



SCHOLARSHIPS FOR STREET KIDS

UK Charity No: 1131559

Annual Report: April 2012–March 2013



www.s4sk.org.uk

Who we are...

Administration 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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Anna



Erica



George



John



Margaret

Trustees:

Anna H C Young (Secretary),

Erica R Cadbury (Treasurer),

George M Penaluna,

F Margaret Hirst

John A McConnell (Managing Trustee)

Current Staff in Myanmar

Country Manager: Phyu Phyu Mar

Non-Formal Education tutors (part-time): We currently have eight NFE tutors including Hay Marn, Lu Lu, Ja Min, Su Zaa, Nwe Nwe So and Paa Kim

Social Worker (part-time): Tay Zar Aung

Education development Officer: Aye Aye Thinn



Phyu Phyu



Hay Marn



Tay Zar Aung



Ja Min



Lu Lu



Aye Aye Thinn



Su Zaa



Nwe Nwe So



Paa Kim

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 as listed in our Governing Document:

Providing educational interventions attuned to the capacities and situations of the young people selected;

Sponsoring educational interventions attuned to the capacities and situations of the young people selected;

Working directly with the families of the young people selected;

Networking with existing and new NGOs, academic institutions, businesses and governing authorities in the countries where the selected young people reside;

Maintaining 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 five current projects:

1. Non-formal Education (NFE) classes for the children of scavenging families;
2. Training and mentoring for teachers in S4SK and like-minded organisations by our Education Development Officer, a NFE specialist;
3. Support for Learners: homework classes in orphanages, and private tuition scholarships for bright kids in their matriculation year;
4. Further Education: scholarships for vocational training and higher education, and courses in sewing, tailoring, and other handicraft skills.
5. Social Work: pastoral care of our children and their families and help with the expense of school enrolment for poor families

Helping at every level

S4SK Projects in Myanmar

Non-formal Education (NFE) for Out-of-school Children

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

In the past year, we had an average of thirty regular students attending three classes in Mongaladon and North Okkalapa townships near Yangon, and in Hlegu,

The classes last two hours and are fun. The children learn, and enjoy themselves at the same time. The active-learning approach helps ensure good participation.

Handicrafts as a bridge to vocational training

Alongside academic subjects, we include a sizable component of handicrafts in the curriculum. This is intended to introduce children to some of the craft skills that will give them the confidence to take part in training courses (creative, vocational, or academic) which we are keen to provide, later on.

Educating the parents

Most of these children are the first in their families to read and write, and it is not easy for the parents to understand the benefits of education. In regular meetings, we try to persuade the parents of the value of education for their children.



Hay Marn talking with a parent

The ladder of learning—a diagram to explain the incremental nature of education



Teacher Training and Mentoring

In parallel with our expanding number of NFE classes for out-of-school children, we provide a good quality teacher training programme. Our trainer, Aye Aye Thinn, has considerable experience in a child-centred, active-learning approach. She runs training courses for all S4SK teachers and study guides, and mentors them in their classrooms.

This post was part-time for much of last year. However, in tandem with the expansion in the number of teachers we are taking on to teach our new classes, we appointed Aye Aye as full-time Education Development Officer in April 2013.



S4SK visit to Karuna Hands Network Pyay in October 2012



Training teachers working with like-minded local NGOs

As well as training S4SK tutors, Aye Aye also helps like-minded NGOs which, like S4SK, are concerned to educate out-of-school children. One new local NGO to receive help was the Karuna Hands Network in Pyay. This marvellous group of volunteers runs classes for

street kids in the local Buddhist temple.



Here, Aye Aye demonstrates teaching a class during our visit to Pyay in October 2012.



Help for Learners

Because of deficiencies in the education system, most families will pay for private tuition for their children, and there are many private tutorials 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.

Private Tuition Team

Three years ago, we set up our own team of tutors based in one nunnery school in a poor area, adding another school the following year. Our target group was children who had left these schools and were studying for the matriculation exam at a nearby state school. They returned to the nunnery schools for our extra classes. Effectively, we provided free private tuition to any child from the area who was due to sit the exam. This year, 67 students benefitted from these classes.

While being a worthwhile experiment, the considerable expenditure involved has not been justified by results. Our free tuition did not significantly boost the number of passes achieved.

Scholarships for young people with academic potential

Given limited funds, we feel this part of our budget will be more effectively spent if targeted directly towards young people from poor backgrounds who have shown themselves to be academically inclined. Thus, we have decided to close the school-wide private tuition, but will continue to sponsor private tuition for selected individuals in their matriculation year.



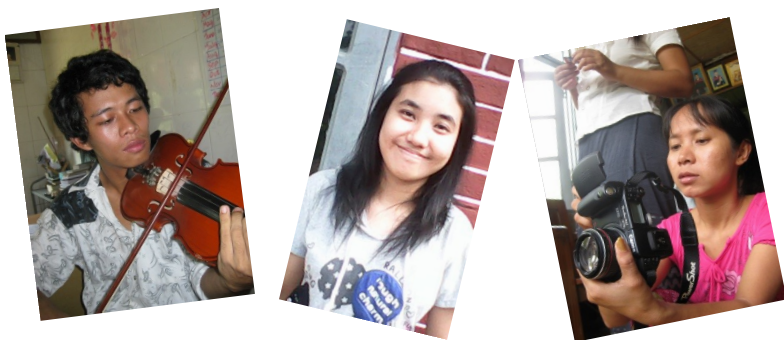
Active Learning Study Guides

An alternative model, which arose from the suggestion of a director of a local children's home, 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. The study-guide will introduce modern techniques such as mind-mapping, study-skills and problem-solving to young people, and encourage them to apply them to their current schoolwork.

We currently employ study-guides at two orphan-ages. Our EDO is mentoring them and will monitor the effectiveness of the approach.



Scholarships for Further Education and Vocational Training



We provide scholarships to help young people from poor backgrounds have access to training or education which will help them towards worthwhile employment. There is provision for everything the young person might need to enable them to study—tutorial fees, accommodation, travel, food, and pocket money.

Current scholarships include support towards degree courses in nursing, music and electrical engineering, and commissions for a student hoping to become a professional photographer.

Alumni of previous years who found jobs this year include Mai Mai who works in a nursery school having studied health care and child-development, Yan Naing who studied mechanics and now works as engineer in a noodle factory, Phyu Ti Ti who works as a pre-school teacher having trained in child development, Paa Kim who is working as Study Guide and NFE teacher for S4SK having gained a science degree and taken part in our teacher training programme, and Saw Khu who followed a cookery course and now works in a restaurant.

Courses in Sewing and Handicrafts run by S4SK

One problem we have frequently encountered, when we try to organise vocational training for a street-kid or beggar, is that they do not have the confidence to learn new skills. To counter this, we are introducing handicraft skills to young people. The hope is that, through trying a range of creative skills, they will gain the confidence to engage with vocational training later on. These courses are open to S4SK tutors, teachers in like-minded organisations, and of course, young people. Courses this year included Sewing and Tailoring, bead work, and making artificial flowers.



Some of the Sewing and Tailoring students this year—and a dress for Nwe Nwe

A course in making artificial flowers



Hte Hte making a bead basket in an NFE class

For the future, we plan to integrate many handicraft skills into our NFE curriculum. The experience of learning creative and constructive skills will give our children the confidence to take up vocational training later on.

Social Work

Most of the children we work with come from very poor backgrounds. Their families have a variety of problems, particularly poor health, broken relationships and poor housing.

Tay Zar, our social worker, plays a pastoral role, helping families and children with whatever problems they face. Last year Tay Zar arranged for the rebuilding of a house, for the medical treatment of a father (on one occasion carrying him in his arms to the clinic), found a child who had been separated from her relatives, and helped arrange two funerals.

In addition, Tay Zar helps identify families who would find it difficult to pay the costs associated with getting their child into school.



Tay Zar helping Mu Mu enrol her child in school



This is Hte Hte. Last year her father died after a long illness. Their house was in a bad state of repair and dangerous for a child to live in. Our social worker arranged for the house to be completely rebuilt. Now it has a new roof and sound foundations.

School Enrolment

We have a School Enrolment programme separate from our NFE classes, for slightly better-off families too. Our support package covers costs of school uniforms, stationery, donations to the school etc. In the past year, we helped around thirty children enrol in school.

Income Generation

To enable Mu Mu to send her two children to school, we helped her set up this small business. Passers-by can earn merit by purchasing steamed beans to feed to hundreds of pigeons which gather on the road near her every day.



Looking to the future

In April 2013, we appointed Aye Aye Thinn as our full-time Education Development Officer and began expanding our NFE programme for out-of-school children. We have recruited some fine teachers, and the teacher-training programme is going well. At the time of writing (mid-June 2013), we have one hundred and twenty two children in twelve classes. Classes last three hours now, and the family support payment has risen proportionately.

If you would like to help the work we do, your donation will be most welcome. Providing a place for a child in one of our NFE classes costs us £150 per year, and a class of ten children costs us £1,500. None of the trustees accept expenses, and my own expenses in travelling to Myanmar are covered by personal donation. So, you can be assured that all you give will be used to provide education for very poor children in Myanmar.

In friendship,

A handwritten signature in black ink, appearing to be "John McConnell".

John McConnell (Managing Trustee S4SK)