



SCHOLARSHIPS FOR STREET KIDS

Report and Appeal - 2017



**Working to provide educational opportunities
for very poor children in Myanmar**

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

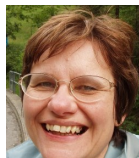
www.s4sk.org.uk

Who we are: in UK, Scholarships for Street Kids (S4SK)

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Charity Number: 1131559

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, Room 045, 5th Floor, Bayintnaung Tower (1- A), Yangon, Myanmar



H4SS teachers and some staff at a recent teacher training course

Our history: S4SK is a UK charity based around 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 to give ownership to local staff, forming S4SK-Myanmar. In 2016, 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 the lives of severely deprived children.**



Aye Aye Thinn (Programme Director), New Ni Khaing (Project Manager), Aye Aye Myint (Mentor), and Advisory Board members, Daw Khin Toe, U Nyunt Shwe, Daw Myint Myint Shwe and U Maung Myint

The children we help: The children who join our classes are from very poor families in Myanmar. They have to work to support the family income. Although some help at home, most have to work, their earnings being significant to the family income. Their occupations include hawking, road-building, manufacture of decorations, cigar-rolling, bean-peeling and scavenging.



Fishing for crabs and frogs, making bricks, tending cows, and picking rice

Our vision: Our vision is to improve the life-prospects of these children by providing successive educational opportunities, each building on the other. Our students will be able to develop their capacities, follow careers commensurate with their abilities, respect each other's rights, and have a good understanding of democratic values and processes.

An 8-fold strategy for change: Many of the children in our classes are the first in their families to learn to read and write. They are among the poorest in the country and have no expectation that their lives can change. They cannot attend school, even when it is free, because their families cannot afford to lose their earnings from the hours they are in school. Provision of education alone is not enough. **H4SS has a combined strategy which addresses the needs of the family while providing education to the children:**

1. Non-formal education: We have an active-learning approach to non-formal education (NFE) which is activity-based and requires no previous schooling. Classes are active and fun. Children learn through project activities, games and quizzes. We include handicrafts in the curriculum to cultivate skills which will give the children confidence to take up vocational training when they are older.

Each class is overseen by a local NFE Committee (NFEC) which surveys the need in the area, identifies educated people in the locality to be trained as teachers, arranges (and helps maintain) classrooms, aids communication between parents and the H4SS office, and ensures that the community is kept involved in the running of the class.

Last year, H4SS employed 30 teachers teaching 372 children in 23 NFE classes, overseen by 21 NFECs with a total of 176 NFEC members.



Setting up an NFE class and active learning through games, quizzes and projects

2. Family Support (FS): The income of our families typically is between £1.12 and £3.26 per day, including their children's earnings. The cost of an egg in Myanmar is similar to its price in a UK supermarket, so for these families education is an unaffordable burden, even when schools are 'free'. In recognition of this, we make a small, means-tested, Family Support payment to compensate for lost earnings while their children are attending class. This is paid monthly, and the occasion used to talk to parents about family budgeting, hygiene, child development and of course the value of education.

Last year, we provided FS to 320 households to keep 352 children in class, and to 22 children from poor families in state schools, of whom 7 had previously transferred from our NFE classes.

3. Social Work: Our children's families face many problems—debt, ill-health, insecurity of accommodation, addiction, alcoholism, and more. Our teachers undertake social work to help families resolve such issues before they lead to withdrawal from class, addressing relevant lifestyle issues in the process.

Last year our teachers helped 286 families with problems such as household economy, medical costs, arranging hospital treatment, repair of homes after flooding, resettlement difficulties after flooding, arranging child care, and more. Altogether 268 home visits were made.

4. Income-generating activities and scholarships: We provide income-generating activities (IG) to introduce a variety of craft and business skills. We sponsor vocational training for alumni, and for others whose education is stranded through poverty. Scholarships this year include study guidance to help children from poor backgrounds to sit public exams, vocational training, sponsored apprenticeships, scholarships for higher education, and a class to help NFE students transfer to other educational institutions, particularly **Education for Youth (E4Y)**, a Swiss-funded, high-quality pre-vocational school.

IG activities last year included manufacture and sale of liquid soap, ice-lollies, bags, items from recycled coffee sachets, snacks, and a launderette service. Scholarships included 13 preparing for the E4Y entrance exam, 1 girl graduating in Civil Engineering, another studying Computer Science, and 1 boy following a degree course in Dentistry. We arranged apprenticeships in motorcycle repair, hairdressing, stainless steel work, and concrete panel manufacture. Our study guide classes for 26 poor children sitting their grade exams resulted in 24 passes.



Sewing and Tailoring, a bath mat made from coffee sachets, and ice packets

5. Community Learning Circles (CLC): The main intention behind our CLCs is to advocate among the poor communities round our classes for the importance of education. In addition CLC sessions cover child rights and child protection issues, and provide continuing education to alumni of NFE classes. These are coordinated by H4SS and draw on local resource people and NGOs. We aim to have Community Learning Circles in each township where we have classes.

Last year, H4SS opened Community Learning Circles in Hlegu, Bago, Pyay, Thegone and Pakkokku.

6. Specialist teacher training: Our teachers are mostly young people with education but no previous teaching experience. We train them in active learning teaching techniques, organize meetings to plan lessons for the next month, and mentor them regularly in their classrooms. We place much emphasis on supporting our teachers and there is a strong team-spirit among them. They share problems, support each other, and teach our children with kindness and skill.

Last year we trained 30 teachers, while mentors made 184 visits to classes and arranged 10 meetings for lesson planning.



Teachers engaged in group discussion during a meeting for lesson-planning

7. Advocacy: With the Government we advocate for: 1. equivalency programmes with national standards to recognise NFE students' achievements; 2. creation of more channels for out-of-school working children to have access to vocational training courses; 3. insertion of a section into the official education policy document which protects NFE students from the risk of being forced to work.

Last year we worked through the Non Formal Education Working Group (NFEWG) to establish an open consultative process with the Department for Alternative Education (DAE) as it develops policy. We also advocated directly to the DAE to establish a grade-equivalency process which would allow our students to could join the formal school system if they wish.

8. Successive educational opportunities: We provide a succession of opportunities to help our children progress. These two students both started in NFE classes. Now they stay at the Learning Centre and are studying at E4Y (see section 4, above). Each evening there is a guided homework class at the Learning Centre to support their study. This year we have 16 students studying at E4Y.



Myat Min in 2013



In Yamin's evening class



At the Learning Centre



On a chair he made at E4Y

Myat Min is now in his second year at E4Y. He drifted into one of our classes in 2013 when he was 12 years old having been on the street for three years after his family broke up. Sleeping in a bus station, he made money from scavenging at night and ushering travelers to buses during the day:

"After wandering around 3 or 4 years, I met with Teacher Yamin and attended in S4SK NFE class. There, I had a chance to learn and had a good feeling of love and warmth again."

At first, the other children would not sit beside him because, they said, he smelled. Yamin arranged for him to wash at her home each day before class, and would have fresh clothes ready. Myat Min enjoyed learning and showed himself to be very bright.

While he had family, it was clear that nobody was taking responsibility for him so our Social Worker brought him to visit an orphanage where we had another class. Myat Min decided to live there:

"Though some street children said living in an orphanage is not enjoyable, we had a lovely teacher who really cared for us, and I got really good friends with the same background as me."

During his time at the orphanage, Myat Min came first in a competition organised by a medical NGO. He gave a talk in which he said that in the future he wanted to set up a school for street-children like him. At present, he lives in the H4SS Learning Centre and studies at E4Y:

"I'm interested in electronics and in wood and carpentry. Studying in E4Y is good fun and interesting. I will try hard to graduate from E4Y."

Aye Wut dropped out of school at 9 as a result of family poverty, only restarting her education at 12 when she joined our NFE class in Htauk Kyunt. Her parents work as hawkers, selling boiled quails' eggs and fruit on the street. She has two brothers, aged 7 and 2. Aye Wut works too, selling snacks at the bus stop. Passers-by often take pity on child-sellers, and her earnings make a major contribution to the family income.

Last year, Aye Wut studied at our Learning Centre, for Level 3 (completion of Primary Education) in preparation for applying to E4Y (see previous page). Though it was far from her home, she was eager to attend the class, and her parents encouraged her.

We provided Family Support to compensate for loss of earnings, but her parents still had to accept some reduction of income. They attended parental education sessions in which we made them aware of their daughter's potential, and the value that education could have for her.

In September, Aye Wut's mother was hit by a car and broke her leg, so could not work. This led to difficulty in caring for the youngest child and some loss of income, so the parents brought Aye Wut home to help out and work, which meant that she could not attend class.

Over 4 home visits, our social worker helped solve the problem by enrolling the little brother in a pre-school in the next ward, covering the cost of medical treatment for the mother's leg, and encouraging the parents to keep Aye Wut in education. We were delighted when Aye Wut came back to class.

Alongside the NFE curriculum, Aye Wut studied sewing and tailoring. She became very good at it and was able to earn money for her family by sewing bags ordered by local NGOs. To learn IG and business skills she also took part in manufacture and sale of liquid soap, and ice-packets.

Aye Wut is now in her first year at E4Y, and is enjoying it immensely:

"I am very happy to go to school. I lost the chance to learn in the past, so do not want to let this opportunity go. I want to work with computer in future and will work hard to reach my goal."



Aye Wut two years ago



At the Learning Centre



With mother and father



Selling liquid soap during an income-generating project

Dear Friend and Supporter,

We continue to have an active, caring programme. The combination of accessible quality education, with care for the needs of families in poverty, is effective in enabling working children to study. Then, as you can see from the stories of Myat Min and Aye Wut, the result is to help young people form a confident vision for the future. We really are bringing hope to children who have been left behind.

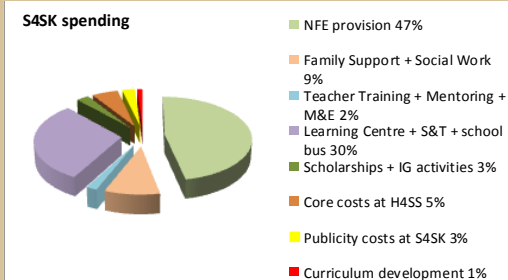
We are a small charity. Apart from the costs of our appeal, all admin costs at S4SK, including travel, are covered by donation from the trustees, so you can be sure that nearly everything (roughly 97%) of your donation will go to the work you see here. Please help us if you can.

In friendship,



John McConnell (Managing Trustee, S4SK)

Last year, S4SK raised £50,173 of which £42,643 was spent on the work you see here and £726 on appeal costs, leaving £6,804 to be added to reserves. In order to guarantee continuity of classes throughout the school year we retain 10 months operating costs in reserve. Designated expenditure for 2017-8 is currently £47,000. Full accounts can be found on the Charity Commission website.



Please support our work: S4SK is a UK registered charity, 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 when you make a donation;

3. By regular donation (Standing Order) please email the treasurer and we will send you a donation form.

Gift Aid: Boost your donation by 25p of Gift Aid for every £1 you donate. Gift Aid is reclaimed by the charity from the tax you pay for the current tax year. Your address is needed to identify you as a current UK taxpayer. In order to Gift Aid your donation you must tick the box below:

☐ I want to Gift Aid my donation of £_____ to: Scholarships for Street Kids. I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

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