



SCHOLARSHIPS FOR STREET KIDS

UK Charity No: 1131559

Annual Report: April 2011–March 2012 (includes summer newsletter)



www.s4sk.org.uk

Who we are...

Administrative details:

Charity Name: Scholarships for Street Kids (S4SK)

Charity Number: 1131559

Address: S4SK, 72 Sun Street, Haworth, Keighley, BD22 8AH, UK

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Website: www.s4sk.org.uk

Trustees:

Anna H C Young (Secretary),

Erica R Cadbury (Treasurer),

George M Penaluna,

F Margaret Hirst

John A McConnell (Managing Trustee)



Anna



Erica



George



John



Margaret

Current Staff in Myanmar

Country Manager: Phyu Phyu Mar

Informal Education Tutors (part-time): Hay Marm and Wa Wa Lwin

Social Worker (part-time): Tay Zar Aung

Tutor trainer and mentor (consultant): Aye Aye Thinn

In addition, we employ around ten part-time tutors



Phyu Phyu with Nwe Nwe



Hay Marm



Tay Zar Aung



Wa Wa



Aye Aye Thinn

Objectives and Activities

Objects of the Charity as set out in our Governing Document:

- To help children from very poor backgrounds in developing countries to acquire better education than would otherwise be possible for them;
- To provide a variety of interventions (ranging from literacy classes and family support through to scholarships for courses in higher education) suited to the situation of recipients;
- With successive interventions, each building on the other, to improve the life-prospects of those young people;
- To engage in research to chart out possible career paths for severely disadvantaged children.



Main Activities in relation to these Objects:

- To provide educational interventions attuned to the capacities and situations of the young people selected;
- To sponsor educational interventions attuned to the capacities and situations of the young people selected;
- To work directly with the families of the young people selected;
- To network with existing and new NGOs, academic institutions, businesses and governing authorities in the countries where the selected young people reside;
- To attempt to maintain contact with all young people who receive help from S4SK with a view to sustaining assistance as they grow older.

These translate into the following seven current projects:

- 1. Informal Education Classes for the children of scavenging families;**
- 2. School Enrolment support for very poor families;**
- 3. Private Tuition in the matriculation year;**
- 4. Vocational Training;**
- 5. Sewing and Tailoring programme;**
- 6. Scholarships for Higher Education;**
- 7. Tutor Training and Mentoring**

Helping at every level

S4SK Projects in Myanmar

Informal Education Classes



We run Informal Education classes for children who are out of school because they have to scavenge or beg to support the family income. We make small Family Support payment which compensates the family for the time spent in school, and helps ensure consistency in attendance.

These classes are hosted in Buddhist nunnery and temple schools. These schools receive little, if any, support from the state. Only very poor families send their children there.

Our part-time classes are for children whose families are so poor that they have to work to support the family income, and so cannot attend even these community schools full-time.

We try to help children pass their basic grades and introduce them to some of the handicraft skills that will be useful in later Vocational Training.

In the past year we maintained a good attendance at our first class of 13 children from scavenging families. Our



teacher has established a good class atmosphere in which the kids can both study and have fun. In February, we opened a second class in another nunnery school.

We are currently engaged in negotiations for further IE classes with a third nunnery school, a temple school and an orphanage, all located in areas where there are many scavenging families. We anticipate increasing the numbers of

children helped by this programme in the coming year.

We vary what we teach depending on the child's ability.

Attuning the curriculum to the child



Parent Education

The support of parents is critical to the success of these scavenging children. However, since the parents are mostly illiterate, and have had no contact with education. They find it hard to understand that going to school can benefit their children. To help counter this, we have recently initiated a programme of Parent Education. We arrange to meet parents monthly to discuss how the children are doing, make family support payments (linked to the children's attendance), and be open to discuss any ongoing difficulties the families are having.



Hay Marm talking with one of the parents

School enrolment

Our School Enrolment programme benefits poor families who cannot afford the costs of school uniforms, stationery, donations to the school, and other expenses associated with school enrolment. In the past year, we helped around thirty children enrol in school. Here are some of the children who joined the scheme.



Private Tuition

Because of deficiencies in the education system, most families will pay for private tuition for their children, and there are many private tutors to fulfil this need. However, poor families cannot afford to do this.

Our Private Tuition classes provide extra support to young people from very poor backgrounds in the year before their matriculation exam. Since the national pass rate for the exam is only around only 30%, our support is most relevant to young people who have shown they have some academic ability, and so have some chance of gaining a pass.

Individual scholarships at private tutorials

For some years now, we have provided some scholarships to cover the fees for individual young people, from orphanages and community schools, at private tutorials. This year, we sponsored places at private tutorials for 10 students at a Buddhist nunnery school in a very poor area, 3 from a temple school, and 3 from an orphanage.

Private Tuition Team

Two years ago, we set up our own team of tutors based in one nunnery school in a poor area.

Our target group was around twenty children who had left that school and were studying for the matriculation exam at a nearby state school. They returned to the nunnery school for our extra classes. Effectively, we provided free private tuition to any child from the area who was due to sit the exam. This brought the success rate of their children, in 2010-11, from very low, to close to the national average. In future years we hope to take it higher.



Based on the positive result with the 2011 class, we have been planning to extend the extension of the PTT scheme to another two community schools next academic year.

We continue to evaluate our approach in this area and experiment with new teaching techniques.



Active Learning Study Guides

A new development, which we have been discussing with the orphanages we relate to, is provision of study guides. The idea is that the study guide will encourage a culture of active learning through homework classes which review what children are studying in school. It is hoped this will offset the inequalities in education associated with coming from poor backgrounds. The study guide will introduce modern techniques such as mind-mapping, study-skills and problem-solving to young people, and encourage them to use them with their current schoolwork. The study guide need not be a subject specialist. Rather their role is to help young people develop an active approach to learning. The plan is to begin with students in early secondary years, and with a separate class for pupils in their matriculation year.

Some of our Private Tuition Team tutors and study guides



Vocational Training

We are keen to help young people prepare themselves for the world of work. We provide scholarships with provision for everything the young person might need to enable them to study. Typically, scholarships can include provision for tutorial fees, accommodation, travel, food, pocket money—as appropriate.

VT courses followed this year included cookery, youth development training, health-care, pre-school teacher training and accountancy.



Sewing and Tailoring

Last year we ran Sewing and Tailoring courses in two Buddhist nunnery schools. In March we began classes in a third school.

School No 1

The beneficiaries of the course in this school were girls, from poor families, who had failed their matriculation exams, and had poor prospects of employment. Of the five who completed the course, four are now employed in a factory setting, or self-employed as tailors. One has been taken on as apprentice to a respected ladies' tailor.

To help students make the transition to self-employment, we provide interest-free loans to enable them to purchase sewing machines. Two students took up this offer and set up as independent tailors in their home villages.

School No 2

The headmistress of the second school decided that the first students would be better to be teachers already employed at the school, who could then be able to teach in future years.

School No 3

In March, we opened a third class in another Buddhist nunnery school serving a very poor area.



The course took students from making patterns to making quality garments

Some certificates gained



Measuring up and making school uniforms for orphans

These girls accepted interest-free micro-loans to buy sewing machines and set up businesses in their home villages. The loans have now been repaid.

Higher Education

This year we supported young people from two orphanages to attend university or college. One began study of music (specialising in the violin) at Yangon University, another (specialising in guitar) at music college. We supported a nurse who works in a very poor rural area to study midwifery, and a girl who had passed the matriculation exam to attend the nursing university. We sponsored another boy (sorry no photo) to attend the Government Technical College.



Teacher/Tutor Training and Mentoring

The Importance of Play in Education

We ran a course on the importance of play in active learning, for pre-school teachers from pre-schools and orphanages around Yangon. The course lasted five days, and was led by Jennifer Mitchell, a retired Pre-school teacher-trainer from the UK. This generated considerable interest, and the evaluations of the students were very positive.



Tutor-training and mentoring

We appointed a consultant teacher trainer and mentor for our informal education teachers and our private tutors. Her responsibility is to introduce a student-centred, active learning approach across our Informal Education and Private Tuition classes. She will make several visits each month to monitor the quality of the education provided and mentor our tutors.

She has already run two workshops for our Informal Education teachers, and a course with PTT teachers and teachers in the schools we relate to is scheduled for later this month.



Looking back over our work in the past year, we are pleased to be able to say that we have improved the life-prospects of around one hundred and twenty children and young people from very poor backgrounds. Please help us to help more in 2012-13.