<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Doors for Refugees</td>
<td>2</td>
</tr>
<tr>
<td>Growing Our Influence:</td>
<td>4</td>
</tr>
<tr>
<td>Jakarta Refugee Network</td>
<td></td>
</tr>
<tr>
<td>A Widening Scope</td>
<td>6</td>
</tr>
<tr>
<td>Growing Our Space, Learning Environment and Teaching Resources</td>
<td>10</td>
</tr>
<tr>
<td>Staff and Operations</td>
<td>12</td>
</tr>
<tr>
<td>Program Quality</td>
<td>14</td>
</tr>
<tr>
<td>Special Events and Awareness Raising</td>
<td>16</td>
</tr>
<tr>
<td>Roshan Staff, Volunteers, and Supporters</td>
<td>18</td>
</tr>
<tr>
<td>Financials</td>
<td>20</td>
</tr>
<tr>
<td>Special Thanks</td>
<td>21</td>
</tr>
</tbody>
</table>
Opening Doors for Refugees

Life was a roller coaster here at Roshan Learning Center in 2017, full of twists and turns and heart-stopping dips but also new heights.

We dropped from joy to dismay in an instant on January 28, when we learned that one of our Afghan families with three young children would suddenly be denied entrance to the U.S. after a wait of more than three long years in Jakarta, Indonesia. During this time, Asal and her siblings, now ages 6 to 12, had gone through key childhood years, especially educationally. With the end in sight after their long limbo in Jakarta, Asal’s father had tickets to depart to the U.S. January 31. An unexpected U.S. presidential executive order banning refugees from certain countries denied them that opportunity. The news was wrenching for the family, and for those of us at Roshan as it symbolized yet another door shut for those looking for sanctuary. At Roshan, our mission is to “open DOORS in the future” by teaching and learning in the present.

By early 2017, Australia had already firmly shut its doors to all but a handful of the more than 14,000 refugees in Indonesia, and Europe too had countries eager to push their own doors closed. Thus, it was clear by January 2017 that the displaced people served by Roshan were stuck for the near future. Adding to this, in September the United Nations Higher Commissioner of Refugees (UNHCR) announced that refugees in Indonesia would indeed not be leaving in the foreseeable future.
It is now more important than ever that Indonesian society and government decision-makers work to integrate and support the rights of refugees waiting here so anxiously. Whether one calls them refugees, asylum seekers, migrants or something else, there are now, in early 2018, approximately 15,000 people stuck in Indonesia—real mothers and fathers worried about their children’s education, teenagers hoping to make friends and have a future, and young children who can't afford to wait for five or more years while their brains and bodies are developing rapidly.

For those of us at Roshan, it is more important than ever that we invest in refugees’ language and educational skills so that they are ready to succeed in public schools and contribute to society as employees and citizens as soon as they are allowed to do so. They—and we as a society—cannot afford to waste this gift of time. Time is the most important asset refugees in transit countries have. We are excited about the opportunities before us to make a difference for refugees who are eager to learn and economies that need their skills and contributions. We remain hopeful that our Roshan families will eventually be able settle in a safe country and call someplace home—just as Asal’s family was finally able to do when the refugee ban was lifted for some families and they arrived on firm ground in the U.S.

Let’s take a look back at all the changes we made at Roshan in 2017 to invest in refugees. We helped develop citizens of the world who will carry forward the kinds of knowledge, skills and values that will enrich the future.
Growing Our Influence: Jakarta Refugee Network

To our delight, two new learning centers opened in Jakarta in September 2017, the HELP and Sunrise programs. Roshan staff were pleased to be able to provide them with names of possible students from our long waiting list, some of whom had been on our waiting list for two years. We also shared with their leadership teams several resources that we had developed as well, such as helpful policies, suggested rules and regulations, and procedures that work in our Jakarta context—all of which have been refined over the previous three years of program development. In sharing our lessons learned and recommended strategies, we hoped to jump-start these two new programs to become successful learning centers run by refugees and Indonesians with the goal of expanding access to education for more refugees in Jakarta.

As part of this effort, we started the Jakarta Refugee Network to proactively share knowledge, coordinate and expand our influence. Through the Jakarta Refugee Network, we now communicate and collaborate with like-minded organizations and individuals and have expanded conversations beyond education to include issues related to health, advocacy, legal protections, skills training and more. Collectively, our programs directly served more than 400 refugees. We plan to continue to contribute to and invest in these relationships in order to expand our influence and reach more refugees with education and other vital services.
“We plan to continue to contribute to and invest in these relationships in order to expand our influence and reach more refugees with education and other vital services.”
A Widening Scope

With the way forward currently at a stand still, the numbers of stateless refugees in Jakarta and in our community and education programs continues to grow. At Roshan, relationships are at the heart of what we do and are vital to our learning process. Therefore, we continue to serve as many students as we can while maintaining a caring and close-knit community. We thus plan to continue to grow slowly, absorbing only as many new students as we can truly get to know and care for in meaningful ways. The goal is to grow, but grow responsibly and sustainably.

As part of this approach, in 2017 Roshan opened its doors to students not just from Farsi-speaking countries such as Afghanistan and Iran, but from other countries as well. After a successful trial period of integration, Roshan now has students from Afghanistan, Iran, Iraq, Palestine, Yemen, Sri Lanka, Sudan, Ethiopia, Mali and elsewhere. This models our belief that borders should never be barriers to the foundational human right to an education. Indeed, the multicultural nature of our students combined with the diversity of our staff—who come from the United States, Australia, the UK, Canada, the Netherlands, Singapore, Japan, and, most of all, Indonesia—makes us one of the most international places of learning in Indonesia. This diversity, the wealth of learning opportunities and conversations it brings, and breadth of backgrounds and life experiences enriches us on a daily basis.

1 Roshan serves refugees from the following ethnic groups: Hazara, Tajik, Fars, Lor, Kurd, Arab and Bambara.
Another ongoing priority throughout 2017 was to enroll secondary (high school) girls at higher rates, as those numbers lagged behind the numbers of boys enrolled. This gap is likely because there are many more boy refugees in Indonesia than girls, and because some refugee families still do not see the education of girls as a priority. Roshan shares the global development community’s goals of empowering girls through education at equal rates as boys. At the beginning of the year, we had only one girl at the secondary level. By the end of the year, through recruitment efforts, we had eight girls in the program, comprising a quarter of our cohort of 32 secondary students. We continue to prioritize gender balance, recognizing the unique barriers girls from Afghanistan and other origin countries face related to education, and provide special peer support groups for secondary girls enrolled at Roshan.

By the end of 2017, Roshan’s enrollment stood at 120 students, including refugees from a mosaic of nations, ethnicities and socioeconomic backgrounds, both male and female, ranging from preschoolers to middle-aged adults. In total, we served a total of 137 students in 2017.

“The goal is to grow, but grow responsibly and sustainably.”
Roshan served up to 120 students at a given time in 2017
The total number of students ever served was 137

BY AGE GROUP

- Preschool age (3-5): 14 (10%)
- Primary age (6-11): 23 (17%)
- Middle school age (11-13): 8 (6%)
- Secondary age (14-18): 32 (23%)
- Adult: 60 (44%)

Total students: 137 (100%)

Children/youth total students: 77 (56%)
Adult total students: 60 (44%)

Total students: 137 (100%)
### BY GENDER

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children/Youth Program</td>
<td>54</td>
<td>23</td>
</tr>
<tr>
<td>Preschool</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Primary</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Middle school</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Secondary</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>91</td>
<td>46</td>
</tr>
</tbody>
</table>

### BY NATIONALITY

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>114</td>
<td>83.2%</td>
</tr>
<tr>
<td>Iran</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td>Iraq</td>
<td>9</td>
<td>6.6%</td>
</tr>
<tr>
<td>Palestine</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Mali</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>137</td>
<td>100%</td>
</tr>
</tbody>
</table>
Growing Our Space, Learning Environment and Teaching Resources

With the success of programs and rising demand, Roshan moved into a new space in January 2017. Our new home is an inviting, organized, book-lined house that we converted into a educational environment. The new center includes six classrooms, a parent waiting room, a bustling office, a large and always busy common area, three bathrooms, a kitchen, guardroom and a colorful backyard. We worked throughout the year to build many of these rooms; put in astroturf; add sinks, desks, and playground equipment; and paint walls to create the spaces we needed, many of which only became possible because donors generously stepped up their giving to support these projects. For example, our backyard beautification project began in March through conversations with the Jakarta Intercultural School-Pondok Indah Elementary School Parent Teacher Association.

This collaboration helped us raise funds for grass and mural painting in the yard. That yard, a welcome spot of green in crowded Jakarta, now is the heart of our program, a common area that brings children of all ages out to play and brings others out to eat, talk and deepen relationships. The mural paintings continue to engage students to this day, a joyful way for students to express their talents, interests and dreams. We also doubled our library collection and solicited science books. Thanks to a gift from the U.S. Embassy, we received a gift of 12 laptops from the U.S. Embassy. These resources improve our capacity to teach and inspire students of all ages.
Leadership matters and nowhere more so than in a dynamic, multicultural program like Roshan, where students and staff alike bring an enormous variety of values, religious and cultural backgrounds, socioeconomic and professional backgrounds, and ages. To give the program the leadership it deserves, and to prepare for the 2018 transition away from Founding Director Heather Tomlinson, Roshan brought in Brandon Baughn as Roshan’s full-time director. Brandon brings with him elite academic credentials, having a master’s degree in international education from the Columbia University in New York City. He also has extensive development experience. Prior to his move to Jakarta to run Roshan, Brandon and his wife Hannah lived with their three children for eight years in rural Pakistan, bringing literacy skills to nomads. His education, experience and compassion for refugees, combined with his high expectations for student and program performance, give us the confidence and motivation to build on Roshan’s foundation regardless of what the global context brings.

Roshan continues to operate with only two full-time and three part-time paid staff members, relying heavily on volunteers to keep our program costs down. Over the course of 2017, we had a team of 104 volunteers to teach, manage enrollment, run special events, lead workshops, clean, keep guard, act as chaperones, develop curriculum, and do everything needed to run a learning center of 120 people. Many of our volunteers are busy professionals themselves, coming to help with tutoring on Saturdays, and many were professionals in their home countries who are now sharing their talents with refugee students.

Of this team of volunteers running Roshan, 30 were refugees themselves, representing more than one-fourth (27 percent) of our work corps. On average, Roshan refugees spent a staggering 415 hours per week working at Roshan in 2017. In spite of their pressing financial needs, they work without pay. Roshan is truly a community-run program.

Refugees are not permitted to receive salaries by Indonesian law. Roshan provides an allowance to cover the cost of transportation to and from the learning center for refugee staff.
Because our financial needs expanded as we increased our student body and program quality, we wanted to ensure 100 percent accuracy for the sake of accountability, transparency and integrity. Thus Roshan's parent organization, YICF, brought two new team members on board to focus solely on finances. They ensure Roshan finances are managed using the simplest but most sophisticated systems we need to ensure meticulous financial transactions and records. To improve our banking systems, we put in motion a process to achieve non-profit status within the U.S. as well as Indonesia, and hope to have U.S.-based 501(c)(3) status in 2018.

**Staff, including paid staff and volunteers**

*Total participating ever in 2017, not at a given time

- **Refugee managers**: 5 (4.5%)
- **Refugee teachers/Learning Center Committee/Other staff**: 25 (22.5%)
- **Indonesian paid staff**: 7 (6.3%)
- **Indonesian volunteers**: 21 (18.9%)
- **International volunteers**: 53 (47.7%)
- **Total**: 111 (100%)

---

**4.5%**

**22.5%**

**6.3%**

**18.9%**

**47.7%**

**REFUGEES: 30 (27.0%)**

**PAID STAFF: 7 (6.3%)**

**VOLUNTEERS: 74 (66.7%)**

---

Because our financial needs expanded as we increased our student body and program quality, we wanted to ensure 100 percent accuracy for the sake of accountability, transparency and integrity. Thus Roshan's parent organization, YICF, brought two new team members on board to focus solely on finances. They ensure Roshan finances are managed using the simplest but most sophisticated systems we need to ensure meticulous financial transactions and records. To improve our banking systems, we put in motion a process to achieve non-profit status within the U.S. as well as Indonesia, and hope to have U.S.-based 501(c)(3) status in 2018.
The most fraught but exciting day of the year was undoubtedly May 13. On that Saturday, Roshan held its first Cambridge University exams. These exams are administered by external testers who give tough tests on students’ spoken, written, listening and speaking skills in English. Almost every Secondary and adult student at Roshan opted to take the exam, leading to an internationally recognized certificate of ability. These certificates are crucial for university acceptance and job placements. Roshan was honored to offer this important opportunity, knowing that the certificate provides a tangible measure of English ability and skills that could make a vital difference in a refugee’s future opportunities.

Our students showed a range of scores from very low to very high, reflecting where they started when they began at Roshan and duration of months to prepare, among other things. The testing experience was strict and stressful and for many of our students, it was the first formal exam ever taken. No matter what score a student received, we felt that every student that participated deserved a medal for courage.

Education is a lifelong process and learning starts from birth. Early childhood education and development activities is crucial for children’s ability to get a fair and strong start in life—so they can make friends, regulate their emotions, master new cognitive skills and, perhaps most importantly, develop a love of learning and schooling. To improve the quality of our early childhood education classes and up through the primary years, Roshan formalized a new track in mathematics to allow teachers to give math the attention it deserves—and to give children the numeracy and math foundation they deserve to succeed in school.

Roshan continued to both deepen and broaden its class offerings in order to improve our quality. We added a new level within Primary, an entirely new section for Middle School students, two new levels of English for adults, biology and physics classes for Secondary students, art classes, and soft skills classes across multiple levels. To address one of the most urgent needs, we also added Indonesian language classes for all age groups, from preschoolers through adults. In short, Roshan continued to adapt to meet the changing needs of our refugee
community, the interests of our students, and the developmental needs of our various age groups.

To give our expanding staff and volunteers the skills they need to do their jobs well, Roshan offered an array of professional development opportunities for their teachers to the extent limited resources allowed. We provided workshops on classroom management, positive discipline, and working with students who may have post-traumatic stress disorder, for example, and we participated in a fun team building day at a cooking studio where staff learned about communication, teamwork and different work styles.

Just as Roshan believes in the importance of “Owning Responsibility” and “Reaching for the Stars” among our students, we believe in accountability and improvement at the program level. Toward that end, we put in place a team to guide us toward monitoring and evaluation efforts in March. Lukas Kailimang, Rebekah Nivala and Ji Yeong Lee have served as expert research advisors providing feedback and guidance on systematic approaches to program improvement. Collaborating with a partner program, we helped develop a data gathering and analysis system to streamline our data and be able to share knowledge and information more readily.

One way we can measure our success is by tracking how many students enter and leave Roshan. There are abundant challenges that plague refugees’ ability to enroll and stay in a learning program, including physical and mental health problems, homelessness—especially being removed from the support of a shelter at age 18—lack of financial means to get to and from classes, and the need to move away from Jakarta to less expensive areas of residence, including living in “camps” or detention centers. In spite of these challenges, Roshan had a very high retention rate for this population. Across 2017, our student retention rate across age groups was 82.9%. (See table for retention rates by academic level.) Given that education for this community is not compulsory but voluntary and that ongoing, regular attendance is difficult to sustain, we feel this high rate of sustained participation shows how valuable the refugee community finds the experiences and opportunities at Roshan.

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Students Retained throughout 2017</th>
<th>Reasons for Departing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>71.5</td>
<td>moved to camps</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>55.3</td>
<td>moved to camps</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>81.8</td>
<td>moved to camps</td>
</tr>
<tr>
<td>Middle School</td>
<td>62.5</td>
<td>sick parent; moved to camps; enrolled elsewhere</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>89.5</td>
<td>removed due to absence rate; health problems</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>85.7</td>
<td>dropped out; became homeless</td>
</tr>
<tr>
<td>Adult Beginners’ English</td>
<td>100</td>
<td>not applicable</td>
</tr>
<tr>
<td>Adult Level 1 English</td>
<td>87.5</td>
<td>enrolled elsewhere; moved to camps</td>
</tr>
<tr>
<td>Adult Level 2 English</td>
<td>100</td>
<td>not applicable</td>
</tr>
<tr>
<td>Adult Level 3 English</td>
<td>86.7</td>
<td>moved to camps</td>
</tr>
<tr>
<td>Adult Level 4 English</td>
<td>100</td>
<td>not applicable</td>
</tr>
<tr>
<td>Adult Level 5 English</td>
<td>66.7</td>
<td>resettled in Australia; suspended due to absence rate</td>
</tr>
<tr>
<td>Total across all levels</td>
<td>82.9</td>
<td></td>
</tr>
</tbody>
</table>
Any visitor to Roshan on almost any day of the week found the place bustling. Staff and students alike at Roshan were busy and noticeably engaged. We welcomed many visitors and participated in many special events, sometimes on site and sometimes at external events. For example, our students participated in a futsal fundraiser in early March, attended a JIS Family Fun Fair in late March and had seats to hear high-level speakers including the Governor of Jakarta, Mr. Ahok, in April. Our students performed at two events related to World Refugee Day in June, displaying the color and grace of their home countries in dance performances with both children and adults. We hosted visitors from the United Nations Development Programme and provided interviews for students from the University of York. We spoke at churches and in private homes. All in all, we shared our stories and advocated for refugees with over 500 people in personal interactions.

Our reach through social and digital media was far wider, an effort we continue to strive to improve. We reach a broad global audience through regular Facebook, Instagram and Twitter updates, for example. International film producer Mark Zuckerman created three videos to share the compelling stories of our participants. In one video, Mark documented the Jamal’s journey from refugee student to refugee teacher. In another video, viewers learned about Ali Reshad, a boy of 16 living in Jakarta without family or friends—until he found a home and community at Roshan. In a third video, viewers learned about Azam, a former dental assistant from Iran, now living as a refugee in Jakarta. Being unable to work as a stateless person, and unable to provide an education for her young daughter, she turned to Roshan and found a new path and reason for optimism. Through these videos, along with an emerging presence on popular social media outlets, Roshan has reached a wide audience to raise awareness and advocate for refugee education.
In spite of anxiety about and even antipathy toward refugees in some corners of the world, Roshan was able in 2017 to engage over 90 dedicated volunteers to teach--and learn from--refugees at Roshan Learning Center. These numbers do not capture the dozens of Indonesian and international students who arrived at Roshan’s doorstep with books, games, painting supplies, school supplies, snacks and smiles. Moreover, more than 100 individuals from around the world chose to give to Roshan Learning Center to show their belief in the power of education to change lives. Roshan raised over $25,000 more than in the previous year, showing that people around the world care deeply for refugees and support their right to a high-quality education. Because of the support of international cadre of donors, including many caring organizations, Roshan continues to be able to make education a refuge.
Roshan Staff, Volunteers, and Supporters

Leadership and Advisors

MANAGEMENT TEAM
Brandon Baughn
Priska Marianne
Naser (Masoud) Aran
Esmat Ahmadi
Hanifa Alizada
Assadullah Nazari
Shahla Afshari

CONTRIBUTING ADVISORS
Jayson Berryhill
Hugh Biggar
Lukas Kailimang
Ji Yeong Lee
Rebekah Nivala
Wesley Smith

YICF BOARD OF TRUSTEES
Ashley Berryhill
Michael Broomell
Anthony Croft
Ibrahim Hasan
Heather Biggar Tomlinson, Chair
Staff and Volunteers

INDONESIAN STAFF

Priska Marianne
Nova Budhiarti
Ariane Alana
Rani Meiyanti
Yulinar Hanum
Dewi Hety Setiawati
Dea Sardiyan

INTERNATIONAL VOLUNTEERS

Aline Hanning
Alison Wieland
Amanda Bandy
Amy McCall
Anant Matai
Anneke Bradley
Anthony Croft
Ashlee Schlegel
Ben Williams
Briettney Day
Callie Postage
Cathy Hable
Clayton White
Daniel Brown
Douglas Baker
Francisca Mignano
Hope Thompson
Jessica Doxtater
Josh McCall
Jovan Wells
Jovita Dsouza
Kailyn Fullerton
Kartini Pouchous
Kelley Akhiemokhali
Kim Henderson
Laura Grant
Lauren Knapton
Linda Templin

Lizzy Barrick
Maleeha Malik
Malti Mulchandani
Maria Jose Sala Pelufo
Mariëtte Schermers
Megan Bloom
Melissa Takagi
Mikkyn Smith
Paul Quach
Prashant Murthy
Ratika Shah Singh
Riya Kapoor
Riza Dysussembina
Sarah Chalmers
Sarah O’Grady
Shaula Bellour
Sidartha Murjani
Stasha Luwia
Stephanie Croft
Tatiana Chaves
Tiffany Evans
Tracy Konieczka
Victoria Malone
Virginia Sweeney
William Wilson

REFUGEE TEACHERS/LEARNING CENTER COMMITTEE/OTHER STAFF

Ahmad
Amir
Amir
Azam
Aziz
Bahari
Elina
Eshaq
Ezatullah
Farida
Hamid
Irshad
Ismail
Jamaluddin
Mahnaz
Mohammad
Musa
Mustafa
Ramazan
Reza
Saba
Sarah
Sharif
Zohra
Zohreh

INDONESIAN VOLUNTEERS

Arvin Tehupuring
Ashley Abigail
Cindy Colondam
Danau Tanu
Dewi Maghfiroh
Dian Nafiatiun Fajariyah (Oppie)
Isabelle Intan Indah
Madra
Meidana Pascadinianti
Nicky Subono
Nike Sudarman
Norma Munthe
Noviila Sutijono
Sari Wattimena
Septiana
Sri Lestari
Wa Ode Awhan Ayusuar
Dewi Putri
Wilson Gomarga
Yanti Br Sitepu
Yurika Setiawan

Individuals Providing Notable In-kind Support

Anne Andrews
Briettney Day
Douglas Baker
Fanny Sinanoe
Francisca Mignano
Kurniawan Susanto

Mark Zuckerman
Mega Murni
Nathan Heck
Yerusalem Woldeselassie

3 Last names of refugee staff are not included in order to protect privacy and safety.
Roshan Learning Center increased both its revenue and its expenses in 2017. Due to our larger facility, we had concomitant increases in utility costs, teaching and learning supplies such as books, number of staff—and most importantly, numbers of students served.

However, we also saw an increase in the number of people supporting us with financial and in-kind gifts. We raised a total of $102,340—or $25,317 more than we raised in the previous year. We spent a total of $83,342, and more than 97% went directly to program costs. We spent only 2.6% of our funds on administrative costs in 2017. This extremely low percentage was only possible because several high-level administrators and professional consultants worked on a pro bono basis. (We expect future administrative costs to be somewhat higher as we bring other professionals onto the Roshan-YICF team.)

Due to disciplined spending and careful stewardship of our assets, we were able to carry over a balance of almost $21,000 to start the new fiscal year.

### REVENUE

<table>
<thead>
<tr>
<th>Revenue &amp; Source</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Donors (101)</td>
<td>$89,329</td>
</tr>
<tr>
<td>Organizations (14)</td>
<td>$10,671</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>$1,884</td>
</tr>
<tr>
<td>Interest/Other</td>
<td>$456</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$102,340</strong></td>
</tr>
</tbody>
</table>

### AMOUNT RAISED

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>$77,023</td>
</tr>
<tr>
<td>2017</td>
<td>$102,340</td>
</tr>
<tr>
<td><strong>Increase in Funds Raised</strong></td>
<td><strong>$25,317</strong></td>
</tr>
</tbody>
</table>

### CHANGE IN ASSETS

<table>
<thead>
<tr>
<th>Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of 2017</td>
<td>$38,628</td>
</tr>
<tr>
<td>End of 2017</td>
<td>$59,569</td>
</tr>
<tr>
<td><strong>Change in Assets</strong></td>
<td><strong>$20,941</strong></td>
</tr>
</tbody>
</table>

### EXPENSES

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount (USD)</th>
<th>Percentage of Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program costs (teaching and learning expenses, salaries and wages,</td>
<td>$46,634</td>
<td>56%</td>
</tr>
<tr>
<td>supplies, professional development, refugee staff transportation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility costs (rent, property taxes, renovations, utilities, furniture,</td>
<td>$34,513</td>
<td>41.4%</td>
</tr>
<tr>
<td>equipment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative costs (fees and taxes, public relations, hospitality,</td>
<td>$2,195</td>
<td>2.6%</td>
</tr>
<tr>
<td>administrators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$83,342</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Roshan Learning Center sustained operations in 2017 entirely through the support of individual and faith-based donors. Every donation, no matter how small, was deeply appreciated. We would like give special mention to the following donors for their uniquely generous donations:

**Special Thanks**

**FINANCIAL**

**$25,000 or more**

Anonymous

**$10,000 or more**

Jayson & Ashley Berryhill
Kevin & Heather Tomlinson

**$5,000 or more**

David & Sherry Schaeffer
Mark Wolfendale

**$1,000 or more**

Negin Agarwal
Joel Berends
Robert & Mary Ellen Biggar
Derek & Cathy Hable
Lauren Knapton
Laura Lange
Andrew & Molly Laegeler
Laura Lange
John Smallwood
Matthew Stephen

Emilla
M.K.L.
Chia & Annie Ah Hoo
Mark & Beata Ahern
Brandon & Hannah Baughn
Kelly Baughn
Lauren Baughn
Ed Bautista
Yeow Bee Heong
Joanna Biggar & Doug Hale
Hugh Biggar
Robert & Amy Biggar
Reza Bilqist
William Bingham
Robert & Sofia Blake
Jennifer Bow
Brian Boys
Kathrin Bruce
Tobias Budirahaju
Jessica Bufkin
Sarah Chalmers
Rodrigo Chaves
Jeffrey Dayton
Clara Christine
Rebecca Polivy
Ann Prewitt
Geoffrey Prewitt
Ayu Rachmat
Ross & Anya Robertson
Ashlee Schleger & Daniel Brown
Kok Eng Amy Sim
Wesley & Caren Smith
Steve Stephenson
Lydia Aprila Tari
Freddy Tedja
Linda Templin
Simon Theresia
Elaine Tinsley & Peter Ellis
Sofia Tjiptadjaja
Joseph Tjokrowinoto
Tamara Tobing
Michael Urbiztondo
Lindsey Renee Vand
Claresta Varinata
Matthew Watkinson
Elizabeth Welch-carre
Daniel Wolper

Sari Goodfriend
Sean Grattan
Adji Danya Delita Hakim
Linda Halgunseth
Jason & Shalyn Hamlin
Natasha Hayward
Sylvia Hercyayani
John & Marilou Hyson
Aspreeq Singh Joh
Rebekah and Lukas Kailimang
Ubah Khasimuddin
Nonie Knisley
Tracy Konieczka
Barabara Lewis
Donise C. Lyons
Johan Marchese
Priska Marianne
Kate McKenzie
Prashant Murthy
Bernard & Patricia Myers
Tim :'i\n
**SUPPORTING ORGANIZATIONS**

ACG School Jakarta
American Women's Association
Art for Refuge
BINUS School
British Council Indonesia
First Baptist Church Arlington (U.S.)
Girl Scouts Jakarta
For Change Indonesia
Jakarta Home School Association
Jakarta Intercultural School, JIS Peduli
Jakarta Intercultural School, Parent Teacher Association
Jakarta Intercultural School, High School Service Clubs
Jakarta International Christian Fellowship
International School Sekolah Pelita Harapan (SPH)
Pelita Harapan University (UPH)
St. David's Society
St. Michael's
TEAM Mission
Turkuaz
U.S. Embassy Jakarta

---

*Financial gifts and/or in-kind support*