ORGANISATION PROFILE

RUMOH BACA HASAN-SAVVAS

ORIGINS AND MISSION

Rumoh Baca Hasan-Savvas was initiated to help eradicate illiteracy amongst young people from low-income families in coastal areas of Jambo Timu and surrounding villages in the district of Lhokseumawe and North Aceh. For the duration of the conflict in Aceh (1976 – 2005), the village of Jambo Timu and the neighboring areas were a target for frequent raids by the Indonesian armed forces through Operasi Militer (2001 – 2004). The unrest led many local youths to sympathise with the armed resistance and eventually join them. A year before the signing of the Helsinki Peace Agreement (MoU) by the Indonesian government and the Free Aceh Movement (GAM), Jambo Timu was devastated by the 2004 tsunami, which claimed over 70 lives in this region. This catastrophic natural disaster caused not only the tragic loss of life and property, but also left a legacy of deep trauma for those who survived. Currently, more than a decade after the tsunami, there are still many social issues affecting the community as a result of the disaster, including educational issues amongst young people, the abuse of controlled substances, a high rate of poverty and unemployment.

We believe that illiteracy and limited access to education keep people marginalised and vulnerable. In response to these issues, we, the founders of Rumoh Baca Hasan-Savvas, feel compelled to assist by providing literacy education programs and activities for young people in this region. We design and develop our activities to address the challenges of illiteracy eradication and capacity building within the community. It is our hope that Rumoh Baca Hasan-Savvas will contribute to eradicating illiteracy and marginalisation through education by providing effective educational activities and guidance that develop personal and professional competences. In 2016, Rumoh Baca Hasan-Savvas was officially registered at the notary's office of Cut Nilawati SE, SH, MKn (No. 02., February 4) and at the Ministry of Education, Youth, and Sport (number 421.9/22/3/2016) as a non-school based educational provision.

THE FACILITY

1. Library

The library is a 5 x 4 m room with three (1.8 x 2.5 m) book shelves.
2. **Prayer Room**
Our prayer room is 3 x 4 m.

3. **Toilet**
A toilet is provided for visitors and students.

4. **Playroom**
At a playroom (a 3 x 4 m room), children are provided with a number of brain-stimulating activities and games, such as Lego and puzzles.

**DONORS**
Our previous focus area was to increase the collection of books in our library. Early this year, we made a target to achieve 2017 books by end of this year. Fortunately, this target had been achieved by end of July. Right now, we have collected 2100 books from various resources. Therefore, in the future we would like to concentrate raising fund in order to run our entire programs and benefit more people in the areas. By this opportunity we would like to thank and recognise our donors:

1. **Company/organisation**
   b. Lhokseumawe Library and Archives had donated 88 books in April.

2. **Individual**
   a) Marcus Thompson (he is a British citizen and a regular donor, who has donated hundreds of English storybooks for our library.)
   b) Mr and Mrs Bohlender (Dragonfire Corporate Solutions Sdn. Bhd)
   c) Nurhasni
   d) Ririn Wi
   e) Rahmi Mailizar

**PARTNERSHIP**
To support the smooth running of the teaching and learning process, we work closely with our partners and encourage local people to participate in all of our programs. To date, Rumoh Baca Hasan-Savvas has established partnerships with the following:

a. DISDIKORA kota Lhokseumawe (Lhokseumawe Ministry for Education, Youth, and Sport)
b. Kantor Perpustakaan dan Arsip kota Lhokseumawe (Lhokseumawe Library and Archives)
c. Politeknik Negeri Lhokseumawe (Lhokseumawe State Polytechnic)
d. STAIN Malikussaleh (School of Islamic Higher Education, Malikussaleh)
e. Raudhatul Jannah Foundation
f. Pesantren Al Hidayah (Al Hidayah Islamic Boarding School)
g. Radio RRI Pro-II Lhokseumawe (Lhokseumawe RRI Pro-II Radio Station)
h. SDN 6 dan 4 Blang Mangat (State Primary Schools 4 & 6, Blang Mangat)
i. SMPN 10 Blang Mangat (State High School 10 Blang Mangat)
j. Ikatan Alumni Australia Aceh (Australia Aceh Alumni Association)
k. GIZ German Alumni Association
# PROGRAMS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Demographic</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Aid Program</strong></td>
<td>a. Kindergarten, primary and secondary school students</td>
<td>Through the activities provided, the learners will be able to improve their abilities while developing their cognitive, motor and social-affective skills.</td>
</tr>
<tr>
<td></td>
<td>b. High school and university students</td>
<td>- The learners are able to improve their academic abilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to improve their individual and social skills, and follow their passions and interests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to improve their awareness of social issues in their community and are able to contribute positively to the well-being of their community.</td>
</tr>
<tr>
<td><strong>Literacy Class</strong></td>
<td>a. Children (6–15)</td>
<td>- The learners will be able to improve their awareness of the importance of literacy skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to read and to write.</td>
</tr>
<tr>
<td></td>
<td>b. Illiterate adults and learners who have not completed their schooling</td>
<td>- The learners will be able to improve their awareness of the importance of literacy skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to write well and express themselves clearly.</td>
</tr>
<tr>
<td><strong>Foreign Language Classes</strong></td>
<td>a. Children (6–13)</td>
<td>- The learners are able to understand and produce simple words in a target language.</td>
</tr>
<tr>
<td>(English, Arabic and German)</td>
<td></td>
<td>- The learners are able to join in simple and short conversations.</td>
</tr>
<tr>
<td></td>
<td>b. Teenagers and adults (14–20 and above)</td>
<td>- The learners are able to communicate actively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to build more complex vocabularies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The learners are able to interact with native speakers within different contexts.</td>
</tr>
</tbody>
</table>

The school aid will be distributed through two different approaches: direct and indirect. A direct approach will be the distribution of school kits, while an indirect approach will be in the form of capacity building and development activities.
<table>
<thead>
<tr>
<th>Class</th>
<th>Target Group</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| Komiku (Drawing) Class     | Children (6–15)                   | - The learners are able to produce a drawing based on their interest.  
- The learners are able to understand different techniques for creating stories.  
- The learners are able to create stories and make a diary of their life story. |
| Creative Class (e.g. crochet and other handmade creativities) | a. Children (6–15)         | - The learners are able to understand a tutor’s instruction for producing a simple handicraft.  
- The learners are able to produce simple handicrafts. |
|                            | b. Adults (15–20)                | - The learners are able to produce hand-made products as a way to start a home-based business.  
- The learners are able to help create a new job for others in their community. |
| Cooking Class              | Teenagers and adults (15–20 and above) | - The learners are able to improve their cooking skills.  
- The students are able to create a new or improvised recipe.  
- The learners are able to produce new home-based products to start a business.  
- The learners are able to help create employment or income generation for others in their community. |
| Al Quran Class (Tahfihd and Tajwid) | a. Children and teenagers (6-15) | - The learners are able to read Al Quran correctly and beautifully.  
- The learners understand and are able to employ different ways/methods of reciting Al Quran.  
- Specifically, for teachers, this class is intended to equip them with knowledge of tajwid in order to be implemented in their teaching class. |
### Seminars (e.g. education scholarship, health and environment)

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Group</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| - Seminars        | a. Teenagers (13-15) | - The learners are aware of social changes and important issues that arise within their communities.  
|                   | b. Adults (15 and above) | - The learners are able to contribute within their communities.  
|                   |                  | - The learners are able to face challenges and take opportunities to pursue their studies overseas.  
|                   |                  | - The learners are able to understand strategies in applying for scholarships and in interview techniques. |

### Technical and Vocational Training

**This program is intended to response unemployment targets within coastal region. The community’s livelihood depends very much on sea resources whilst their income may be adversely affected by bad weather conditions. Therefore, we would like to initiate a program that can benefit them individually and professionally, through technical and professional trainings.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Group</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Technical</td>
<td>a. Teenagers (15-18), including those who have not completed their schooling</td>
<td>The learners are able to develop their personal competence (knowledge and skills), as well as their professional competence (social competence and autonomy).</td>
</tr>
</tbody>
</table>
| Vocational       | b. Adults (18 and above) | - The learners are able to demonstrate their skills and competence in a certain informal technical and skilled jobs and entrepreneurship in society.  
| Training          |                  | - The learners will be able to solve simple technical problems in their everyday-life such as fixing their motorbikes and other machines. |

### EXTRA-CURRICULAR ACTIVITIES

One of the objectives of Rumoh Baca Hasan-Savvas is to generate respect for the traditional arts of Aceh that are often overlooked. We, therefore, work together with schools in surrounding areas to preserve and promote Acehnese cultures (which include traditional games) as extra-curricular activities. Some of them are shown below:

- **a) Tarik Tambang (Tareek Talo)**
- **b) Patok Lele (Sungkeet/Bibet)**
- **c) Lompat Tali Karet (Talo Yeye)**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>d)</strong> Congklak (Maen Cato)</td>
<td><strong>e)</strong> Lompat Tali (Talo Apit)</td>
<td><strong>f)</strong> Petak Umpepet (Maen Pet-pet/Musom)</td>
</tr>
</tbody>
</table>

**CONTACT**

**Indonesia:**
Zainah Rahmiati, MLangSt.
Email: Rumohbaca_hasansavvas@yahoo.com
       Zainah_hasan@yahoo.com
Telephone: +62 811 6703 404
Address: Rumoh Baca Hasan-Savvas
         Jl. Jambo Utama, Gampong Jambo Timu, Kecamatan Blang Mangat,
         Lhokseumawe, Aceh – Indonesia 24375

**Australia:**
Dr Michael X. Savvas
Email: Michael.savvas@flinders.edu.au
Telephone: +61 (08) 8201 5314
Address: Room 110, Transition Office, Student Centre
         Flinders University
         Bedford Park 5042
         South Australia

**We welcome your interest in our activities.**

**Please help in improving the lives of young people in Aceh by making a donation now:**

Mandiri Bank (Lhokseumawe Branch)
Account Number: 900-00-0697666-7
Account Name: Zainah Rahmiati