

## TRANSLATION OF ANAK NEWSLETTER NO. 17 – MARCH 2010.

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ANAK Aid for the Children of Indonesia

Bulletin no. 17 - March 2010

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Legend

### Sponsored Children

#### 1. AMED

- 8 primary schools/SD: 34 children
- 3 middle schools/SMP: 40 children
- 3 high schools/SMA-SMK: 8 children
- 2 universities: 2 children

#### 2. Panji Anom

- 1 primary school/SD: 4 children
- 3 middle schools/SMP: 21 children
- 5 high schools/SMA-SMK: 7 children

#### 3. Galungan

- 1 primary school/SD: 15 children
- 1 middle school/SMP: 2 children

#### 4. Pakisan

- 3 primary schools/SD: 10 children
- 2 middle schools/SMP: 30 children
- 4 high schools/SMA-SMK: 6 children
- 1 university: 1 child

#### 5. Tegallalang

- 2 primary schools /SD: 2 children
- 3 middle schools/SMP: 6 children
- 1 high school/SMA-SMK: 1 child

### Scholarship Children

#### 1. Karangasem

- 6 primary schools: 14 children

- 2 middle schools/SMP: 6 children
  - 2 high schools/SMA: 6 children
2. Buleleng
- 11 primary schools: 30 children
  - 4 middle schools/SMP: 11 children
  - 3 high schools/SMA: 7 children
3. Tegallalang
- 1 high school: 1 child

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## Editorial 2010

**Christine GROSSO**, ANAK's global coordinator.

Dear friends,

In 2010, ANAK is entering its **8th year** and is traveling at a faster speed. Those who used to be children have become teenagers: in fact we now have 124 students in middle school, high school and in advanced studies, compared to only 65 in primary school. These numbers will of course increase when school begins again in July. In our work of accompanying and orientation, we emphasize quality over *quantity*. Just how do we manage this, you ask? We have already created highly **visible** and solid venues in our **socio-cultural centers** and school **libraries**. Now we must bring something almost *invisible* yet nonetheless absolutely indispensable: *human resources* to support these children.

Whether they are at high school or in university, are sponsored or receiving scholarships\* - an important subject presented in an inside page – we play an almost parental role for these children because they need to be **encouraged, supervised and advised**.

This considerable task is mainly the responsibility of Dwi, who is faced with the **geographical challenge** of the villages and schools involved. He is assisted in this field work by our local coordinators, who, we must point out, all have other jobs and therefore have *limited time* to look after the school, family and health issues of primary and middle school children (in return for a monthly salary of between 300,000 and 500,000 Rupees (about 22 to 38 €). Yet, indeed, if ANAK wants to maintain its commitment in accompanying these young people up to the threshold of their working lives, we must hire at least **two more permanent employees**. At the moment, to look after 200 sponsees and 75 scholarship students, we employ two permanent staff (Nyoman and Dwi), and Wulan is our secretary-in-training. It is incredible just HOW much work they tackle with such good will and great motivation. However, since I am often on site with them, I also notice how tired they are. So it's time to introduce **new blood!**

I learned in my "former life" as a corporate manager that **anticipation** is fundamental if any structure is to **endure**, whether it is lucrative or humanitarian. Therefore, I propose to hire a **French volunteer** for one year whose main task will be to **locate funds** within Bali: Future permanent employees will be paid salaries from the funds raised (as is the case now with donations from " Bali Autrement " travel agency in Bali).

Our 2009 financial report is well into the black, and among all the projects we have completed, we should mention our new socio-cultural centre in Pakisan which has been a real success for the region's children and teenagers.

I also take the opportunity of this editorial to thank Nyoman, President of ANAK Bali, and Dwi for their **exemplary devotion, as well as all those who work as volunteers in Europe.**

Finally, at the beginning of this year, my wish to you all is that your greatest dreams may come true. Thank you very much also for your trust and for your loyal support.

\* see article: "individual or group sponsorship"

*"ANAK wants to maintain its commitment"*

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## **Testimonial**

*Nyons, November the 1<sup>st</sup>, 2008*

*We have been sponsoring a child in your association since April 2007. Here is a short account of our trips to Bali and the time spent with our sponsee and his family.*

*In the summer of 2006, we left for 2 months in Indonesia with our 2 children, Zoë 16 and Titouan 13. On our return, wishing to keep a small piece of Bali in our hearts, so much had this island moved us, we surfed on the Internet and by chance found ANAK. This is how we came to sponsor a child in April 2007.*

*In 2007, we returned to Bali and met a few people working with ANAK in the Amed region (east Bali). We also met our sponsee Wayan SUPARTA, 16, and his family.*

*He lives a 20-minute away in the mountains, in a small house that is lent to him, with his Mum, his brother, who does not go to school, and the brother of his father. We were disturbed by the extreme poverty of this family, but at the same time were confused by their welcome and their kindness. They are obliged to walk down the mountain several times a day, every day, to fetch water for both themselves and for their animals!!! For meals, their Mum cooks corn and rice on a wood fire. This is what Wayan eats every day. It takes him 40 minutes to get to his middle school.*

*Each time we visited his house, we were welcomed with kindness and smiles, and his Mom always prepared drinks, fish kebabs, popcorn or cakes. Each time, we were touched by their generosity. Our son Titouan played chess with Wayan. Over time we tried to understand and get to know him better, to "tame" him because, having lived such a secluded life, he was extremely shy and reserved.*

*After this second trip, we had become even fonder of this magnificent island and its people, who are so modest and hospitable. As a result, we bought plane tickets for the summer of 2008 and started to learn Indonesian with the ASSIMIL method, so as to be better able to communicate with the people. When we returned for the third time to Bali in July-August of 2008, we found a more smiling, less shy, perhaps more confident Wayan. As we have friends at Jemeluk (5 km from Lean), we brought them to visit Wayan several times and they did their best to make him as relaxed as possible... We laughed a lot together. As we had brought a guitar for Wayan this time, we sang Indonesian, Balinese or English songs together and experienced magical moments! A little later, he came to see us for the first time at Jemeluk and we had a good time together playing at archery or chess, singing songs, playing djembé, etc.*

*On the last day of our holiday, we had organized a party to celebrate both our departure and our 20th wedding anniversary. Wayan surprised us by turning up that day and, once again, we enjoyed unforgettable moments together, full of friendship, smiles, warmth, dancing and laughter. What a joy it was to see him dance and laugh, so much more at ease and so close with us! He would like to become a teacher and we hope he will achieve his goal. If he does, we will be proud and happy to be by his side at that time... It is one of our dreams too, but we are also just simply happy to know him and to give him our help and support.*

*Of course, we have already bought our tickets for the summer of 2009, when we hope to further strengthen our relationship (we are still learning Indonesian) and share more moments of joy and laughter!*

*With friendly wishes, Mrs. and Mr. JALLERAT*

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## **Testimonial**

### **Meeting our sponsees Monika, Vidya and Artana in Pakisan**

Pakistan, in northern Bali, is a small, green, rural village where rice fields mix with cacao and coconut tree forests. Monika and Artana were waiting for us at the ANAK cultural centre with shared joy and excitement. We found an open, welcoming and very lively group. The children have free access to a library, which is often visited. In one room, children learn hands-on computer skills with their teacher. While we were there, a girl came in to type a letter independently. We admired the children's group work that had been accomplished with care and creativity.

The children diligently attend English classes twice a week outside of school hours. Some of them wish for a career in tourism, the primary sector of activity in the Balinese economy. Learning English at ANAK gives them an extra skill when entering the professional high school.

Evenings at the cinema are also organized; these allow families to meet together, share and socialize at this venue. Accompanied by the local site coordinator and Dwipayana, we visited the families of our sponsees. We were able to vouch for the closeness of the coordinators with the aptly selected families. Their communication was warm, friendly and unaffected. We were touched by the tokens of appreciation and by the place that we were accorded in the lives of these families. We realized just how important our contribution was to the education of their children and, more importantly, to their future. The parents are mindful of the results and support them.

This wonderful meeting gave deeper and more tangible meaning to our commitment toward our sponsees. We were interested to note that ANAK has been able to create a venue for cultural openness, for meetings and for exchange among the sponsees and their families, while at the same time accomplishing its principal goal in aiding their education.

### **Sponsoring a child ... a testimonial from Daniel and Sylvianne**

It's all about enabling him to go to school and consequently learn a trade. It's also all about helping the family who longs for their child to succeed. Finally it's all about participating as part of a group: to provide school materials, library supplies, etc. And all this really doesn't cost much.

But it can also be the start of a friendship, and the discovery of contribution reciprocity! This is what we found when we went to visit Ketut in his small village of Galungan and were welcomed by his Mom. We also met his father, a “freelance bricklayer,” at his work site, which he could hardly allow himself to leave.

To our great surprise, in the house that they were themselves building after long, hard days, we saw our photo and a postcard from Paris behind the glass of the only piece of furniture in the room... We were already present as a small part of their private life...at the other side of the world!

We were welcomed with smiles, expectancy, good will, energy and solidarity – courtesies that we have perhaps lost a bit too quickly in our so-called “developed” countries...

Ketut, who walks several kilometers to his school, brought out his schoolbag!

But what could we make, at this particular time, of his school results? A game brought and shared with the child was welcomed. Then, it was time for photos, which the Balinese seem to enjoy very much. We shared a great deal of emotion, yet regretted that we were unable to communicate better due to the language barrier.

However, the meeting was assisted by Kadek, one of ANAK’s area coordinators (and originally from this village), who made sure that the meeting was conducted in a setting of mutual respect.

It was indeed an experience to be cherished!

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## **Leisure activities**

### **End-of-school-year outing**

On 18 June 2009, 242 people, not only children and teenagers but also coordinators, teachers, volunteers and our permanent staff, met together for the end-of-school-year outing.

To everyone’s great delight, the Bali Safari and Marine Park was the chosen venue.

Tigers, lions, leopards, giraffes, African elephants, zebras, bears, camels, hippopotamuses, orangutans, pink flamingos and all sorts of birds were seen and wondered at for the first time. It’s a pity about the travel sickness that often afflicts children traveling by bus...

From 9:00 a.m. to 4:00 p.m., time passed quickly what with so many new things to discover!

The meal break was a welcome relief so as to recharge energy and share and exchange comments. It was one more memory to share with their families in the evening!

### **Children play takraw, Indonesian football**

*by Nyoman SUTAPA, President of ANAK Indonesia*

We have 3 sponsored children who are doing well in their studies and who participated in Takraw competitions. Ni Kadek JULIANTINI participated in a TAKRAW competition in Denpasar. She managed to place third in the category of 15 to 18 year olds. Nil Ketut REDIANTINI came second in the 12-to-15-year-old group.

The third child, I Gede SUARDANA, was successful in his participation in the Jakarta Olympics because he came third in the 8-to-12-year-old group. He has great potential for

the next competition because he is young. We hope that he will be first and that he will therefore be able continue to the ASIA competition level.

I appreciate them a great deal because they are motivated and well supported. I hope that these results will provide encouragement and happiness to all the other children.

Thanks for your cooperation.

### **Future journalists' competition**

*by Nyoman SUTAPA, President of ANAK Indonesia*

The future journalists' competition, organized by Buddhi Cita (Pakisan village), for the middle schools of the Buleleng region (northern Bali), took place as follows:

Of 41 middle schools contacted in the Buleleng region and in the Abang district, in the region of Karangasem (on the east coast of the island), 17 schools finally responded favorably to the challenge of the competition (after reminders were sent out!)

Perhaps the other middle schools were not sufficiently motivated, no doubt due to their lack of interest regarding reading and writing activities. Of course, this is something we must tackle if we want our country to prosper...

The schools were given only one week to prepare for the competition and on Friday 9 October 2009, the day of the competition, only one school was missing.

We can be proud of all of the children who took part in the competition; they were very enthusiastic and creative. We had no idea it would be such a success!

#### **The winners were:**

1<sup>st</sup> prize: SMP N 7 middle school in Singaraja; 2<sup>nd</sup> prize: SMP Lab in Singaraja; 3<sup>rd</sup> prize: SMP N 1 in Sukasada.

Thank you, Adolfo and Isa, for your help with this competition.

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## **Environment**

### **ANAK supports "Peduli Alam" in environmental protection**

Peduli Alam, which means "protect nature" in Indonesian, is an association whose goal is to protect Bali's environment. It was founded in February 2009 and works integrally in respect with Bali's culture and traditions.

We work in many rural areas of the Amed region in East Bali, a disinherited region due to rough climate, where 80% of the population lives below the poverty threshold. Our main objective is to offer the rural population the necessary infrastructures to collect inorganic household waste. The solution is free, long lasting and easy to access: collection bins and truck pick-up. In order to promote the program globally, we accompany our collection program with an awareness campaign at the schools and in the villages. Awareness is an essential part of the work toward changing behavioral patterns. Charlotte FREDOUILLE, president of the association and former ANAK volunteer, lived in a small, traditional village for a year so as to be closer to the local culture and put into place a project that was best adapted to the population and its needs.

This year, we visited three schools with ANAK-sponsored children: SD4 at Bunutan, SD2 at Banglé and SD7 at Lean. Thanks to ANAK's financial support, we were able to furnish each school with the necessary material to collect waste: garbage cans for inside the schools, and garbage bins in front of the school for truck pick-up.

Thanks to ANAK, we were also able to provide each class with a full course: a mixture of theory and games, largely for the children's participation. During this course, correct responses are awarded with books about environmental protection as well as notebooks and pencils. We also distribute a summary sheet for the children to give to their parents. We ask them to read it together with their parents and tell them what they have learned at school, since intergenerational exchange is indispensable for the development of mindsets.

At the end of this lesson, we organize in the school playground a relay game whose goal is to teach the children how to sort garbage into two piles: organic and inorganic. It is a game of identification that teaches them to sort, both within the school and at home.

We encourage the teachers to participate and to continue this teaching in class. In order to provide them with enough information, we distribute a series of documents about the dangers of pollution, about the behaviors to adopt, and about compost, as well as an illustrated summary sheet in color for them to discuss with the children.

For their library, each school receives a number of story books that talk about environmental problems. The children can borrow them and the teachers can use them to teach English or Indonesian, because the books are published in three languages: Balinese, Indonesian and English.

We hope to continue and extend this awareness campaign, increase our interaction with the schools already visited and visit new schools.

We warmly thank ANAK Association for its precious and indispensable financial support of 480 €, without which we would not have had the funds to visit the schools.

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## **Project**

### **Galungan-Quebec**

I would like to update you on the adventures of class 5 in Galungan, mainly the state of the workshops and the progress of the children in this village.

They are now skilled and able to make pretty puppets, some of which are articulated. Our subsequent goal was to have the children use and animate these figures and make up a story for an end-of-year show. Moreover, Vanessa and Sebastian felt it was pertinent to have them send out an ecological message through the dialogue of the puppets in order to create awareness among the spectators.

The first step was to encourage the children to think about problems relating to water and deforestation. Divided into small groups, the children wrote a story of their choice. We discovered that these stories were similar and that, in the mind of these children, the plastic bags thrown into the river were responsible for floods. Why not?

The next task was to relate each story and difficulties arose when it came to language! The girls gave their presentation first without any hesitation or shyness; they managed to link up their pre-written dialogues quite easily. The only problem is, I cannot describe the quality of the dialogues to you, because I still do not understand Balinese!

Luckily, Kadek BUDA kindly helped us out by translating. He took the children's ideas and put together a story with a dozen or so animals talking about non-violence and environmental protection. The second step could then begin.

The goal of the next workshops was to make the animals themselves and to learn the dialogues, while at the same time learning to manipulate the puppets. Intensive rehearsals

took place over two weeks because the presentation was planned for the end-of-school fête on Saturday June 14th. The last two rehearsals encountered a few last minute changes, but this was nothing new for Bali! First of all, the presentation date was brought forward by one day, and then the unexpected participation of the teacher making the animal noises encouraged the children to excel themselves.

The day of the show, Friday 13 June, arrived. The children and parents arrived prior to 8:00 a.m. The village chief, the principal, the representative of the Ministry of Education, the ANAK representative and the teachers sat in the wide armchairs in the front row before the stage. The children's sketches, choirs and dances were presented without incident, but the presentations were interrupted by a number of congratulatory speeches from the Ministry of Education personnel.

The "wayang kulit" was the last act, because of the scenery set up. The show was a success: the off-stage voices of the teacher and the humorous dialogues of the fable caused much laughter from the audience. The little dalangs managed to master the dialogues perfectly; the scenery and the staging were both successful. The public was delighted. The principal and the teacher informed us of their own satisfaction with wide Balinese smiles and an invitation to share a meal with them and the VIP guests in the front row.

Our thanks go to the teacher who spent his spare time helping to organize the puppet workshops and who improvised the off-stage animal voices for the show.

We would also like to thank Kadek BUDA who, in his role as translator, simplified the constructive process of the show by creating the story for the presentation.

Finally, I'd like to highlight the role of Vanessa and Sebastian who, in record time, taught the Balinese children the techniques of creating and manipulating the shadow puppets.

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## **Profession**

### **Site coordinator**

How does a center work? Who organizes all its activities and administration?

These are the questions we asked during a visit to Lean (near Amed), the first center we set up in this region. The responsibilities and tasks of the site coordinator are established by the Ubud office. So let's go on-site and meet the 2 coordinators who share this task at the age of 27, GEDE (pronounced "gayday") and GONTA.

Gede is an accredited English teacher in the region and teaches at the primary school at Datha Culi, near Amed. He had already worked at the Pakisan center and also taught in that region.

He teaches English in the morning and works for ANAK in the afternoon. He lives on site and earns 500,000 rupees per month (about 35 €). He teaches both English and computer skills to the children but admits he needs a lot of imagination to motivate them when it comes to English; this is why he combines the two subjects.

It's true that the living conditions of the people in this village are often difficult, especially with respect to geography. The hills, where rice can be planted only during the 4 months of the rainy season, provide limited revenue. The parents would rather their children work with them during this time rather than let them participate in the activities at the center.

Gede organizes the activities, plans the daily program and does the accounts. He also writes regular reports and relays information to the main office.

Gonta, on the other hand, is responsible for the center's operation. In the morning he works as a fisherman and in the afternoon as coordinator.

He was a volunteer here for 3 years and now also earns 500,000 rupees. He finds fishing difficult because he has to get up at 4:00 a.m., but he says it is more satisfying than being a laborer and earning only 1 Euro a day... It is Gonta who liaises with the population and provides information to the children; looks after monthly distribution and medical visits (every 6 months); supervises activities and classes; collects school bulletins and letters from the sponsees; and encourages them to study hard. Of a happy and open disposition, he likes meeting the members, sponsors and volunteers whom he welcomes to the center.

Gede and Gonta work in close collaboration with the Ubud team.

Coordinator? It's a true profession where cooperation and team work are essential. It's also non-stop work where you can't allow yourself to get distracted even for a moment. Gede says he is happy to work for our association because it's the first time he has met people with so much concern for education. In these isolated regions, educational opportunities are often passive. Thus it is not "by chance" that ANAK created its first center in this region!

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## **Partnership**

*Pakistan school principal (Northern Bali) and API's President.*

### **What does your money do and where does it go?**

Of all the associations working in Indonesia, we have been following ANAK (which means "child" in Indonesian) for a number of years, both in France and in Indonesia. It is therefore due to this built up trust that we have retained our partnership with them. Furthermore, since ANAK has established similar structures in France, Spain, Switzerland and Indonesia, we have been able to avoid setting up an umpteenth association in Indonesia, without counting all the administrative steps that this would have involved. We also speak the same language, French, as do some of the Balinese team, which is very practical for understanding each other. Last March, after having followed the team (in Paris and Bali) for a long time in their various projects, we decided to give them the sum of 6000 € collected from the profits of our sales over several years. We therefore met up with ANAK in February 2009 in order to put the following projects into practice:

- 140 student desks and benches
- 4 large classroom blackboards
- 5 teacher desks
- 5 computers
- the repair of a wall and the construction of toilets in a children's school.

During 2009, we visited the schools that we had assisted financially and were warmly thanked by the various principals and teachers present. The projects were completed in November 2009.

ANAK carried out these projects in 5 villages in Bali, in the East and in the North of the island, in places far from the tourist areas.

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## **Photographs of our 6,000 € projects**

*5 teacher desks.*

*Repair of a school wall.*

*5 computers and desks.*

*Construction of a toilet for one school.*

*4 large classroom blackboards.*

*Students in the classroom at their new desks; 140 desks and benches were delivered for the students.*

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## **Testimonial**

### **Camille tells us...**

Let me introduce myself: I am Camille, I have been the sponsor of Wayan Sumi for more than 6 years and I now live in Paris, which has allowed me to learn more about the work of ANAK from the other side of the ocean. In fact, for the past few years I have spent time in Indonesia on different projects, all of which have enriched me and caused me to think differently about our place in this big, wide world. My adventures began with several family trips to Bali that caused my young adolescent eyes to open wide. Needless to say, this influenced our family environment and my brothers and sister and I often dreamed of returning...

During my studies in ethnology, I chose to spend my training period in Indonesia, thanks to a travel bursary on which I could rely to finance four months of living in Bali and I kept hard at learning the bahasa Indonesia language until my departure. My idea at the beginning was to live somewhere else, not as a transparent observer but so that I could link my investigation to a development project. I also wanted to invite one of my brothers and my younger sister to join me for the last month in Bali so that they too could have some adventures in this culture that had become a reference for our family. Thus I arrived in Bali for the fourth time in February 2003 and found an island deserted by tourists due to the ravage of bombs in Kuta. After I met Christine and Christian in Ubud, we arranged that I could have my training validated at their completely new association. The first idea was to have my ethnological site investigation serve as the first steps of ANAK. I could then count on staying the longest time possible in a small village in the region of Amed, so as to study the influence of tourism on the lifestyle of this population. This investigation would then be transcribed into my thesis: "Social changes and human relations in Bali."

I met Sumi's family shortly after my arrival in Lipa, because Sumi had recently told someone in Christine's hearing that she was very sad not to be able to continue her studies after middle school. Understandably, she did not want to support herself as a farmer. The challenge of such a request was considerable, because sponsorship was initially foreseen only for primary school children. However, I accepted to do all I could to organize a good sponsorship for Sumi. After long discussions with her and her family, we first looked at the possibility of her studying at the hotel school in Ubud. However, after having convinced Sumi's father to let her accompany me to visit the town and the school, I was confronted with another problem: as Sumi had never really left her village before, she had a very hard time envisaging a new life as a student so far away from her

family and in such a different urban environment. After spending 3 intense days in Ubud, going between the school, her potential host family and the market, it was out of the question for her to stay any longer. We consequently had to reconsider our options in a village closer to Amed.

Since the hotel school of Amlapura that we visited seemed very appropriate, we returned in a much calmer state to Lean, with the idea of presenting this somewhat modified idea to Christine

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### **Testimonial**

and to Sumi's family. We had to give it some thought, though, because the tuition fee, the price of uniforms and other expenses linked to the school were of course higher. We then had to factor in the cost of renting a room for the week and that of transportation so she could return home from time to time. During all these steps, I spent a great deal of time with Sumi and her family. Over time she has become like a younger sister to me and we have spent such emotional moments together that I feel a special link to her. I still see her in my mind's eye collecting grass to feed her cows while telling me about her hopes as a teenager.

For me, it was a breakthrough, because even though she had no possessions, she knew she wanted a different future from that of her mother. In my opinion it was a true sharing of experiences because, the more I was initiated into a "traditional" lifestyle, from cooking fish kebabs to attending religious ceremonies, the more I felt I had shared other emotions with Sumi and the other children that I met every day, whether it was short, improvised swimming lessons, manual activities that I proposed during the hot hours, or long discussions about our respective cultural habits. These moments remain etched in my memory, and on my return to France, it was difficult for me to think of anything else. Finally, however, life did get back to normal: I had my master's course in Paris to worry about, and for Sumi, her sponsorship became a reality as soon as she began her high school. The letters we exchanged proved to me each time that we had both made the right choice: concentrate on our studies in order to be able to make appropriate personal choices for the future.

At the end of my studies, which corresponded with the devastating tsunami of 2004, I applied for work at various NGOs and finally left for Aceh (Sumatra, Indonesia) for a job with **Enfants Réfugiés du Monde [Children Refugees of the World]**. The aim of their project was to set up activity centers for children in refugee camps; my own task was to organize the community mobilization. During my second support task with the local association ADISTA, which continued the project, I was finally able to take some short but long awaited holidays in Bali, for a bit of relaxation.

Needless to say, my reunion with Sumi was very emotional. At the same time I was very proud to see her all grown up! We spent two days together and had long discussions about our respective lives: in the meantime Sumi had entered university with the aim of becoming a teacher. Our visit concluded with a wonderful trip on her father's boat, made all the more special because it was the first time that her family had sailed! Under the frightened eyes of their parents, Sumi and her younger sister watched the colorful fish, snorkeling masks on their heads, while hanging onto the boat's float and screaming with joy! We then left Sumi dressed in her teacher's uniform as she was at that time taking her

practical training at the primary school in Lean. If all goes well, Sumi will actually become an accredited teacher in a few months. I will then be able to continue sponsoring another child and give him or her a chance to start his or her own projects thanks to the school.

**Camille BOUCHARD**

*“I was so proud to see her all grown up”*

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### **Education by Dr Fadoi SAAB-THEYSE**

#### **Information and education: a mission for us all**

I hope here to appeal to each and every one of you to help our small Balinese team and its few volunteers, of which I am one.

How can we ensure a long-term, healthy and professional education - an education that children do not receive either at school or within their family, whose priority is daily survival? The professional horizon of the children who do go to school, thanks to you, is limited because they do not have access to information that is necessary for complete psychological and physical development. Thanks to (or because of) television, some of them imagine themselves able to become football players, pop stars or policemen and consume whatever advertising tells them to: tobacco, candy, so-called energizing drinks, beauty products, etc.

If only each sponsor could contribute to the growth of their sponsee's knowledge in other professions by writing to and motivating their sponsee to reflect on their professional future. For example, you could describe to the child your own life and your own profession, the orientation and studies of your children; you could send books (preferably in English) to widen their view of the world. In short, you could invest a bit more in their scholastic and professional future. Often intelligence and talent are there, but they are poorly used.

At a time when the world is suffering from global warming, Bali is already becoming a giant garbage can, yet our sponsored children could become actors in the repair and long-lasting development of their island.

If you do send them gifts, think first about their minimum needs: soap, toothpaste, tooth brush, washing detergent, clothes, shoes, etc. Furthermore, if our role is to bring them to school, it is also to make them healthy adults within a healthy environment.

In conclusion, we are learning the profession of human solidarity! Let us all contribute to this great mission.

### **REMINDERS**

#### **Membership dues**

PLEASE update your 2010 membership dues to 25 €, and adjust your sponsorship from 22 € at your bank; this will avoid receiving reminders from our volunteer treasurer.

#### **ADDRESSES**

##### **for France:**

ANAK 320 Avenue Berthelot  
69371 Lyon cedex 08

for **Indonesia**, pls always mention the number of your godchild:

ANAK

Jalan Raya Pengosekan

Br. Kalah, Peliatan

Ubud 80571 Bali Indonesia

### **Volunteering**

**CALLING all VOLUNTEERS for our ANAK France office.** If you are a member of our humanitarian movement in support of Indonesian children and have some time to spare for us, please let us know at [grossochris74@aol.com](mailto:grossochris74@aol.com), so that you can come to our office and fill a position or simply “lend a hand” to our existing team. Thank you in advance.

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### **News in brief**

#### **Miscellaneous**

##### **A choir to help children**

In Toulouse, on the last Saturday of May (29 May 2010), the Lion’s Club is organizing a meeting between choirs and the public so that the latter may discover singing and the repertoire of song. It will be in the form of a street festival so as to support the children’s aid associations ANAK Bali and Enfant Bleu (abused children).

**Registration and information:** voixdumidi@free.fr, Thierry BRICK tel. 06.17.96.53.53

##### **France Inter broadcast: “Au Détour du Monde”**

Anne PASTOR came to Bali to investigate independent and humanitarian tourism. She visited Lila Cita, our socio-cultural centre at Amed, in order to meet our team as well as those tourists aware of our efforts to help children. Her “Au Détour du Monde” broadcast about us will be televised on a Sunday afternoon, probably in May 2010.

##### **Annual General Meeting**

Our Annual General Meeting will take place on 20 March at 2:00 p.m. in the Potiron Room at the Solidarity Associations House:

10-18 rue des Terres du Curé

75013 Paris (Metro line 7, exit at Porte d’Ivry station. The venue is 6 minutes by foot from the station)

##### **Concert**

NOTE & BIEN will perform Symphony No. 5 by Shostakovich and a Concert Gospel in aid of ANAK on the 26<sup>th</sup> of March at Sainte Marguerite Church, 36 Rue Saint Bernard, Paris 11. (Metro stations: Faidherbe-Chaligny or Charonne).

FREE ADMISSION

We count on your generosity. Please pass this information on to your friends and neighbors!

##### **ANAK Film**

Claude THERET, producer of TV films and documentaries (France 2, FR3, France 5, Arte, etc.) was in Bali for a year and a half. For 6 months (from the end of 2008 to the beginning of 2009), she followed us on site and filmed our meetings, our actions and our activities.

A 20-minute commented documentary film is the result.

This film, which she has generously offered to us, is available to our members who wish to organize an evening or a presentation in order to spread the word about our association.

Please contact us at [grossochris74@aol.com](mailto:grossochris74@aol.com) if you'd like to borrow it.

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## **Twin schools**

### **Bali Galungan–Quebec: some good questions**

The pairing of school classes in Galungan and Montreal is advancing by leaps and bounds with the planning of a visit to Galungan by Canadian children in June 2010.

Preparations are going full steam ahead and will include many artistic activities, including rindik (music with bamboo instruments), dancing and gamelan. Both sides are also organizing a bilingual Indonesian and French initiation called “Bonjour! Selamat Pagi!”

To prepare for this trip, Bérengère, a Belgian trainee at the Ubud office until January 2010, collected the answers to questions asked by the Canadian children who wanted to get to know the Balinese children better.

The teachers at the Galungan school met together with Nyoman SUTAPA (President of ANAK Bali), Kadek BUDDA (coordinator) and Christine GROSSO, and together they came up with the following answers to the questions from the curious young people.

#### ***What is a typical school day like?***

Classes for the primary school children end at 12:40 p.m. from Monday to Saturday, but the children are there from 7:00 a.m.: they clean the school playground for 15 minutes, and then have 15 minutes of prayer. Two 15-minute recesses at 9:15 a.m. and at 11:15 a.m. divide up the mornings.

#### ***And holidays?***

They have at least one month of long holidays from mid-June to mid-July, as well as several days of Hindu, Muslim or Christian religious holidays, such as Christmas. During the Hindu festival of Galungan, which celebrates the victory of good over evil, the children have 2 weeks of holiday.

#### ***What arts are they taught? And what languages do they study?***

The children have classes for rindik, a small orchestra of bamboo instruments, Balinese dance, drawing and Balinese writing (a type of calligraphy similar to Sanskrit, which is obligatory for children who want to become priests or healers).

The children speak and write Indonesian at school but use Balinese at home. English is also on the program.

#### ***What kind of work do their parents do?***

In general, their parents do not have any specific “profession”; they usually work as “day laborers”: i.e. they work a day at a time depending on demand and according to the season, and are paid about 2 Euros per day. Jobs are tenuous (are not long lasting) and are either in the rice fields, in clove, coffee or cacao plantations, or in the production of fruit such as mangosteen and durian.

### ***What are batik and natural dyes?***

Batik is a technique of printing on fabric using wax and colors. It is especially found in Java – for example in Yogyakarta – and in Bali where there are several workshops that teach this ancient craft to curious tourists. Roots or leaves are used especially for coloring. Yellow, for example, comes from the kunyet, a root used to color rice, whereas green is produced from the leaves of the kayu sugih, which looks like spinach.

### ***Frangipani flowers***

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### **News**

#### ***What flowers commonly grow in Bali?***

The frangipani is a pretty tree that can live for more than 150 years, apparently. It often grows in temple compounds because it produces perfumed flowers that are used in ceremonies and for offerings. These vary in color from white to bright red, but also come in yellow and pink.

Bougainvillea is a very resistant climbing bush with thorns. Its flowers are most often dark purple but they can also be white, pink or orange.

The hibiscus produces an abundance of flowers that only last for a day but which constantly renew themselves. They are a beautiful red color with a large yellow stamen full of pollen. Less common are the white and yellow varieties.

### ***Flowers of the flamboyant tree***

The flamboyant tree can become huge and very solid. It is often found in the middle of the jungle and lights up all the jungle green with its orange flowers. With its flowers perched high, its name is really very appropriate!

### **News from our Swiss branch and from our internet site...**

The American International Women’s Club of Geneva bazaar took place in November 2009. ANAK was present, thanks to the kindness of one of our sponsors who proposed that we share her table. We presented our association to visitors and collected donations for our projects.

Our webmaster, Salvador FERNANDEZ, has been regularly updating our site ([www.anakbali.fr](http://www.anakbali.fr)), a window to our association in the internet world. We invite you to visit regularly and read about our latest news, find our e-mail addresses, learn about our projects and view the brand new map of Bali, which indicates the villages we support and lists the number of sponsored children and scholarship students for each school or region.

For 2010, Salvador is preparing a brand new, more reliable, more modern and more user-friendly site, where site updating can be carried out directly by the members of our Office and donations can be made securely on-line.

Recently I created an “ANAK” group (in French and in English) on the professional network site LinkedIn (<http://www.linkedin.com>). More than 200 internet users are regularly following the ANAK adventure. This group will allow us to promote your association and our goals to a great number of professionals throughout the entire world.

**Denis MARX**, *President of ANAK Switzerland*

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## **Sponsorship**

### **Individual or group sponsorship: an important choice**

There are **two types** of financial support for school children and teenagers of disadvantaged environments: individual sponsorship and group sponsorship.

**Individual sponsorship** is a well-known system in Europe and when we created ANAK in 2003 we were surprised by the number of people who already sponsored children in India or in Africa...

I myself sponsored a young Tibetan girl in Ladakh for 12 years. I had the opportunity to meet her and her family in a Tibetan refugee village not far from Leh. I still remember the very emotional meeting with her father, since her mother was dead. Together we cried in each others' arms. I had the impression of encountering the entire history of this courageous people, of experiencing the ordeals they had lived through by crossing the borders over the high mountains, and leaving behind them forever their much beloved country. I also had the feeling we were meeting as **simple humanity**, mindful of all the things we had in common. We let our tears flow naturally, words were not necessary.

My past work had not allowed me to go and visit them, and our exchanges had been limited to writing letters. That day, however, I was moved on finding my photos and post cards attached to the walls of their small house. It was then that I fully realized the importance of my individual sponsorship.

Often we like to make individual, privileged relationships that feed our emotions. Sometimes, however, we wait too long and find letters to be too short, too stereotypical. We should understand, nonetheless, that in Bali, people do not write to each other; in the countryside, there is no tradition of a letter carrier who goes from house to house, and post offices only exist in large villages.

In 2010, ANAK continues its **200 individual sponsorships**; the 22 € that you pay monthly serve to balance the costs of primary and middle school education. Today, however, ANAK is proposing a **group sponsorship (\*)** system, **because some people are simply content to contribute without expecting anything in return**. How does this new sponsorship work? It was Nyoman's idea; he proposed the system in 2007.

You can give an amount of your choice: 10, 20, or 30 € monthly. This money goes into a common fund earmarked for 75 scholarship students and 4 young people undertaking advanced studies. The scholarships are distributed to **studious children**. It is short-term aid (a minimum of 6 months) **dependent upon school results**. What do we mean exactly? The teaching body picks out the top three students of the class; the scholarship is then attributed to the student from the poorest family. We have set up this program for

the last three years of primary school, middle school and high school with sums of 30,000, 150,000 and 180,000 rupees/month (2, 11, 13 €) respectively.

Up to now, we have collected the necessary money from any donations we receive that are irregular or short-term. However, we have to **secure** group sponsorships from *regular donations*. **The other advantage** of this system of financial support is that it seems **fairer** to our Indonesian friends, who tell us that it creates less jealousy within the village, by having a “scholarship for the most deserving yet most needy student.”

As of our next bulletin, so that the sponsors who participate in this type of group support can follow the progress of the scholarship children and teenagers, we will include **reports** and **testimonials** with regarding to their life paths.

We have been practicing this system for 2 years now and have been receiving encouraging results that pull the students forward and inspire the other children as well, whether they are sponsored or not!

**Christine GROSSO**, ANAK's global coordinator

(\*) See our new registration form (opposite) with its TWO sponsorship options.

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**ANAK**

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### **To contact ANAK:**

#### **SPAIN**

ANAK

Ajuda als Infants d'Indonèsia

Ayuda a los Niños de Indonesia

C. Tres Creus, 268

08203 Sabadell

Barcelona-España

937 109 747

626 763 090 - 651 800 444

info@anak.es

www.anak.es

<http://anakongblog.blogspot.com>

#### **FRANCE**

ANAK

Aide aux Enfants d'Indonésie

320 Avenue Berthelot

69371 Lyon cedex 08 France

(33) 06 71 03 59 93

jtheyse@yahoo.fr

castrilloaurore@aol.fr  
www.anakbali.fr

**INDONESIA**

Yayasan ANAK  
Bantuan ANAK Indonesia  
Jalan Raya Pengosekan  
Br. Kalah, Peliatan  
Ubud 80571-Bali-Indonesia  
0361977204  
08123856809  
info@anak-bali.or.id  
www.anak-bali.or.id

**SWITZERLAND**

ANAK  
Aide aux Enfants d'Indonésie  
Hilfe für Indonesische Kinder  
Palm dil Roisch 4  
CH 7078 Lenzerheide  
Switzerland  
079 216 98 18 - 076 457 88 03  
anakgeneve@yahoo.fr  
kado\_bali@surfeu.ch  
[www.anakbali.fr](http://www.anakbali.fr)

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