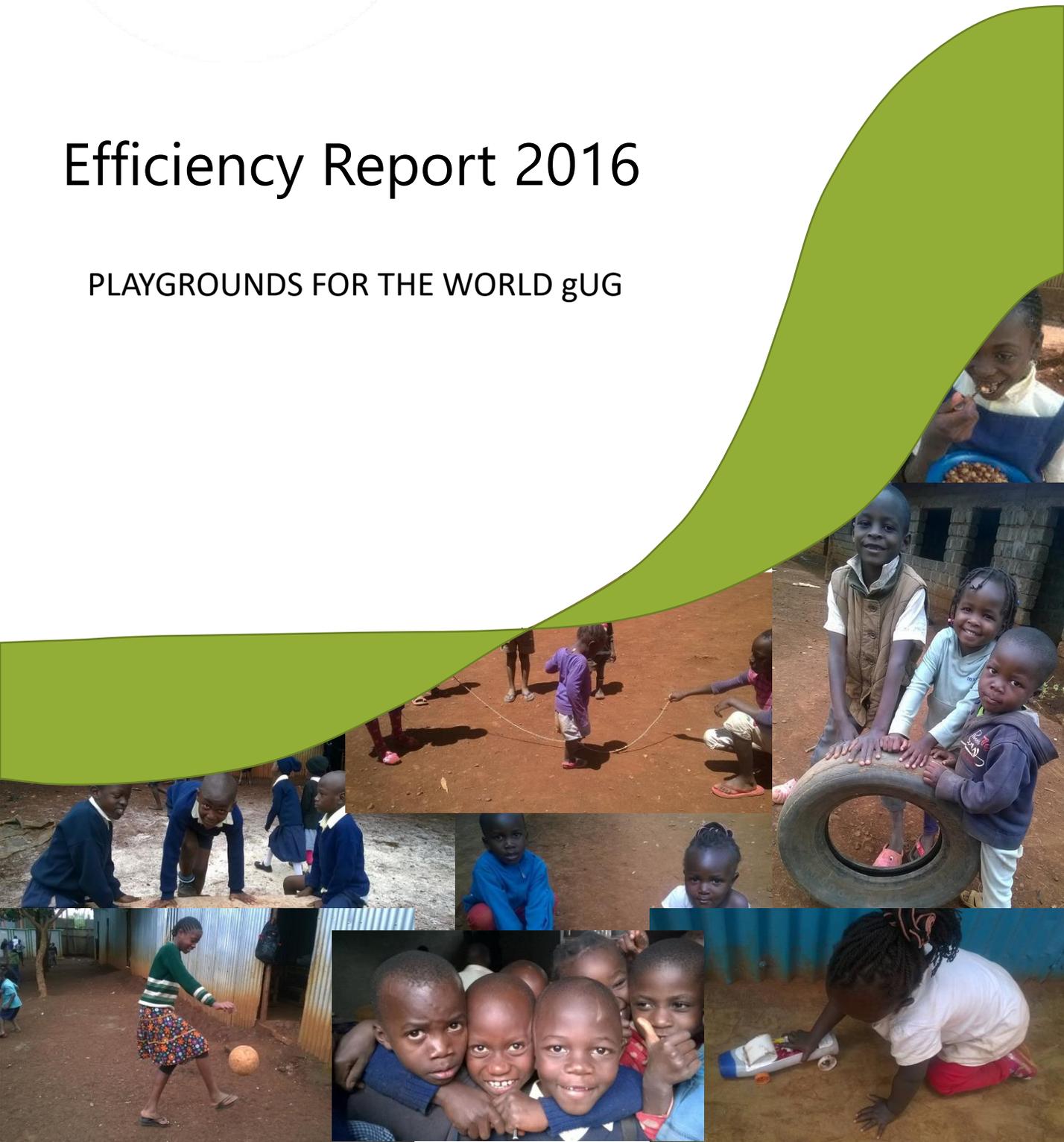




# Efficiency Report 2016

PLAYGROUNDS FOR THE WORLD gUG



# Giving future to refugee children

Have you ever heard of “children transport”? The “children transport” was the departure of more than 10,000 children considered “Jewish” to Great Britain between November 1938 and the beginning of the war in September 1939. Desperate parents from Germany, Austria, Poland and Czechoslovakia sent their children to an unknown country, to people they did not know, hoping their children would survive.

When I look at the situation of the refugee crisis today, I often think of the people in Great Britain back then. At a time when war was looming and food was becoming scarce, they had to ask themselves whether they were prepared to take children they did not know into their families. “Should we then take in an extra eater?” Perhaps not all the British were prepared to take this step, but still several thousands were. They saved these children’s lives. Most of the children were the only survivor of the Holocaust from their family. Most of them never saw their family again.

I also think that generations of people are repeatedly confronted with such existential questions. Not only the British had to answer this question in 1939, but also the Germans among others in 2015, when Europe was confronted with the question of receiving or not thousands of young refugees from Syria. Society, politicians and the government had to ask themselves: “Do we take these young people in or do we just sit back and hope that the problem will be solved on its own? How do we deal with this crisis individually, socially and politically?”

Today, we know the people and the government in Germany faced up to this responsibility and PFTW also expanded its sphere of activities. 2016 was for PLAYGROUNDS FOR THE WORLD marked by cooperation and help for young refugees. The need for action applies to non-profit organizations especially where state structures were not enough.

While many politicians were still calling for German courses, we saw that access to the German school system was quite difficult for highly gifted young people. In this context, the organization expanded to include the “Young Talent” project. With this project we supported six highly talented young people from Syria. They all had the same needs: the need for education and for someone to help them integrate into secondary schools and high schools. That is why they were tutored three times a week in subjects such as English, German, History and French. In addition, trips to the surrounding area and visits to exhibitions were organized.

Six years of war in Syria. For six years, children in this region have been deprived of their childhood. Children and young people suffer the most during the war. We must ensure that they are not forgotten. School gives them back a piece of normality. PLAYGROUNDS FOR THE WORLD helped to make the future easier for some young people.

**Tatjana Rhode**

**CEO & Co-Founder**

**PLAYGROUNDS FOR THE WORLD gUG**



# What am I supposed to do now? I'm desperate

"What am I supposed to do now? I'm desperate!" This sentence went through my mind. There he was, standing in front of me during the school break, Hamid\*, 18 years old. He had been at a language school for nine months and had German lessons, six hours a day, five days a week. As a minor he came to Germany at the age of 17, just like thousands of other young people from Syria. The authorities called them UMF, which stands for "Unaccompanied Minor Refugee". Hamid stood before me and asked for help. He has been learning German for nine months, every day from 8.30 am to 1.15 pm. He had to learn everything: numbers, basic vocabulary, grammar, everything. He reached the B2 level, which means that he spoke everyday German and started learning low-frequency words. In other words, a German that he would need in an apprenticeship or at school.

I remembered how he had started with me in class. At first, he wanted so eagerly to show that he could do anything that he stuttered when reading. Then his classmates laughed at him. He loved grammar just like the other boys. As if you could learn a language with grammar alone! But Hamid was persistent and ambitious. At first, his letters were crooked and crooked. I often teased him and said that it looked like a chicken had run over his notebook. Then I cackled a little like a chicken and we laughed. Every month, I took him and the other boys to the museum: The Museum of Ethnology, the Natural History Museum, the State Museum, the Planetarium... I knew that many of the boys had never seen anything like this. But for me, as a teacher, it was also part of our culture, the culture in which they would live.

And he stood in front of me, Hamid, telling me that no school would accept him because he was already 18 years old. I recommended sending him to a secondary school, he was one of the best students in the group. He might make it, I thought.

*"He wants to be happy, but he doesn't dare yet."*

Finally, there was a ray of hope: a secondary school that might be willing to accept Hamid. But nothing has been decided yet. So far, all state secondary schools have given up as soon as they heard that the boy was of age. **Or how did an assistant put it?** "We don't want anyone, please don't send us anyone."

You have got to be kidding me! Well, I understood there was a huge wave of students coming to the schools. At the same time, the number of teachers had been steadily reduced in recent years. The headmasters were not going to have an easy task.

Nevertheless, I would not accept that the boy should just fall through the net. Of course, the fact that he didn't speak English didn't help either. Most students from Syria were good at mathematics, but most did not have English skills.

I had finally found a director of a secondary school who was willing to take a closer look at Hamid.

"Tomorrow you have an interview at a secondary school!" During the break, I gave him the good news. Hamid beamed. "Let your Youth Welfare Officer know that she's coming with you. And another thing: Please put on a white shirt and shave your stubble!" Hamid grinned: "Of course, no problem." The next day, we met for the appointment, Hamid in a white T-shirt with jeans, his guardian and me.

The director of the secondary school had a good impression of the shy boy: "It can be seen that there is a lot of potential in the boy". The problem was the school fees. The Youth Welfare Office was unwilling to pay a student from Syria a private secondary school. When Hamid's counselor heard the monthly amount, she just rolled her eyes.



I understood that the Youth Welfare Office was not prepared to pay for school lessons for students from Syria. On the other hand, the question of the consequences also arose: What would happen if he couldn't find a suitable school? If the boy was demotivated because the path to German society is too stony and difficult? The answer was obvious: any integrated person would pay taxes later and make a positive contribution to society. Anyone who falls through the system could cost taxpayers a minimum monthly amount that would go far beyond school fees. Only, where would we get the money?

At the end of the interview, the director of the secondary school asked me: "What does Hamid think now? How is he feeling right now?"

My answer was: "He wants to be happy, but he doesn't dare yet, because he doesn't know if it will work out."

### ***„The best is that the boy goes back to a language school “***

"That's out of question." I sat opposite the director of the secondary school and now had to plead for Hamid. The director was right. Hamid had received a five in the half-year report three times: in history, English and German. Usually students let themselves go after such a bad report and don't try very hard anymore. This is no different with German youths either. Most people don't think there's any point in trying any harder anyway. That they won't pass the school year anyway.

But I knew Hamid. He had only been in the new school for half a year. He just needed a little time. The boy did everything right. He learned and learned and did not give up. He just didn't care about the bad grades. The only good thing about it was that he was very good at mathematics.

We had tutored him and the other four young people three times a week in the first half of the year: History, English and German. Hamid first had to understand how the system worked in Germany. The school took this for granted, but first he had to know how and when he had to write a class paper

„Why doesn't anyone understand that the boy needs time? “You must give him the time! The boy learns much more German with you than at a language school.”

### ***„You know, at first I only wanted to get my high school diploma for myself, but now I also want to get it for my parents. “***

It was a rainy afternoon. Hamid and I had once again crammed together. What he had not already had to learn in this school year: the whole ranges from Bismarck's foreign policy to poem analyses and the reading of Götze von Berlichingen.

While we were walking around town, I asked him about his parents. They often talked to him on Skype and tried to help him with his English, even though they didn't speak it themselves. Hamid mostly held back with his own opinion out of respect for his parents. Perhaps he also saw how much they loved him and tried to give him advice on his situation in Germany.

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As he looked in front of him, he said to me, "You know, I used to want to do high school just for me, but now I want to do it for my parents."

There it was again: a sentence you can't forget. It reminds me and compensates me for all the months of hard work with him and the other boys.

Today, we can confidently say that this story has a happy ending. Hamid is in tenth grade now. His final grades towards the end of ninth grade were a knockout. In history, he had a 2 and in mathematics he had a 2.5. These were the best marks of the class. His English skills have also improved significantly over the summer holidays. Today, we can see that he understood how the school system works in Germany.

Six years of the Syrian War. Up to two thirds of Syrian children cannot attend school. Hamid belongs to the few who goes to school because he was admitted here in Germany. The school gives him something important: structure, the German state looks after him through the youth welfare office, and PLAYGROUNDS FOR THE WORLD also gives him support and a little joy.

When Hamid finishes secondary school in 2017, he will have a secondary school leaving certificate in his pocket, which will open many doors for his future.

# Add title here\*



Mugusu lives in the Kibera slums outside Nairobi, which are probably the largest slums in the world. He is 7 years old and goes to HOYWIK School every day just like 250 other orphans. His greatest dream is to own and play his own guitar. That's why he made this guitar out of wood to come a bit closer to his dream. He carries it around with him and imagines what it would sound like a real one.

Little Mugusu shines as his school principal hands him the guitar. How easy it can be to make a child's dream come true. But the most important thing is that Mugusu can make his life more beautiful by playing. This life, which is hard for a boy without parents and which is characterized everywhere by deprivations, suddenly becomes a bit better by a musical instrument.

*This is exactly what PLAYGROUNDS FOR THE WORLD 2017 is committed to. We support educational projects for schools to prevent another generation of children from growing up without play*



# Financial Year Settlement 2016

## ACTIVE

	31.12.2016 €	31.12.2015 €
<b>A. Current assets</b>		
Cash in hand, Bundesbank balances, bank balances and cheques	1.851,26	370,50
	1.851,26	370,50

## PASSIVE

	31.12.2016 €	31.12.2015 €
<b>A. Proprietary capital</b>		
I. Issued Capital	300,00	300,00
II. Accumulated Profit	1.851,26	370,50
III. Net income	1.480,76	70,16-
<b>B. Liabilities and shareholders' equity</b>		
I. Liabilities to banks thereof with a remaining term of up to one year € 16,84	16,84	16,84
	1.851,26	370,50

# Income and lost statement 2016

	€	31.12.2016 €	31.12.2015 €
1. Donation Income		5.536,86	4.404,47
2. Overall Performance		5.536,86	4.404,47
3. Other operating income		1.179,00	708,50
4. Other operating expenses			
a) Occupancy expenses	1.565,01		480,00
b) Advertising and travel expenses	601,06		1.622,92
c) Miscellaneous operating costs	2.169,03		1.007,21
d) Miscellaneous other operating costs	900,00	5.235,10	2.073,00
5. Income after tax		1.480,76	70,16-
6. Net income of the year		1.480,76	70,16-



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