



SCHOLARSHIPS FOR STREET KIDS

Report and Appeal - 2016



Working to provide educational opportunities for very poor children in Myanmar

Scholarships for Street Kids (S4SK), 72 Sun Street, Haworth, Keighley, BD22 8AH

S4SK is a registered charity in the UK, No: 1131559

Please visit us at www.s4sk.org.uk

Who we are...

Address: S4SK, 72 Sun Street,
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Telephone: 01535 647151
E-mail: info.s4sk@gmail.com
Charity Number: 1131559

...in UK, Scholarships for Street Kids (S4SK)

S4SK Trustees:

Anna H C Young (Secretary),
Erica R Cadbury (Treasurer),
George M Penaluna (Trustee),
Margaret Hirst (Trustee),
Sheila Kaye (Trustee),
John A McConnell (Managing Trustee)



...and in Myanmar, Hope for Shining Stars (H4SS)

Hope for Shining Stars (H4SS) Address: H4SS, 4th floor, Building No 5,
147th Street, Ah-yoe Gone Ward, Tamwe Township, Yangon, Myanmar



H4SS teachers and some staff at a recent teacher training course

Our history: S4SK is a UK charity based in Keighley Quaker Meeting in West Yorkshire, and working in Myanmar to provide education to severely disadvantaged children. Our first class with street children was set up in 2007 and S4SK was registered as a UK charity in 2009. We restructured in 2013, forming S4SK-Myanmar, to give ownership to local staff. This year, in line with Burmese culture, which emphasises aspirations rather than problems, we renamed S4SK-M as Hope for Shining Stars (H4SS). Together, S4SK and H4SS work to bring real change to children's lives.



Office-based staff: Aye Aye Thinn (Programme Director), Thin Thin Sein (Project Manager), Myint Myint Tin and Aye Aye Myint (Mentor & M&E Assistant), Phyu Phyu Mar (Social Work Case Coordinator), Htoo Lin (Admin Officer), Tinhtun Win (Finance Officer), Honey Hnin Wai (Accountant), Zin Min (Admin Assistant)

The children we help: The children who join our classes are from very poor families, for whom their children's earnings are a significant part of the family income. Many are scavengers.



Our students work at occupations such as hawking, road-building, manufacture of decorations, cigar-rolling, bean-peeling and scavenging

A 6-fold strategy for change: They are among the poorest in the country and have no expectation that their lives can change. Simple provision of education is not enough. We need to respond to the problems of the families too. We have a 6-fold strategy for bringing change to their lives:

- 1. Non-Formal Education provides children with an enjoyable and effective learning experience and does not depend on previous schooling;**
- 2. A small Family Support payment compensates the families for earnings lost while children are in class;**
- 3. Social Work with families helps resolve problems before they lead to children being withdrawn from class;**
- 4. Successive educational interventions, each building on the other, brings lasting change to children's lives;**
- 5. Specialist teacher training and mentoring ensures that our teachers provide quality education;**
- 6. Advocacy to persuade political leaders and government agencies to improve provision for the education and welfare of these marginalised children.**

1. Non-Formal Education (NFE): We provide NFE classes for out-of-school children, many of them illiterate. Each class is overseen by an NFE Committee (NFEC) made up of parents, community leaders and local officials. NFECs help identify places for classrooms, recruit local teachers, and identify families in need. Our teachers use an Active Learning approach with games, quizzes, art, puzzles and competitions. Classes are fun and the children learn well. Our curriculum cycle lasts 2-3 years and we aim to take students to a level from which they can access vocational training, or join formal school. To be able to handle different abilities, we deploy two or three teachers per class. Classes take place for 3 hours, 5 days per week throughout the school year. We add an extra month devoted to handicrafts and income-generation, during which students learn basic business skills, and gain experience in team-work.



Yu Yu Hnin teaching, and some of her students showing a bag they made from coffee sachets

Mobile classes: Some of our families are itinerant, moving locations as they follow seasonal work. During the rainy season many work on farms, then move elsewhere to be fisher-folk in the dry season. We deploy mobile classes to the fields and forests where they work.



Mobile class held on wasteland

Disability inclusion: We try to respond to the needs of all our students. This boy has a physical disability, making coordination difficult. Before he came to our NFE class he attended formal school. There, he was bullied and, after some months, was taken out of school by his mother. Our teacher, Bwe Se, takes special care to foster compassionate relationships between the children. He now learns happily and has gained in confidence. When he met some friends from his old school recently, he said: "I can choose my career as I like, and my teachers will support me. If I want to set up a shop they will support with some investment. Do you have teachers like that at your school?"



Bwe Se with her special pupil

2. Family Support and Parent Education: We help the very poorest families, whose children have to work to support the family income. These families cannot afford the loss of earnings incurred by attending state-run or monastic schools full-time, even though they are free. In recognition of this reality, we make a small Family Support payment to the families to compensate for lost earnings while their children are attending our classes. This helps to ensure regular attendance. Family Support (FS) is paid in Parent Education sessions, with games and prizes to be won alongside lessons in hygiene, family budgeting and, of course, the value of education.



Payment of Family Support and a parent education session

In the financial year, 2015-6, H4SS deployed 30 teachers, in 21 regular and 2 mobile classes teaching 449 children. Of these, 383 working children attending regular NFE classes qualified for Family Support.

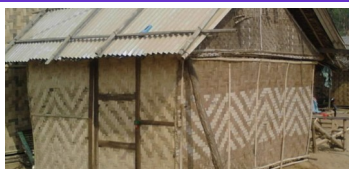
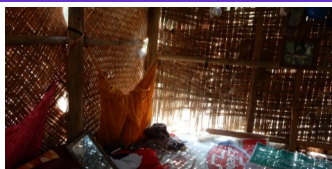
3. Social Work:

Phyu Phyu Mar, our Social Work Case Coordinator writes:

"By responding to whatever problem threatens the environment of the child, we hope to have a positive effect to the children's attendance. Many families were affected by the flood of April 2015. We provided food, cleaning equipment, and emergency light. One parent said that she was really grateful that our support was both timely and very useful.

One of our students told her parents that the teachers were always willing to help with difficulties, that she liked to continue attending class and then join a vocational class later on. She told us that, whenever the parents try to force her to work, she explains to them about our help and our plans to continue to provide education as the children get older.

During the drought in April 2016 two townships experienced a water shortage. With local contacts, we arranged provision of drinking water, and as a result, the parents' attitude to H4SS is very positive."



Responding to flood damage to students' homes

Last year, H4SS provided support to 160 households. Emergency responses to drought and flooding cost the most, followed by travel for home visits to persuade parents to keep their children in class, then health problems of students and family members, rebuilding of homes, provision of clothing and arranging a funeral.

4. Successive educational interventions:

One of our core strategies is to improve the life prospects of the children by making successive interventions each building on the other.

Vocational training and income generation (IG): IG projects include manufacture of liquid soap, making ice-lollies and running a small laundry. The experience of making and selling a product introduces our students to setting up a small business, and promotes their self-confidence.



Making liquid soap and selling it outside the Yangon University of Education

Most of our children will never enter formal education, so we introduce them to a variety of vocational skills and encourage them to think about their future careers. We run sewing and tailoring classes in Pakkokku, Bago and Hlegu. Students have made clothes for themselves and taken commissions. We arrange work experience with local businesses to introduce different trades.

Continuing education: Alumni of our NFE classes can apply to a high quality pre-vocational school called Education for Youth (**E4Y**). To help them prepare for the entrance exam we provide an intensive course for prospective applicants. For those students who cannot attend E4Y, we are open to award scholarships for vocational training courses, or arrange apprenticeships with local businesses.



Students attending E4Y, a girl with a scholarship to study civil engineering, and students wearing clothes and with a bag all made by themselves



Thein Thein Htay
(Principal of the Learning Centre)

Learning Centre, Hlegu: The aim of the Learning Centre is to motivate students to continue learning. Having a dedicated building enables us to set up courses specifically attuned to students’ needs and capacities.

There are regular courses in sewing and tailoring, booster courses for students hoping to continue their education at another educational institution, a conversational English class, and life-skills classes.

We provide accommodation for students from distant townships who are studying at E4Y or elsewhere in the Rangoon area. Each evening there is a guided homework class for E4Y students. Several IG activities are also based at the LC.

This year, 6 students passed the E4Y entrance exam, and are attending E4Y. There were apprenticeships at a tailoring shop, hairdressing shop, beauty salon, concrete fabrications factory, stainless steel workshop, and motorbike repair workshop. Higher Education scholarships were awarded to needy students for dentistry, civil engineering, and architecture.



Successful sewing and tailoring student with her proud mother

5. Teacher training and mentoring: In order to have classrooms that are happy and active, teachers need to be trained and supported, and there needs to be adequate preparation of lessons. Our teacher trainers, Aye Aye Thinn, Aye Aye Myint and Myint Myint Tin, are all experienced educationists. We run a twenty-day training course each year, prepare lesson plans for each class, and run monthly meetings where teachers prepare for the weeks ahead.

Regular mentoring of teachers in their classrooms helps us keep abreast of any problems that arise, and provides effective support to teachers. We deploy two, and sometimes three, teachers per class which helps in teaching different abilities, and training new teachers.



High quality of teacher training and mentoring is key to the success of our classes

Over the financial year 2015-6, we trained 30 H4SS teachers, 6 from partner NGOs, and made 138 mentoring visits to teachers in classes.

6. Advocacy: While state and the monastic school systems do provide free education, many families depend on the earnings from their children's work, leaving those children with their prospects severely limited. Our Programme Director, Aye Aye Thinn, is active in advocating for key changes in the provision of education for out-of-school children in Myanmar:

1. To press for the implementation of policies on equivalency programmes, with national standards, which will recognise NFE students' achievement, enabling them to take advantage of the educational opportunities available;
2. To create more channels for out-of-school working children to be able to join a variety of vocational training courses;
3. To insert a section into the official education policy document which protects NFE students from the risk of being forced to work (in accordance with recent law on the rights of the child) and provides an effective poverty alleviation programme to help improve the situation of families with out-of-school working children.

This year too, we joined the NGO Child Rights Working Group campaign to heighten awareness of both electoral candidates and the public for the need for investment in children's education and welfare. We invited candidates from Government and opposition parties to sign a pledge to prioritise children if they were elected.



Dear Friend and Supporter,

There are some hopeful changes in Myanmar, but they do not touch the lives of the very poorest families yet, and many children slip through the net.

As you can see from this report, we have an active, caring programme, and are bringing real change to the lives of very disadvantaged children. The combination of accessible quality education, family support and social work is necessary to be able to help these very poor families. This is a model that works, and in the coming year we hope to expand the number of classes we provide, and use the opportunities for advocacy that are beginning to appear.

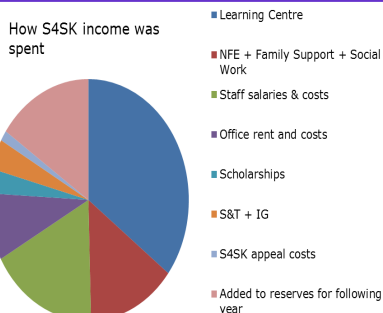
Please help us if you can.

Yours sincerely,



John McConnell (Managing Trustee, S4SK)

Last year, with your help, S4SK raised £50,181 of which £42,167 was used to fund the work you see here, £665 was spent on appeal costs, leaving £7,349 to be added to reserves. In order to guarantee continuity of classes throughout the school year we have a policy of retaining 10 months operating costs in reserve. Over the year, new classes are opened according to income. Full accounts can be found on the Charity Commission website.



Please support our work: S4SK is a registered charity in the UK, No: 1131559

1. By cheque or charity voucher to the treasurer at the address below, and made payable to Scholarships for Street Kids;
2. By electronic transfer to Scholarships for Street Kids Lloyds TSB Bank plc, Branch: Hustlergate, Bradford, A/C No: 00376613, Sort Code: 30-91-12. Or use the IBAN code: GB68LOYD30911200376613. Please email the treasurer at: s4skfinance@gmail.com;
3. If you would like to make a regular donation by Standing Order please email the treasurer and we will send you a donation form.

Gift Aid: Using Gift Aid means that for every £1 you give, S4SK will reclaim 25p of tax that will be added to your gift. To qualify for Gift Aid you must pay, in the same tax year, an amount of income and/or capital gains tax at least equal to that which you give under Gift Aid. I want this donation to Scholarships for Street Kids to be treated as a Gift Aid donation ☐ (please tick).

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**Please return to: Erica Cadbury, Treasurer, Scholarships for Street Kids,
72 Sun Street, Haworth, Keighley, BD22 8AH**