international volunteers at the center
- Filing regular reports on all the above actions

IHF refers to these activities as “at center” tasks. In addition, each Co-Director participates in several “international teams.” Work for these teams is done entirely online, usually with Co-Directors from other IHF centers. These teams make up the organizational departments of IHF and include: volunteer recruitment, volunteer processing, hiring, media, teacher training, fundraising, university relations, travel, visa, donated hours, sponsor processing, sponsor letters, and finance, among others.

Program Rationale

According to IHF’s website, “Half of IHF’s mission is to educate the poor and the other half is to educate the world about the poor” (International Humanity Foundation, n.d.d). Many of IHF’s volunteers are drawn to the organization because of this mission statement. It paints an idealistic picture, one in which volunteers can help to improve the lives of those less fortunate than themselves while simultaneously becoming more informed global citizens. Unfortunately, this is not always the reality.

IHF often hires¹ Co-Directors with limited experience. The widespread use of inexperienced volunteers by international aid and non-profit organizations is well documented (Palacios, 2010; Wright, 2014). Qualified professionals will rarely choose a volunteer position if paid employment is available (Henrichsen, 2010). However, IHF also believes in providing opportunities for those interested in gaining leadership skills in the field. So, while experience is preferred, it is not required (International Humanity Foundation, n.d.a).

New Co-Directors are trained how to perform their duties by the Co-Directors whom they will be replacing. There is no formal training process or procedure to follow, so some Co-Directors may receive only a few days of training whereas others may receive several weeks or more depending on how motivated the departing Co-Director is. In addition to the length of time, there is also great deal of variation in the care and attentiveness of the training delivered by the Co-Directors. Often there is an inadequate amount of time spent ensuring the new Co-Director thoroughly understands what their job is and how to accomplish it effectively. IHF provides incoming Co-Directors with two instructional guides on how to perform their expected duties, the *Center Manual* and the *Co-Director Duties Brochure*. These guides serve well as references for Co-Directors, but without proper training, can be difficult to understand. Unfortunately, many departing Co-Directors rely on the incoming Co-Director to use these guides as their main form of training. This scenario can lead to a host of negative effects, including: new Co-Directors experiencing burnout and leaving the program early, ineffective delivery of content to

¹ IHF uses this term for its long-term volunteers. Although there are no paid employees at IHF, Co-Directors receive a small monthly stipend totaling \$750 USD per year and undergo a hiring process similar to what might be expected for a salaried position.

students, or frustration between local and international volunteers due to a lack of cultural understanding.

The use of untrained volunteers is particularly troublesome in the area of teacher training. New Co-Directors begin teaching on their own within two weeks of arrival at the center, regardless of whether or not they have had any prior teaching experience. Although teaching is only a fraction of the Co-Director's duties, it is arguably the most important aspect of their work when considering the first half of IHF's mission statement is to educate the poor. Furthermore, since Co-Directors are responsible for training other volunteers, these problems can have a prolific affect across all of IHF's programs.

The second half of IHF's mission, "to educate the world about the poor", is not addressed in training at all. The presumption permeating IHF's literature is that volunteers will gain a deeper understanding of the lives of the poor through daily interaction with their poor students. Although this experience is certain to have some impact on the volunteer, experience does not necessarily equate to learning (Kolb & Fry, 1975). In fact, one of the frequent critiques of volunteer programs is that they do not encourage critical reflections on poverty or the social systems that cause or perpetuate poverty (Palacios, 2010, p. 261). The establishment of a new *International Humanity Foundation Co-Director Training Program, Indonesia* will help to ensure that IHF achieves both halves of its mission and avoids inadvertently contributing to the negative side effects often associated with development aid programs.

Needs Assessment

The needs assessment takes into consideration the major stakeholders of IHF's programs. It is based on a triangulation of personal experience, direct observation, and extensive review of the literature on volunteer abroad programs, volunteer literacy programs, teacher training, and volunteer training.

Student Experience

As the primary recipients of IHF's programming, the students' experience must be a top priority. Frequent changes in teachers can create a situation where the program is not delivering its intended benefits and can lead to student dropout. There is always a period during which the students must adjust to the particularities of a new teacher. Additionally, the lack of a strict curriculum often results in repetition of material by new teachers who are unaware of what the previous teacher already covered. (Gang, 1990; Wright, 2014).

Furthermore, it is a well-known phenomenon that native English speakers are expected to be able to teach the language simply because they can speak it (Henrichsen, 2010; Snow, 1996). However, those who speak English as their first language may not know how to teach the nuances of the language, such as varied pronunciations of plural nouns and past-tense verbs or when and why different articles are and are not used (Marckwardt, 1963, p. 312). Likewise, they may not be able to answer questions about specific grammatical rules or explain the exceptions to these rules. Untrained teachers may not know how to effectively manage a classroom or discipline students when necessary (Snow, 1996). All of these factors can have a negative impact on student learning.

Student retention and student progress are two areas that IHF does not keep exact statistics on. Although there are a small percentage of students who have been with IHF for

many years, there is a much higher percentage of students who drop out only months after enrolling. Quizzes and bi-annual exams are designed by untrained teachers and may not be effective determinants of ability. Moreover, they are not tracked over time, so it is impossible to determine student improvement. However, it is not unusual for a high percentage of students to fail these tests even when the content has been overly simplified compared with the material they have been taught. Clearly there are many students whose needs are not being met.

Volunteer Recruitment and Retention

Co-Director recruitment and retention are both major concerns for IHF. In a conservative estimate², IHF spends an average of 50 person-hours per week posting advertisements for volunteers. This recruitment effort produces less than a handful of viable Co-Director candidates per week. Of these candidates, the vast majority do not make it to the interview stage of the hiring process. The reason for this is not always known. It is rare for IHF to deny an applicant outright. Often candidates self-select out of the running without an explanation. Moreover, once they have been accepted into the program, a large percentage of them will drop out before they are scheduled to arrive. Common reasons for this include: being offered a paid position at another organization, being offered a different volunteer position at another organization, deciding to return to university, illness or injury, and family reasons. Finally, even once Co-Directors arrive at the center, it is unusual for them to complete their one-year contract with IHF. Reasons for this may consist of those listed above in addition to another major factor: dissatisfaction with their experience.

² IHF does not keep an exact record of these figures. These estimates are likely to vary throughout the year.

The primary causes for this unhappiness is generally attributed to difficulties adjusting to life in Indonesia or feelings of being overworked or under-supported by IHF.

Volunteer programs often suffer from a high turnover rate (Karl, Peluchette, & Hall, 2008). Research has shown that having an effective training program is an important deciding factor for potential volunteers. It also increases volunteer satisfaction which helps to retain their participation in the program longer (Henrichsen, 2010; Veenman, Gerrits, & Kenter, 1999). Volunteers want and should be given strong directions and guidance to avoid confusion about what is expected of them and what they should expect from the volunteer experience (Gang, 1990; Henrichsen, 2010).

Impact on Host Community

Public opinion generally views volunteerism in a positive light. IHF has been rated as a top NGO two years in a row by Great Nonprofits (n.d.) and was a top 10 winner of the Responsible Tourism Reward by the Responsible Tourism Initiative (n.d.). Research confirms that volunteer work abroad can have positive benefits for both the volunteer (cultural immersion, career advancement, travel opportunities) and the host community (educational opportunities, economic advancement). However, it can also have negative effects which are primarily experienced only by the host community³ and which are rarely a part of the public discourse. The most prominent of these are: the cultural changes that occur from prolonged exposure to the volunteer's culture, volunteers' neglect to consider the locals' desires, and the reinforcement of the dominant/subordinate relationship

³ The main negative factors reported by volunteers are any cost associated with the program and difficulties adjusting to living in a developing country.

between Western and developing societies (Wright, 2014, p. 242). This final point is particularly poignant and deserves careful consideration.

The use of volunteers, who often have little knowledge or experience of the work they are undertaking (an attraction for the volunteers), also calls into question their effectiveness and raises the spectre of neo-colonialism in the tacit assumption that even ignorant Westerners can improve the lot of people in the South (Brown and Hall, 2008, p. 845).

Examples of this are evident in the relationship between Co-Directors and local volunteers at the IHF centers. Indonesia is a high context culture (Hofstede Center, n.d.). As such, IHF's Co-Directors are held in high regard based on their position regardless of whether or not they are qualified for the position. This dynamic is precisely what Brown and Hall warn against. A comprehensive training which not only prepares Co-Directors for the work they will be doing, but also teaches intercultural competency skills is essential in order to avoid potential neo-colonial consequences.

Program Description

The *IHF Co-Director Training Program, Indonesia* is intended to improve upon the existing volunteer Co-Director position by strengthening the framework for recruiting, training, and evaluating the Co-Director program. By implementing a targeted recruitment strategy, IHF will be able to increase the number of potential applicants with the desired qualifications and experience. Once accepted into the program, Co-Directors will have access to continued support throughout the pre-departure, in-country, and re-entry phases of the program. Finally, an evaluation strategy will give IHF valuable data on the effectiveness of this program and show opportunities for future improvements.

The core of this program is the training aspect. All trainings will be conducted by the Training Director, a new position that will be added to the organizational structure of IHF specifically for this program. The training will focus on two main areas. First, it will offer extensive training on how to be an effective director of an IHF center. This training includes, but is not limited to, an overview of IHF and its programs, training on how to perform at center and international tasks, teacher training, organizational leadership and management skills, and multicultural group dynamics.

Second, it will provide an emphasis on intercultural learning and cultural immersion. Participants will receive training on the cultural context of their new environment, participate in on-going language study, and take part in cross-cultural workshops with local volunteers from the host community. Opportunities will be provided for reflection on topics such as their role in the community, poverty in Indonesia, and what it means to be a good leader within the Indonesian context. By using this holistic approach, IHF will ensure that its Co-Directors are not only proficient at their jobs, but also well-versed in the issues that are important to the organization and its host communities.

Goals and Objectives

The goals and objectives for the *IHF Co-Director Program, Indonesia* are divided into two categories: those that focus on the overall program itself and those that focus on the participants of the program.

Program Goals and Objectives

- Improve the quality of content being delivered to the students in IHF's programs.
 - Provide Co-Directors with tools for teaching English as a Foreign Language.
 - Educate Co-Directors on the specific needs of the students in IHF's programs.

- Enhance Co-Director recruitment and retention.
 - Improve the pool of applicants through a targeted recruitment strategy.
 - Deliver ample training and professional development to Co-Directors.
 - Increase Co-Director satisfaction and motivation by providing on-going support for, evaluation of, and recognition of the work they perform.
- Increase Co-Directors' understanding of issues related to poverty in Indonesia.
 - Deliver training on the factors that contribute to poverty.
 - Assist participants in understanding that being poor is not the defining factor of the lives of those living in poverty.
 - Help Co-Directors create realistic expectations of how the work they are doing will impact their students.
 - Provide opportunities for critical reflections on poverty.

Participant Goals and Objectives

- Gain leadership skills for an international grassroots organization.
 - Cultivate an understanding of multicultural group dynamics.
 - Develop skills for training and managing volunteers.
 - Understand relationship dynamics which exists between NGOs and host communities.
- Become a proficient English as a Foreign Language (EFL) teacher.
 - Gain a deeper understanding of the nuances of the English language and how to teach them to students.
 - Develop tools for creating and delivering effective lesson plans.
 - Acquire the skills to effectively manage a classroom.
- Cultivate a greater awareness and appreciation of Indonesian culture.
 - Explore the historical, economic, political, and social factors which shape modern Indonesian society.
 - Become conversationally fluent in Bahasa Indonesia.
 - Develop intercultural competency skills within the Indonesian context.

Theoretical Foundations

Due the breadth of the *IHF Co-Director Training Program, Indonesia*, existing literature was consulted on several different themes related to the design and development of such a program. The overarching theme which will encompass the entire program is training and supporting volunteers. In addition, literature was consulted on teacher training mythologies and intercultural development theories.

Training and Supporting Volunteers

The guiding theory for the training and on-going support of the Co-Directors throughout the program is Maslow's Hierarchy of Needs (see Appendix A). According to Maslow, "...in order to reach the highest goal of motivation, one must first satisfy the essential needs, these being: physiological, safety, love/belonging, esteem and self-actualization" (Wright, 2014, p.242). This theory is frequently used by employers and in volunteer management, but it is especially suitable to an overseas program where the volunteer is in a new country far from the comforts and social support network of home.

Maslow's Hierarchy of Needs is often depicted as a pyramid, with the first level of need, physiological, on the bottom. Research has shown volunteers are motivated by a variety of factors which are generally in one of the top two tiers, esteem or self-actualization (see Appendix B). Until the lower-level needs are satisfied, volunteers will be unable to accomplish their goals at the higher levels. Therefore, it is essential that IHF ensures that these lower level needs are being met. For example, this may mean ensuring that volunteers are physically comfortable at the center and helping them adjust to a new foods and a new climate (physiological, level 1); ensuring that they feel safe in the neighborhood or that they have access to healthcare (safety, level 2); or ensuring that

volunteers have a sense of belonging, through group outings and team building activities (belonging, level 3).

It is also important to consider that “what attracts volunteers to an organization is not necessarily what sustains them once they are ‘on board’” (Bussel & Forbes, as cited in Karl, Peluchette & Hall, 2008, p. 73). For example, a volunteer may join IHF because they want to gain international NGO experience, but they may stay motivated by a sense of camaraderie with their fellow co-workers. Gang (1990) suggests that the Training Director should be aware of what the specific volunteer’s motivating factors are and monitor whether or not these needs are being met (p. 67). In addition to ensuring the lower-level needs are satisfied, the Co-Director training program will attempt to address many of the commonly cited higher needs, such as “making a difference in the community” and “career enhancement” (Wright, 2014, pp. 241-242).

Finally, Wright (2014) posits that the volunteer may feel less motivated if the experience is not as expected (p.245). Therefore, the volunteer should be as prepared as possible for the experience they will have once they arrive at the IHF center by being provided with detailed descriptions of the work they will be doing, the training they will receive, and the conditions they will be living in. In turn, IHF must take steps to ensure that it is delivering the volunteers the promised experience to the best of its ability.

Teacher Training

Training Co-Directors to be effective English teachers in a short period of time is the most challenging aspects of the Co-Director training program. Participants are likely to have had a wide range of experience. Many Co-Directors join IHF without any prior teaching experience, others have had some experience, but no formal training. Although it

would be ideal to only accept volunteers with a related teaching qualification (Teaching English to Speakers of Other Languages, for example), this is not always possible. This phenomenon is not uncommon for English language programs. There are a number of publications that attempt to address this situation by providing a basic introduction to teaching English. By far the most popular book on the subject is Snow's (1996) *More than a Native Speaker: An Introduction for Volunteers Teaching Abroad*. A more modern approach is Henrichsen's (2010) *Better Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL) online teacher training program (currently under development). Henrichsen's approach is to teach volunteers "the least they should know" and "where to go to learn more" (p. 11). While both of these are excellent resources, they rely on the volunteer to utilize them on their own initiative.

Moreover, since IHF accepts volunteers from all over the world, English may not even be the first language of the participant. However, those who have learned English as a second language may be better able to teach than native speakers if they had a positive learning experience themselves. Finally, Co-Directors must begin teaching within a short time after arrival, so the training must be as succinct as possible.

The teacher training portion of the new *IHF Co-Director Training Program, Indonesia* will take place in two stages. The first stage consists of laying out the theoretical foundation and will be based on the work of Snow (1996) and Henrichsen (2010). As such, volunteers will be provided with a training manual covering the basics of English language teaching and the specific needs of IHF's students, including a comparison of Bahasa Indonesia and the English languages, and an overview of the Indonesian education system. Volunteers will complete tasks in the manual during the pre-trip phases of the training.

The second stage will take place in the classroom with the support of the departing teacher and the Training Director. Veenman, Gerrits and Kenter (1990) conclude that the mentor teacher plays an important role in developing the skills and confidence of the novice teacher through a process called cognitive coaching.

The guiding principal behind cognitive coaching is that the instructional behaviours of teachers cannot be influenced until their internal thought processes have been altered. Reflection on teachers' thoughts about their classroom practices is viewed as a means to enhance their expert thinking and problem solving. Such reflection is also considered necessary to bridge the gap between espoused theories and actual practice (p. 4).

In many ways, cognitive coaching is very similar to Kolb's (1975) Experiential Learning Theory which says that

...learning, change, and growth are best facilitated by an integrative process that begins with (1) here-and-now experience followed by (2) collection of data and observations about that experience. The data are then (3) analysed and the conclusions of this analysis are feedback to the actors in their experience for their use in (4) modification of their behavior and choice of new experiences (pp. 33-34) (see APPENDIX).

With these two theories as the guiding foundation, the incoming teacher will be given support and feedback from the departing teacher as they gradually take over the class. The new Co-Director will work together with the former teacher to develop lesson plans and deliver the content to their students. After classes, they will have feedback sessions during which they will be encouraged to reflect on how the lesson went. The mentoring teacher will then offer suggestions for the next lesson as appropriate.

Intercultural Development

Intercultural development is often associated with studying, working, or volunteering abroad, but it is important not to assume that it is the inevitable result of an international experience. In *NAFSA'S Guide to Education Abroad for Advisers and*

Administrators, Hoff and Kappler (2005) emphasize that if intercultural development is one of the expected outcomes, there must be programing in place to guide participants through the process (pp. 194-195).

When considering how best to implement this portion of the training, we must first consider the profile of the participant. Co-Director volunteers generally fall into one of two categories: either they have recently graduated from a Bachelors or Masters degree program and are looking to gain experience in the field, or they are experienced professions in an unrelated field and exploring a change in career paths. Baxter Magolda's theory of self-authorship is fitting for both these groups because it applies to young adults (18-39 years old) who are at a crossroad in their cognitive development (Baxter Magolda, 2008). The profile of IHF's typical Co-Director suggests that it is likely they are questioning the status-quo and looking for an alternative. Self-authorship is defined as "the internal capacity to define one's beliefs, identity, and social relations" (p. 269). This theory is particularly well suited to the development of intercultural competency. Living abroad creates a natural crossroads situation during which one's previously-held beliefs may be called into question. This training program will provide tools to help participants navigate through this process.

According to King and Baxter Magolda (2005), "demonstrating one's intercultural skills requires several types of expertise, including complex understanding of cultural differences (cognitive dimension), capacity to accept and not feel threatened by cultural differences (interpersonal dimension), and capacity to function interdependently with diverse others (intrapersonal dimension)" (p.574).

These three dimensions form the framework for the intercultural development portion of the training. The development of these skills does not take place all at once, but rather in stages (see Appendix C). For example, it might be difficult for volunteers to accept the ideas of Western privilege or neo-colonialism without first having an understanding of social identity theory and an awareness of their own sense of identity. The intercultural portion of the training will guide participants through these stages of development in a series of workshop in which they will learn how to view topics such as culture or poverty through the lenses of related frameworks and theories.

Staffing Plan

The successful implementation of the *IHF Co-Director Training Program, Indonesia* will require a full-time Training Director to develop and implement the program. The Training Director will report directly to the Executive Director of IHF Indonesia and will work closely with all Co-Directors (see Appendix J). The ideal Training Director will have a background in teaching English as a Second/Foreign Language, experience in training design and development, volunteer management, and an advanced degree in a related field. This position will require a two-year minimum/ three-year preferred commitment. Based on the required commitment and the necessary qualifications, it is strongly recommended that IHF hire a paid employee for this position.

In the first year of their contract, the Training Director's primary responsibility will be to develop the modules for the training program which will require that the Training Director has extensive familiarity with the Indonesian culture and with IHF's programs and structure. Therefore, the Training Director will need to live in Indonesia near one of IHF's

centers and collaborate with of IHF's local volunteers as they develop the program. The Training Director will also work closely with the Hiring, Travel, and Visa Teams to coordinate the logistics of the program. Additionally, the Training Director will work with the Lead Directors of the Teacher Training and Volunteer Outreach Teams to update the current delivery of pre-trip training tasks. Likewise, they will work together with the Lead Directors of all international teams to discuss changes to the online training for international team tasks. Additionally, the Training Director will be in contact with the upcoming Co-Directors during the pre-departure phase of the program. Finally, if Training Director does already know Bahasa Indonesia, they will engage in language study during this time period.

During the second year of the program the Training Director will implement the *IHF Co-Director Training Program, Indonesia* at each of the four IHF education centers in Indonesia. The Training Director will provide full-time support to the Co-Directors throughout the orientation and training phases of the program. The Training Director will return to the center after six months to evaluate the Co-Directors and again at the end of the program for the re-entry phase. The Training Director will also deliver remote trainings via Skype and will be available for on-going support of the Co-Directors throughout the year.

Training Curriculum

The *IHF Co-Director Training Program, Indonesia* is designed to provide comprehensive training and on-going support throughout the duration of the Co-Director's experience with IHF, beginning from the time they are accepted into the program through

to their return to their home country. The program will be delivered in five phases as described below.

Phase 1: Pre-Departure

IHF accepts Co-Directors from all over the world; because of this, an in-country pre-departure meeting is not a realistic option. Instead, pre-departure training will be administered online. The pre-departure phase will consist of a welcome packet, two training modules, and a pre-departure Skype meeting with the Training Director.

Welcome packet. In preparation for the program, participants will be sent an electronic welcome packet which will include a welcome letter from the Training Director, a timeline of the program, an overview of logistics, information on health and safety in Indonesia, country and city information, expected and optional expenses, and information about obtaining their visa and travel to Indonesia.

Training modules. Consistent with IHF's current policy, upcoming Co-Directors will be required to complete "Pre-trip Tasks" for one of the international teams and for the Teacher Training team. The completion of these task serves dual purposes. First, it demonstrates the upcoming Co-Director's commitment to IHF. Second, it provides an introduction to the work the Co-Director will be performing at the center.

Co-Directors will be given the option of completing their international pre-trip task for either the Fundraising Team (creating a small fundraising campaign) or the Volunteer Recruitment Team (posting online advertisements for new volunteers). Training for this task will be led by the Lead Director of the team who will schedule a one-hour Skype meeting with the Co-Director. This meeting will include: 1) an overview of what the team

does and who works on it; 2) a walk-through of the team email account and Google Drive; 3) a detailed explanation of the required task and a timeline for completion of the task.

Likewise, a similar meeting will be scheduled with the Lead Director of the Teacher Training Team. This meeting will include: 1) an overview of what will be expected of the Co-Director as an English teacher; 2) a walk-through of IHF's online curriculum and teaching resources; 3) a timeline for completion of the Pre-Trip Teacher Training Manual and Pre-Trip Tasks. This manual provides an introduction to teaching English in general and at IHF in particular (see Appendix D). In conjunction with the manual, the Co-Director will complete a series of tasks, which include a taking a short quiz to determine their understanding of the material, creating a sample lesson plan, and answering reflection questions.

Pre-Departure meeting. This Skype session will give the Co-Director and the Training Director an opportunity to meet face-to-face with the new Co-Director before he or she arrives at the center. The Training Director will provide a detailed explanation of what to expect upon arrival in Indonesia, confirm travel arrangements, and address any last-minute questions or concerns that the Co-Director may have.

Phase 2: In-Country Orientation

The training upon arrival will begin with a one-week orientation program. In consideration of the fatigue new Co-Directors may experience due to jetlag and adjusting to the extreme heat and humidity in Indonesia, the orientation will be only four hours per day, in the afternoons. This shorter day will allow the Co-Directors to sleep late or go to bed early as necessary while they are adjusting to living in a new time zone and climate.

In order to ensure that training is consistent for all Co-Directors throughout all of IHF's Indonesian centers, Co-Directors will be provided with a training binder that includes an orientation and training schedule, an outline of each training module, and an evaluation of each training unit (see Appendix E). This binder will take the place of the existing *Center Manual* and *Co-Director's Duties Brochure* and will serve as a reference for all Co-Director responsibilities while they are volunteering at IHF.

The Training Director will run all of the orientation and training sessions, occasionally with the assistance of a local volunteer. The orientations will focus on familiarizing the new Co-Directors with the IHF organization, the programs at the center, the local community, and introducing Indonesian culture. In addition, there will be an intensive five-day "survival" Bahasa Indonesia introductory course with a focus on practical vocabulary and useful phrases for getting around.

The orientation will conclude on Saturday evening with a welcome dinner for the new Co-Directors to officially introduce them to the local IHF volunteers. This dinner will serve as an informal occasion to establish relationships between the new Co-Directors and the local volunteers. It will also include icebreaker activities, intercultural games, and an opportunity for the local volunteers to share about their culture with the new Co-Directors.

Sunday is the typical day off for IHF Co-Directors. New Co-Directors will have the opportunity to take the Sunday after orientation as a free day, but will be encouraged to participate in a group outing to a local cultural attraction, such as the National Monument in Jakarta, or a temple in Bali. Living and working in the same building can be draining for new Co-Directors. It is important to for them to be encourage to take some time away from

the center and have a break before beginning the month-long Co-Director training phase (see Appendix F for a complete orientation schedule).

Phase 3: Training

Following the orientation-week, there will be a four-week, intensive training period. During this time, volunteers will be trained on all aspects of their job as Co-Directors with an emphasis on teacher training. Additionally, they will receive on-going intercultural development training, including continued Bahasa Indonesia lessons. The trainings will be conducted primarily by the Training Director, except where noted. The Training Director will have regular formal and informal check-ins with the Co-Directors throughout the training period to assess how they are adjusting to their new position and life in Indonesia. The Training Director will attempt to address any concerns or make reasonable adjustments to aid in their transition. The trainings will encompass the following content areas: at-center training, international team training, teacher training, and intercultural competency training. In addition to training sessions, volunteers will also participate in a series of discussions and hand-on workshops related to training topics (see Appendix G for a complete training schedule).

At-center training. Whenever possible, the at-center trainings will be scheduled at or near the time the corresponding tasks are being performed by the current Co-Directors. For example, many of the reports are only submitted once a month. Training on these reports will occur around the time the report is due so that the new Co-Directors can directly observe, and when possible, participate in the process. Training for tasks that are on-going or otherwise not time sensitive, will be scheduled in a progressive fashion, with more simple tasks earlier in the training and more complex tasks coming later in the

month. Additionally, the Co-Directors will participate in a workshop on organizational leadership.

International team training. During the first week of training, Co-Directors will have scheduled meetings with the Lead Directors of their assigned international teams. Typically, these will be Skype meetings, since the Lead Director of the team is likely located at a different IHF center. During the first training session, the Lead Director will explain the overall mission of the team and the new Co-Director's role on the team. Where applicable, the Lead Director will also give the Co-Director an overview of the team email account and Google Drive. The Lead Director will inform the training Co-Director where to find the task instructions for the team and what specific tasks they should begin working on. After the initial training session, the Co-Director will work independently on the team with the supervision of the Training Director. Weekly meetings will be scheduled with the team's Lead Director for the second and third week to continue training and/or check-in with the Co-Director. Co-directors will also participate in a workshop about online teams.

Teacher training. New Co-Directors will be paired with an experienced teacher whose classes they will eventually assume. The first two weeks of the training period will focus heavily on hands-on "how to" teaching workshops delivered by the Training Director interspersed with classroom observations of the teacher they will be replacing. These workshops will help to set the theoretical foundation Co-Directors will need to become effective English teachers. Co-directors will also be given a class observation sheet to complete during the lessons they observe. This observation sheet will help the Co-Director to start thinking critically about the teaching process (see Appendix H). Immediately after class, the current teacher will discuss the observations with the new Co-Director.

Whenever possible, the current teacher will have the trainee assist them in the classroom. Assisting will serve the dual purpose of helping the new teacher become familiar in the classroom and allowing the students to become familiar with the new teacher.

Starting in the third week, Co-Directors will work together with the support of the current teacher and the Training Director to write lesson plans and deliver content to the students. Early in the week, the new teacher will co-teach with the current teacher, delivering lesson segments. As they become more confident, the new teacher will teach the full class, with the departing teacher in the classroom to observe them and help out if necessary. After the class, the new teacher will be encouraged to self-evaluate their lesson. The former teacher will share their observations and provide suggestions where appropriate.

As the former Co-Directors depart the center in the fourth week, the new Co-Directors will begin developing lessons and teaching independently. Co-Directors will have their lesson plans approved by the Training Director before class. The Training Director will periodically observe lessons throughout the week and will be available to lend support and give feedback when needed.

Intercultural competency training. In addition to ongoing Bahasa Indonesia study, intercultural competency trainings, workshops, and discussions will be interspersed throughout the training period. These trainings will aim to educate Co-Directors on the historical, economic, political, and social factors that shape modern Indonesian society. Through these trainings, Co-Directors will come to understand and speak knowledgeably about social issues such as poverty, corruption and neo-colonialism. Participants will be encouraged to take a critical look at the part Western culture plays in these issues and to

develop realistic expectations about the role of volunteers in developing countries. Co-Directors will also learn cultural models and will explore the similarities and differences between Indonesian and their own culture in order to develop their intercultural competency skills. Workshops will offer strategies for working together across cultural differences and will encourage Co-Directors to reflect upon their own cultural norms. Whenever appropriate, local volunteers will be invited to deliver and participate in these trainings.

The Training Director should always be present to help facilitate and guide discussions should. They must be mindful that some of these topics may be sensitive for the Co-Directors or the local volunteers. The aim of these trainings is always to foster a deeper understanding of and positive relationship with one another. In the case that a training session results in a particularly negative reaction from any of the volunteers, the Training Director may need to step in to deescalate and/or debrief the participants.

Phase 4: Ongoing Professional Development

After completion of the initial training period, the Training Director will be present at the center for several weeks to continue providing support to the new Co-Directors.

Once the Training Director transfers to the next center, they will continue to be accessible to the Co-Directors via cellphone or email to answer any questions they may have.

Thereafter, monthly online workshops will give Co-Directors continued opportunities for on-going professional and intercultural development. Additionally, they will be allotted two hours per week in their required hours to continue their study of Bahasa Indonesia.

After six months, the Training Director will return to the center for a one-week observation and evaluation period.

Phase 5: Departure

The foci of the departure phase will be recognizing volunteers for their efforts, helping them reflect on their experiences, and supporting their reentry process. In following with IHF's "pass it on" philosophy, the year will culminate in a "Pass it On" dinner. This dinner will coincide with the training phase of the incoming cohort of new Co-Directors. The dinner will be a semi-formal ceremony with the old and new Co-Directors, local volunteers, and Training Director at a local restaurant. Co-Directors will be given the opportunity to share their experiences and pass on learnings from their year in the program to the Co-Directors who will be taking their place. The Training Director will recognize departing Co-Directors for their contribution to IHF and present them with certificates of completion of the Teacher Training portion of the program.

Co-Directors will also participate in a re-entry workshop the weekend before they depart Indonesia. This workshop will give Co-Directors the opportunity to reflect on and debrief their experience from the year. It will address topics such as reverse culture shock, bringing their learning back to their home country, and possibilities for the future. This workshop will also include an exit interview and the Co-Directors will complete an evaluation of the volunteer program.

Three weeks after departing Indonesia, the Co-Directors will be sent a follow up email once again thanking the volunteer for their work by providing a personalized letter of recommendation from both the Training Director and the Executive Director. Volunteers will also be offered the opportunity to contribute an entry on IHF's blog or newsletter if they so desire.

Timeline for Delivery

Beginning in January 2016, the Volunteer Outreach, University Relations, and Media Teams will begin advertising for the position of Training Director. In March 2016, Training Director Applicants will be interviewed and accepted by the Hiring Team and Executive Director. The Training Director will begin in May 2016. The Training Director will live in an apartment near the Jakarta center during their first year. During this time, they will become familiar with the operations of all IHF's education centers and international teams, develop all of the training modules, learn/improve their Bahasa Indonesia, and travel to the other centers for two weeks each to familiarize themselves with each.

Co-Directors will be trained in cohorts, with all Co-Directors for a given center arriving at the same time. The timeline for each cohort will last approximately 18 months, starting from the time the position is initially advertised and lasting until the time the Co-Directors depart the center. This cycle will begin again approximately every three months, starting with the Aceh center followed by the centers in Medan, Jakarta, and Bail. So that, by the end of the first year, there will be four different cohorts at four different stages of the cycle. The following is the schedule for the first cohort at the Aceh center and is representative of the timeline for each center. (For a complete schedule of arrival, training, evaluation, and departure for all centers, please see Appendix I).

In October 2016, the Volunteer Outreach, University Relations, and Media Teams will begin advertising for the first cohort of Co-Directors to the Aceh center. The applicants for this center will be interviewed and accepted by the Hiring Team and Executive Director in December 2016. The pre-trip training will begin for Aceh Co-Directors in January 2017. In March 2017, the Training Director will schedule a pre-departure Skype meeting with

each of the upcoming Co-Directors. At the end of March 2017, the Training Director will arrive in Aceh to prepare for the April 1st arrival of the new Co-Directors for the Aceh Center. The following five weeks will consist of the orientation and training phase. The Training Director will stay at the Aceh center to support the new Co-Directors until the end of June. During this time, the Training Director will review evaluation surveys from each of the training modules and prepare adjustments as necessary for the next training period.

In June the Training Director will travel to the next center to begin the training cycle again. The Training Director will return to Aceh in early September for the six-month evaluation of the Co-Directors and will stay in Aceh to fill in for the first round of visa runs and two-week vacations. Throughout the year, the Co-Director will receive monthly online professional development training. The Training Director will return to Aceh again in mid-February to begin training the next cohort of Co-Directors, and to deliver the re-entry training and Pass It On dinner for the departing group.

Program Marketing

The necessity of advertising the *IHF Co-Director Training Program, Indonesia*, as opposed to simply advertising for the Co-Director position, may not be immediately apparent; however, advertising the new training program is worth considering because a strong training program is one of the factors that applicants consider when applying for a volunteer abroad position (Henrichsen, 2010). If the training program is promoted in conjunction with a hiring campaign for new Co-Directors, it may help to attract applicants who are serious about advancing their knowledge and experience in the field and not simply looking for an international position to include on their resume. Moreover,

advertising the training program can help to set IHF apart from similar nonprofits as an organization that is truly committed to promoting a positive experience for both its volunteers and the host communities in which they serve. The *IHF Co-Director Training Program, Indonesia* will be marketed by the Media Team through IHF's existing advertising avenues, which include IHF's social media outlets, such as Facebook, LinkedIn, Twitter, and Instagram as well as on IHF's website and in their monthly newsletter.

Co-Director Recruitment

Recruitment Plan

Recruitment will begin six months prior to the anticipated start date of the program for each center. The *IHF Co-Director Training Program, Indonesia* will improve upon the current recruitment strategy by implementing a targeted approach in order to reach the ideal applicants. The primary channels for this approach will be 1) to reach out to universities with strong international studies, volunteer management, teaching, or other relevant programs and establish relationships with the university career counselors and 2) to reach out to returning Peace Corps volunteers. IHF will provide posters and brochures to the universities to advertise the Co-Director positions. In addition, IHF will recruit through the Peace Corps Career Link webpage, which posts job listing targeted at returned Peace Corps volunteers. Information sessions via Skype will be scheduled in order to have director contact with interested candidates.

The second strategy will be to target previous short-term IHF volunteers. These candidates are ideal because they are already familiar with the organization and will have

gained relevant skills from their previous experience with IHF. IHF will keep contact information from prior volunteers and will promote the position through the mailing list.

IHF will continue to advertise for Co-Directors through volunteer and nonprofit job boards, such as Idealist and Volunteer Abroad. The Volunteer Recruitment Team will research the websites most likely to attract the sort of candidate IHF is looking for. IHF should consider paying for advertisement on the top sites and using these sites exclusively. Currently IHF posts hundreds of advertisements per week on job boards all over the world. This effort produces very few qualified applicants and results in a large number of applications from candidates who have mistaken the volunteer position for a paid position. Advertising solely on sites that attract those interested in volunteer opportunities will limit the excessive amount of time Co-Directors currently spend on posting on sites which do not generate results. Finally, IHF's Media Team will announce job openings on IHF's website, social media outlets, and newsletters as discussed previously.

When advertising for positions, consideration should be given to which international teams will need new members and skills in those areas should be listed in the preferred qualifications for the Co-Directors. For example, if the Lead Director of the Fundraising Team will be departing, then the advertisement should call for someone with experience in fundraising.

Application Requirements

The new *IHF Co-Director Training Program, Indonesia* will utilize IHF's existing application requirements for the Co-Director position. Along with their resume, the applicant must submit a cover letter detailing their motivation to volunteer with IHF, two professional references, a recent police report or similar background check, and photo

copies of their passport and university diploma by the posted deadline. Applicants must have a minimum of a Bachelor's degree, preferably in a related field, and two years of relevant experience. The applicant must also demonstrate a high level of English proficiency.

Acceptance Process

The advertising process will begin with advertising for the position six months before the scheduled start date. The application deadline will be four months prior to the start date. The Hiring Team will review all of the applications and the Lead Director of the Hiring Team will schedule interviews with qualified applicants in the month following the application deadline.

IHF will accept four Co-Directors for the Aceh Center⁴, three each for the Medan and Jakarta Centers, and two for the Bali Center. In an effort to be culturally sensitive, IHF centers have designated, separate bedroom areas for male and female Co-Directors. Although the gender of the applicant is not important for the position, when accepting Co-Directors, the Hiring Team must be mindful of the number of beds available at the center for men and women.

Once all interviews have been completed, the Lead Director of Hiring and the Executive Director of IHF's Indonesian programs will evaluate all candidates and make a final decision of which ones to accept. This decision should also include second-choice candidates. In addition to the requirements for all Co-Directors, consideration should be

⁴ This represents one Co-Director more than necessary at the Aceh center. This center will intentionally be overstaffed in order to control for the unexpected departure of a Co-Director at any of the centers. In this event, the "extra" Co-Director may be transferred to a different center. This center was chosen because of the extra room available at the center.

given to the experience applicants have related to international teams. Candidates who are offered a position will be asked to accept or decline the offer within ten days. In the event that not all candidates accept the position, second-choice candidates will be offered a position. All Co-Directors will be finalized within three months of the program start date to allow for adequate time for training and travel arrangements.

Logistics

Training Director

The Training Director will live in Indonesia during the first year of their contract. The Training Director will live in an apartment furnished by IHF nearby one of the four centers in Indonesia. Accommodations will be basic, but will include a private living area, electricity, cold water⁵, and internet access, and will be located in a safe neighborhood. The Training Director will use public transportation to get around locally. IHF will provide the Training Director with an allowance for a cell phone.

If the Training Director is not an Indonesian citizen, international flights and a work visa will be provided by IHF. During the first year, the Training Director will also travel to each of IHF's centers in Indonesia for two weeks each to become familiar with the center and the local area. IHF will provide these flights and the Training Director will stay in the center with the current Co-Directors.

In the second year of their contract, the Training Director will move among centers as each new group of Co-Directors arrives. The Training Director will live at the center with the Co-Directors. IHF will arrange and provide the flights between centers.

⁵ It is typical to only have cold water, even in higher priced apartments in Indonesia.

Co-Directors

This *IHF Co-Director Training Program, Indonesia* will use the existing basic logistical structure for the Co-Directors. IHF will provide room and board for the Co-Directors in the form of accommodations at the center and two basic meals per day. IHF will also provide the documentation that is required for Co-Directors to obtain and renew their visas. No immunizations are required for this program. The following notable changes will be made to the current logistics:

- All Co-Directors for the year will arrive and depart the center at the same time.
- The arrival and departure dates, including the visa renewal and two-week vacation, are not flexible.
- Co-Directors must lay out the money for their flights, however, upon the successful completion of the program, IHF will reimburse the Co-Directors for their flights.
- Co-Directors will be met at the airport by the Training Director upon their initial arrival in Indonesia and will travel together as a group to the center by taxi.
- Transportation costs for any required IHF activities will be reimbursed.
- IHF will cover the cost of any special activities and meals out during the training period and for the Pass It On dinner at the end of the program.
- IHF will include an allowance for cell phone expenses in the monthly stipend.
- Co-Directors will have 2 hours per week built into their schedule for purpose of studying Bahasa Indonesia. After the initial training, Co-Directors will enroll in the University of Hawaii's free MOOC program *The Indonesian Way* to continue their language study.

Health and Safety Plan

Information regarding health and safety risks will be included in the welcome packet each Co-Director receives upon acceptance into the program. This packet will address:

- Required travel and health insurance and minimum coverage
- The availability and quality of health care services
- Common health concerns, including malaria, dengue, and typhoid
- Common safety concerns, including crime, environmental disasters, and terrorism
- How to register with their country's local embassy
- Common environmental concerns, including pollution and excessive heat

During orientation week and training, Co-Directors will be provided with contact cards that have the phone numbers of the IHF center, the Training Director, and local emergency services. Likewise, they will provide IHF with their insurance and emergency contact information. The Training Director will ensure that all Co-Directors have working cell phones. Co-Directors will also take a tour of the local neighborhood and be introduced to neighborhood security. They will also be made aware of the location of the nearest hospital and police station. Basic training in first aid will be included in the training phase.

Additionally, during orientation and training, the Training Director will be aware of the effect the climate may have on the new Co-Directors. Care will be taken to ensure that only low-level physical activities are taking place during the heat of the day. Extra water and salty snacks will be made available.

Finally, all IHF centers will be assessed for health and safety risks once per year and reasonable precautions will be taken to prevent these risks. All centers will have a fully-

stocked first aid kit, fire alarms and extinguishers, working door locks, and posted evacuation plans and emergency numbers.

Crisis Management Plan

Potential emergency situations that may occur include serious illness and injury, crime, natural disaster, terrorism, and death. During orientation, the Training Director will advise Co-Directors on the recommended responses to each of these situations. The Executive Director should be notified about as soon as possible in the event of an emergency.

For illnesses or injuries that require hospitalization, one of the other Co-Directors should accompany the debilitated Co-Director to the hospital. If neither Co-Director speaks Bahasa Indonesia fluently, attempts should be made to contact a local volunteer to accompany them as well. In the event of a life-threatening injury or death, the Executive Director should be contacted immediately. The Executive Director will be responsible for contacting the Co-Director's emergency contact in their home country. They will also travel to the center to manage the impact the event has on the host community

In the event of a crime, the incident should be reported to the local authorities immediately. A local volunteer should accompany the Co-Director to the police station to help interpret and navigate potential cultural bureaucratic situations. In situations where there is a widespread threat to the region, such as in the event of a natural disaster or a terrorist threat, Co-Directors will follow the protocol recommended by the local government or their embassy. If an evacuation is suggested and possible, both the

executive director and the CEO will support the Co-Directors in any way possible to ensure their safety.

Evaluation Plan

The *IHF Co-Director Training Program, Indonesia* will be assessed using both formative and summative methods. Qualitative and quantitative data will be collected before, during, and after the program to determine if it is meeting its goals and objectives.

Prior to the start of the program, IHF will begin collecting data from the student quiz and exam scores and attendance records. These numbers will be collected from each center on a monthly basis and sent to the Teacher Training team along with the center report. These figures will be analyzed to gauge the student improvement and retention over time. Likewise, records of previous Co-Director applications and accepted Co-Director arrival and departure dates will be reviewed to determine 1) the average number of applicants for each position and the percentage of Co-Directors who 2) left the program early, 3) stayed for their full one-year contract, and 4) stayed longer than their original contract. These statistics will create a baseline for comparison after all Co-Directors complete the first year of the new program.

To evaluate the content of the program, each training module will conclude with a brief survey for the Co-Directors to complete. The Training Director will analyze these surveys after the completion of the training phase for each center. Additionally, the Training Director will make note of how each training module progresses, particularly the workshops. The Training Director will use this information to adjust the training modules as necessary for the next round of Co-Directors.

Finally, to evaluate the experience and learning outcomes of the Co-Directors, each Co-Director will complete an exit interview with the Training Director during their last week at the center. Co-Directors will be asked about their experience and level of satisfaction overall with the program. Additionally, they will be asked to self-assess their learning on a variety of topics which were covered in training and throughout the year. This information will be used to adjust the program in subsequent years.

Budget

Budget Summary	Fixed	Variable	Total
First Year			
Staff	9,000		9,000
Travel Documents	2,000		2,000
Transportation		1,775	1,775
Accommodations	4,200		4,200
Communication	540		540
Marketing		4,000	4,000
First Year Total			21,515
Second and Subsequent Years			
Staff	23,400		23,400
Travel Documents	5,720		5,720
Transportation		22,200	22,200
Accommodations		940	940
Meals		6,900	6,900
Advertising		7,000	7,000
Miscellaneous	3,120	3,419	6,539
Second Year Total			72,699

This is a summary of the budget. (See Appendix K for a complete breakdown of expenses.)

Budget Notes

There are two budgets for this program. The “first year” budget shows the expenses that will be incurred preparing for the program. This includes 1) advertising for the Training Director and first cohort of Co-Directors and 2) supporting the Training Director as they develop the training modules. This period will actually span 15 months, from January 2016 to March 2017.

The “second year” budget represents the operating costs of the program through the full five-phase cycle of training for the Co-Directors at all centers. Due to the fact that each group of Co-Directors arrives approximately three months apart, this figure actually represents an eighteen-month period, from April 2017 (when the first group arrives in Aceh) to December 2018 (when the last group departs from Bali). However, this cycle will begin again every ten months based on the arrival date of the next group of Co-Directors in Aceh (February 2018).

This budget only represents new expenses. Costs which are already incurred by IHF as part of the existing Co-Director program, such as the food stipend or overhead at the center, are not included in this budget. Some expenses have been updated. In this case, the full cost has been listed. For example, the Co-Director stipend has been adjusted from \$750 to \$1200. On the budget, this line is listed as \$1200, not \$450 (the difference between the old and new cost).

Finally, the budget only lays out the expenses of the program. It does not list any income. Co-Directors do not pay a program fee to participate, so it will be necessary for IHF to cover these additional expenses to their annual operating budget. The proposed recruitment plan will greatly reduce the number of hours needed for the Volunteer

Outreach Team; therefore, it is recommended that more hours be allotted to the Fundraising Team to cover these additional costs.

Conclusions and Implications

The *IHF Co-Director Training Program, Indonesia* has been designed to recruit, train, support, and evaluate Co-Directors for IHF's education centers in Indonesia. However, there are many elements of this program that can be applied to other IHF programs. The Co-Directors at the children's centers in Kenya and Thailand would greatly benefit from a similar program that substitutes trainings on child and adolescent behavior for the teacher training modules in this program. The teacher training modules, on the other hand, could be condensed/modified for the short-term international volunteers and for the local volunteers at IHF's Indonesian centers. All volunteers in all programs can benefit from the intercultural communication modules.

Outside the scope of this program, but of near equal importance in delivery quality content to IHF's students, is the need for the development of a comprehensive curriculum for all of IHF's classes. The current curriculum is only a basic outline, developed without much thought to given to teaching theory or the standards required by the Indonesian Ministry of Education for each grade-level. In addition, there are no standardized assessments for measuring students' abilities before or during their enrollment in classes so it difficult to gauge their performance over time. It would be worthwhile for IHF to invest in a pre-designed curriculum with books and teaching materials or to consider hiring a full-time employee responsible for developing student curriculum.

The International Humanity Foundation has been the main focus of this capstone paper, however, this organization is representative of countless similar international aid organizations that are trying to make a positive impact on the world without having a formal monitoring and evaluation plan in place to measure the impact of their work on the host community. On the surface, it may seem that helping others is inherently a good thing to do; however, the reality is that the volunteer's work and mere presence often has unintended and unrecognized negative consequences on the host community, which may ultimately cause more harm than good. The elements laid out in this training program attempt to address and mitigate those negative consequences by ensuring that IHF's Co-Directors are 1) well-qualified for the position of authority they have been given, 2) informed about both the positive and negative affects their presence may have on the host community, and 3) given the tools they need to become more culturally competent global citizens. Volunteers and aid organizations alike must begin to weigh their altruistic intentions against the reality of the impact of their actions, hold themselves accountable for any inadvertent side-effects of these actions, and take every possible step to diminish any negative impact upon the host community. Only when doing so becomes the norm in the field of international volunteerism will volunteers and NGOs truly fulfill their mission of making a positive impact on the world.

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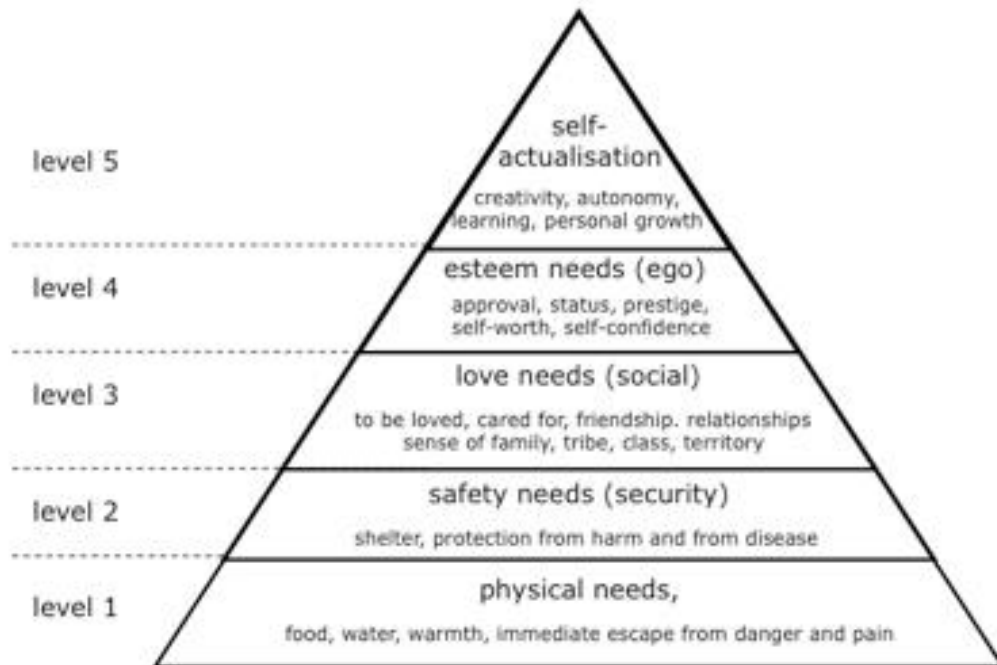
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Appendices

Appendix A: Maslow's Hierarchy of Needs



(Image retrieved from <http://www.hcibook.com/e4/chapters/emotion/>)

Appendix B: Volunteer Motivation Factors

Gang, 1990, p. 19	<ul style="list-style-type: none"> • Learning new skills, developing talents • Meeting people and socializing • Exploring career interests or opportunities • Correcting an injustice to an individual or group • Improving living conditions • Improving the community • Perusing a personal interest or hobby • Expressing love and concern for others • Civic duty • Establishing a reputation as a civic leader • Improving visibility of a club or organization • Working for a credible organization • Being able to put new ideas into effective use or action • Utilizing professional skills more creatively than permitted on the job • Filling time in a meaningful way • Getting out of the house • Alleviating suffering from specific diseases or problems • Applying learnings from certain unique past experiences to those experiencing the same problem • Exercising leadership • Providing resources • Changing public policy • Using already developed skills • Change of pace from employment or other full-time pursuits • Keeping a “worthwhile” organization alive • Promoting a specific cause or candidate • Engaging in enjoyable activities • Building for the future • Gaining experience leading to a paid job or college degree
Karl, Peluchette, and Hall, 2008, p.73	<ul style="list-style-type: none"> • Altruistic (a desire to help others or do something useful to benefit the community) • A sense of duty or obligation to reciprocate for services received by friends or family members • Personal development or career enhancement • The desire to feel useful, productive, or to occupy spare time • Social rewards (sense of belonging, meet new people)
Wright, 2014, p. 241-242	<ul style="list-style-type: none"> • Cultural immersion • Giving back and making a difference • Seeking camaraderie • Education • Personal growth • Curriculum vitae enhancement • Taking a holiday with a difference • Wanting to achieve a feeling of “heroism” • Because celebrities have promoted it • Compulsory element of an academic course

Appendix C: Three-Dimensional Framework for Intercultural Development

TABLE 1.
A Three-Dimensional Developmental Trajectory of Intercultural Maturity

Domain of Development and Related Theories	Initial Level of Development	Intermediate Level of Development	Mature Level of Development
<i>Cognitive</i> (Baxter Magolda, 1992, 2001; Belenky et al., 1986; M. Bennett, 1993; Fischer, 1980; Kegan, 1994; King & Kitchener, 1994, 2004; Perry, 1968)	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naïve about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
<i>Intrapersonal</i> (Cass, 1984; Chickering & Reisser, 1993; Cross, 1991; D'Augelli, 1994; Helms, 1995; Josselson, 1987, 1996; Kegan, 1994; Marcia, 1980; Parks, 2000; Phinney, 1990; Torres, 2003)	Lack of awareness of one's own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions; tension between external and internal definitions prompts self-exploration of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
<i>Interpersonal</i> (M. Bennett, 1993; Chickering & Reisser, 1993; Gilligan, 1982; Kegan, 1994; Kohlberg, 1984; Noddings, 1984)	Dependent relations with similar others is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval. Begins to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others

(King and Baxter Magolda, 2005, p. 576)

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(Developed by author for IHF's Teacher Training Team)

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Appendix F: Orientation week schedule

	Orientation Week Schedule								
	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
Morning	Arrive in Indonesia	Arrive in Indonesia							Group Outing Local Attraction (All Day)
12:00 - 1:00 PM			Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00 - 2:00 PM			Arrival Forms Travel documents, insurance, emergency contacts,	Bahasa Indonesia	Bahasa Indonesia	Bahasa Indonesia	Bahasa Indonesia	Bahasa Indonesia	
2:00 - 3:00 PM				Health and Safety Orientation Address safety concerns, health issues, potential risks, contact card	IHF Orientation Overview of organization & programs, history, policies, missions & goals, organizational structure	Visit to Local Market as well as Band/ATM, phone vendor for SIM card if necessary	Workshop Understanding what it means to be interculturally competent	Student Recruitment Pre-/Post-trip discussion about recruiting students in slums/poor villages	
3:00 - 4:00 PM			Center Orientation Tour of house, center rules, chore schedule, toilets, laundry, food	Getting Around Maps of neighborhood, explanation of transportation, how to get around			Introduction to the Free Class Program Overview of curriculum and resources, electronic attendance, quizzes, exams, Pass It On Ceremony, class schedule		
4:00 - 5:00 PM			Overnight in nearby hotel	Travel to center as a group	Bahasa Indonesia	Tour of Neighborhood Walk around local neighborhood, food locations, convenience stores, etc.	Workshop What is an authentic experience?		
Evening								Welcome Dinner with previous co-directors and local volunteers; discussion about Indonesian culture; games/icebreakers	

Appendix G: Training Schedule

	Training Week One						
	MON	TUE	WED	THU	FRI	SAT	SUN
Morning							Day Off
9:00 - 10:00 AM	Bahasa Indonesia	Visa Extension Travel with current co-directors to Immigration Office to learn office location and view process	Bahasa Indonesia	Workshop: Intro to English Language and Grammar	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	
9:00 - 10:00 AM	Training: Intro to Education in Indonesia		Workshop: Working on an Online Team	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	
10:00 - 11:00 AM	Training: Basic First Aid		Online Team 1 Task instructions	Online Team 2 Task instructions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	
12:00 - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00 - 2:00 PM	Training: TEP Program Overview Sponsor letters/processing, money disbursement, special donations, student recruitment, TEP parent meetings	Workshop: Intro to English Language and Grammar	Training: Online Team 2 Skype session with team Lead Director	Training: Online Team 3 Skype session with team Lead Director	Online Team 3 Task instructions	Recruitment	Day Off
2:00 - 3:00 PM		Training: Online Team 1 Skype session with team Lead Director	Training: Center Reports and Mailbox	Training: Sponsor Letters	Workshop: Teaching Speaking Skills	Discussion: Understanding Poverty	
3:00 - 4:00 PM	Training: Student Registration	Classroom Observation	Classroom Observation	Classroom Observation	Classroom Observation	Workshop: Teaching Listening Skills	Day Off
4:00 - 5:00 PM	Training: Attendance Reports	Workshop: Intro to Organizational Leadership	Discussion: Islam in Indonesia Facilitated by local volunteer	Discussion: Multiculturalism in Indonesia Facilitated by local volunteer	Training: Sponsor Letters	Workshop: Multicultural Group Dynamics	
5:00 - 6:00 PM	Training: Visa Extension and Renewal Process	Training: Intro to Indonesian Political History			Discussion: Adjusting to life in Indonesia Understanding the W-curve		
Evening			Group Dinner TD and trainees at local restaurant (street food); check-in				

	Training Week Two						
	MON	TUE	WED	THU	FRI	SAT	SUN
Morning							Day Off
9:00 - 10:00 AM	Bahasa Indonesia	Online Team 1 Skype training and check-in with team Lead Director	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	
9:00 - 10:00 AM	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	
10:00 - 11:00 AM	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Skype training and check-in with team Lead Director	Online Team 3 Skype training and check-in with team Lead Director	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	
12:00 - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00 - 2:00 PM	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Training: Aflatoun and Special Activities	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Workshop: Teaching Vocabulary Skills	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Recruitment	
2:00 - 3:00 PM	Lesson Planning Observe lesson preparation with current teacher	Lesson Planning Observe lesson preparation with current teacher	Lesson Planning Observe lesson preparation with current teacher	Lesson Planning Observe lesson preparation with current teacher	Lesson Planning Observe lesson preparation with current teacher	Workshop: Developing Lesson Plans	
3:00 - 4:00 PM	Classroom Observations and assisting current teacher	Classroom Observations and assisting current teacher	Classroom Observations and assisting current teacher	Classroom Observations and assisting current teacher	Classroom Observations and assisting current teacher	Classroom Observations and assisting current teacher	
4:00 - 5:00 PM	Workshop: Teaching Writing Skills	Training and Workshop: Cultural Models Exploring cultural differences and working together (co-directors and local volunteers)	Workshop: Teaching Grammar Skills	Training: Newsletter, Center Sponsor Letters, Weekly Media Report	Workshop: Designing a Monthly Syllabus	Workshop: Multicultural Group Dynamics	
5:00 - 6:00 PM	Workshop: Teaching Reading Skills		Workshop: Intro to Social Identity				
Evening			Group Dinner TD and trainees at local restaurant (street food); check-in				

	Training Week Three						
	MON	TUE	WED	THU	FRI	SAT	SUN
Morning							Day Off
9:00 - 10:00 AM	Bahasa Indonesia	Online Team 1 Skype training and check-in with team Lead Director	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	
9:00 - 10:00 AM	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	
10:00 - 11:00 AM	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Skype training and check-in with team Lead Director	Online Team 3 Skype training and check-in with team Lead Director	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	
12:00 - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00 - 2:00 PM	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Workshop: Classroom Management	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Workshop: Classroom Management	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Recruitment	Day Off
2:00 - 3:00 PM	Lesson Planning Work together with current teacher to develop lessons	Lesson Planning Work together with current teacher to develop lessons	Lesson Planning Work together with current teacher to develop lessons	Lesson Planning Work together with current teacher to develop lessons	Lesson Planning Work together with current teacher to develop lessons	Workshop: Classroom Games Special activity with Co-Directors and students; games and activities to encourage learning in the classroom	
3:00 - 4:00 PM	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher		
4:00 - 5:00 PM	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher	Teaching Co-teach English class with current teacher		
5:00 - 6:00 PM	Training: Finance Report and Building and Needs	Discussion: Corruption in Indonesia Understanding the cultural foundations for corruption and how it affects politics	Discussion: Teaching Check-in	Training: Volountourist and Work-study Volunteers Training and management, schedules, payments, hours, house rules	Discussion: Western Influence in Developing Countries		
Evening			Group Dinner TD and trainees at local restaurant (street food); check-in		Pass It On Dinner Recognition of departing co-directors; departing directors pass on thought, experience, knowledge about IHF and Indonesia to new co-directors		Day Off

	Training Week Four						
	MON	TUE	WED	THU	FRI	SAT	SUN
Morning							Day Off
9:00 - 10:00 AM	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Bahasa Indonesia	Online Team 1 Independent work on team tasks; TD available to help/answer questions	
9:00 - 10:00 AM	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 1 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	
10:00 - 11:00 AM	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Online Team 2 Independent work on team tasks; TD available to help/answer questions	Online Team 3 Independent work on team tasks; TD available to help/answer questions	
12:00 - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00 - 2:00 PM	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Workshop: Social Identity Development Models	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Training: Local Volunteers Recruiting, training, managing	Online Team 3 Independent work on team tasks; TD available to help/answer questions	Recruitment	
2:00 - 3:00 PM	Lesson Planning Independent work supervised by TD	Lesson Planning Independent work supervised by TD	Lesson Planning Independent work supervised by TD	Lesson Planning Independent work supervised by TD	Lesson Planning Independent work supervised by TD	Lesson Planning Independent work supervised by TD	
3:00 - 4:00 PM	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	
4:00 - 5:00 PM	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	Teaching Observed by TD	
5:00 - 6:00 PM	Reflection Discussion on experience; observations and feedback	Reflection Discussion on experience; observations and feedback	Reflection Discussion on experience; observations and feedback	Reflection Discussion on experience; observations and feedback	Reflection Discussion on experience; observations and feedback	Training Evaluation Form Discussion, check-in, addressing any final issues, co-directors complete evaluation	Day Off
Evening			Group Dinner TD and trainees at local restaurant (street food); check-in				

Appendix H: Class Observation Sheet

- 1) What was the main focus of the class? (vocabulary; grammar; pronunciation; spelling; writing; speaking; reading; listening)
- 2) What was the contents/theme of the class? Was it new to the students or the material was being revised? Was it challenging or easy?
- 3) How was the class structured? (e.g. revision, input session, oral practice, written practice etc)
- 4) How did the teacher give instructions (showed an example; explained in English; explained in Indonesian)? Did the students understand and knew what to do?
- 5) How much Indonesian was used in class? For what purpose?
- 6) Did the teacher correct students' mistakes? All of them or some? Which ones were corrected and which ones were not? How did the students take the correction?
- 7) Was the class interesting for the students? Why? Was it interesting for the teacher? Why?
- 8) Did the students learn what the teacher had aimed to teach them? If not, why?
- 9) Can you think of a different way to teach the same material? How?
- 10) What would be the logical follow-up for this class? What would you teach in the next session?

(Retrieved from IHF Teacher Training Team documents)

Appendix I: Arrival, Training, Evaluation, and Departure Timeline

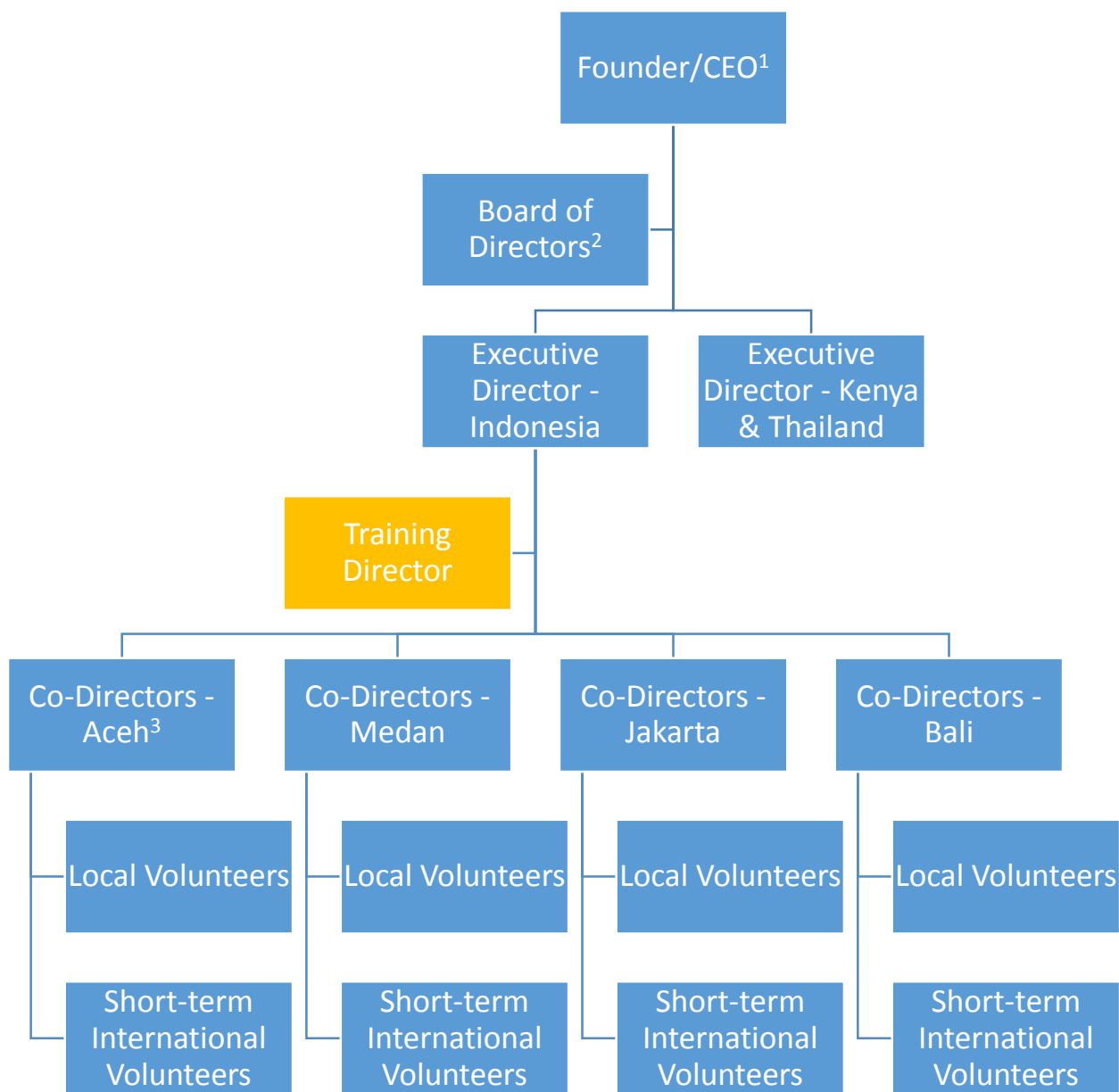
		2017		2017		2017		2017		2017	
		April	May	June	July	August	September	October	November	December	
Aceh Co-Ds (4)	Co- Director Co- Director	Arrive April 1/2					Visa run and 2 weeks off Sept 10 - 24				
	Co- Director Co- Director	Arrive April 1/2						Visa run and 2 weeks off Sept 26 - Oct 10			
Medan Co-D (3)	Co- Director				Arrive July 1/2					Visa run and 2 weeks off Dec 10 - 24	
	Co- Director Co- Director				Arrive July 1/2						
Jakarta Co-D (3)	Co- Director							Arrive Sept 30/Oct 1			
	Co- Director Co- Director							Arrive Sept 30/Oct 1			
Bali Co-D (2)	Co- Director									Arrive Dec 30/31	
	Co- Director									Arrive Dec 30/31	
Training Director		Arrive Aceh - March 25 *TRAINING ACEH APR 3 - MAY 8*	Aceh	to Medan - June 25	*TRAINING MEDAN JULY 3 - AUG 7*	Medan	to Aceh - Sept 3 *EVALUATIONS ACEH* to Jakarta Sept 24	*TRAINING JAKARTA OCT 2 - Nov 6*	Jakarta	to Medan - Dec 3 *EVALUATIONS MEDAN* to Bali Dec 25	

Key: First cohort at center
Second cohort at center

(continued)

January	February	March	April	May	June	July	August	September	October	November	December
	New Co-Directors Arrive Feb 24/25	Leave by March 23					Visa run and 2 weeks off Aug 5 - 19				
	New Co-Directors Arrive Feb 24/25	Leave by March 23					Visa run and 2 weeks off Aug 21 - Sept 4				
				New Co-Directors Arrive May 26/27	Leave by June 22					Visa run and 2 weeks Nov 4 -18	
Visa run and 2 weeks off Dec 26 - Jan 9				New Co-Directors Arrive May 26/27	Leave by June 22					Visa run and 2 weeks Nov 20 - Dec 4	
		Visa run and 2 weeks off March 11 - 25					New Co-Directors Arrive Aug 25/26	Leave by Sept 21			
			Visa run and 2 weeks March 27 - April 10				New Co-Directors Arrive Aug 25/26	Leave by Sept 21			
					Visa run and 2 weeks off June 10 - 24					New Co-Directors Arrive Nov 24/25	Leave by Dec 21
						Visa run and 2 weeks off June 26 - July 10				New Co-Directors Arrive Nov 24/25	Leave by Dec 21
TRAINING BALI JAN 1 - FEB 5	to Aceh Feb 17	*TRAINING ACEH FEB 26 - MAR 30*	to Jakarta Apr 1 *EVALUATIONS JAKARTA*	to Medan May 19	*TRAINING MAY MEDAN 28 - JUN 30*	to Bali July 1 *EVALUATIONS BALI* to Aceh - July 28	*EVALUATIONS ACEH* to Jakarta AUG 18	*TRAINING JAKARTA AUG 27 - SEPT 28*	to Medan Oct 27	*EVALUATIONS MEDAN* to Bali Nov 17	*TRAINING BALI NOV 26 - DEC 29*

Key: First cohort at center
Second cohort at center

Appendix J: IHF Organizational Chart

Key: = existing structure = new position

¹ The Founder and CEO, Carol Sasaki is no longer actively involved with the day-to-day operation of IHF and its programs. At present, the two Executive Directors are the main leadership positions at IHF.

² The Board of Directors is required by Indonesian law in order to be legal allowed to operate an international NGO in the country. However, due to a number of factors, at present this position is mainly ceremonial.

³ The Co-Directors are also the Lead Directors of all of IHF's international teams.

	Fixed				Variable				Totals
	Cost	Units	#	Total	Cost	Units	#	Total	
First Year									
Staff									
Training Director salary	750	month	12	9,000				0	9,000
Travel Documents									
Work Visa (TD)	2,000	year	1	2,000				0	2,000
Transportation									
Flight to Indonesia (TD)				0	1,000	one-way	1	1,000	1,000
Roundtrip flight between centers (TD)				0	200	rt flight	3	600	600
To/From Airports (TD)				0	25	trip	7	175	175
Accommodations									
Training Director apartment	350	month	12	4,200				0	4,200
Communication									
Internet (TD)	25	month	12	300				0	300
Cell phone stipend (TD)	20	month	12	240				0	240
Marketing									
Online advertisements				0	3,000	allowance	1	3,000	3,000
Print materials for universities				0	1,000	allowance	1	1,000	1,000
First Year Total									\$ 21,515
Second and Subsequent Years									
Staff									
Training Director salary	750	month	12	9,000				0	9,000
Co-Director stipend	1,200	year/co-d	12	14,400				0	14,400
Travel Documents									
Work visa (TD)	2,000	year	1	2,000				0	2,000
Visa extension (Co-D)	210	year	12	2,520				0	2,520
Visa renewal (Co-D)	100	each	12	1,200				0	1,200
Transportation									
Roundtrip flight to Indonesia (Co-D)				0	1,500	rt flight	12	18,000	18,000
Visa renewal flight (Co-D)				0	200	rt flight	12	2,400	2,400
Flight between centers (TD)				0	100	flight	8	800	800
To/From airports (TD & Co-D)				0	25	trip	20	500	500
Miscellaneous				0	500	allowance	1	500	500
Accommodations									
Hotel (TD)				0	35	night	4	140	140
New beds for centers				0	200	center	4	800	800
Meals*									
Welcome Dinner				0	100	dinner	4	400	400
Pass It On dinner				0	250	dinner	4	1,000	1,000
Group meals				0	300	meal	16	4,800	4,800
Snacks				0	50	week	14	700	700
Advertising									
Online advertisements									