



# SCHOLARSHIPS FOR STREET KIDS

## Report and Appeal - 2021



**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](http://www.s4sk.org.uk), e-mail: [info.s4sk@gmail.com](mailto:info.s4sk@gmail.com)**

## Who we are:

**In the UK, we are Scholarships for Street Kids (S4SK)**

**S4SK, 72 Sun Street,  
Haworth, Keighley, BD22 8AH, UK**

**E-mail: [info.s4sk@gmail.com](mailto:info.s4sk@gmail.com)**

### **S4SK UK:**



Sheila Kaye (Trustee), Anna Young (Secretary), Erica Cadbury (Treas.),  
George Penaluna (Trustee), John McConnell (Managing Trustee),  
Michael Slingsby MBE (Patron) Esther McConnell (Trustee)

### **In Myanmar, we are Hope for Shining Stars (H4SS)**

**H4SS, Room 045, 5th Floor, Bayint Naung Tower (1A),  
Bayint Naung Rd., Yangon, Myanmar**

**E-mail: [h4ss.s4sk@gmail.com](mailto:h4ss.s4sk@gmail.com)**



Aye Aye Thinn (Dir.), Phyto Thandar Aye (Proj. Man.), Lwin Moe Htay (Fin.), Wah  
Wah Thwin, Aye Aye Myint, El Zin Bel Say (all Mentors), and Zin Min Aung (Admin)



Some of our staff, teachers and students outside the Learning Centre in 2019

**Together, S4SK and H4SS work to bring real change to  
the lives of severely deprived children.**

## **S4SK and H4SS, a brief history:**

We opened our first class for out-of-school children, and awarded our first scholarships in 2007 on the initiative of John McConnell, a British Quaker, who was teaching conflict resolution skills in Yangon at the time.

Scholarships for Street Kids (S4SK) was established as a UK charity in 2009 (Reg. No: 1131559). By 2013 there was a strong team of staff and supporters in Myanmar, and we formed a local NGO which, in 2016, registered as Hope for Shining Stars (H4SS), (Reg. No: 1/PT/0172). H4SS's Governing Board includes professional educationalists, and a former Department of Social Welfare director. John McConnell serves as Chief Advisor. H4SS staff and Governing Board include Buddhist, Christian, Hindu and Muslim faiths, and we provide the same opportunities to children of all ethnic and religious backgrounds. Approximately 50% of our students are girls. Last year, S4SK funded around 37% of H4SS work, the rest coming from ChildFund Myanmar (47%), Burmese Community Development Collaboration (3%), and an emergency contribution from ChildFund Korea (13%).

## **The children we are here to help:**



Some of our children at work, cow-herding, fishing for crabs, carrying wood, washing bottles, and collecting freshwater oysters

Most of the children we help are out-of-school and working long hours each day from as young as 8 or 9. They make bricks, peel beans, carry building materials, and scavenge for recyclables to contribute to the family income. Their families have been illiterate for generations and regard child labour as normal. There are monastic schools which are completely free of charge, but these families cannot afford the loss of income incurred by children attending school full-time. Thus, child-labourers become trapped in poverty, unable to access education at the time in their lives when they need to be in school. **Provision of education alone is not enough; it needs to be paralleled with care for the economic situation of the families.**



**The structure of this report:** This booklet consists of two parts. **Part 1, 'Annual report - strategy and achievements in 2020-21'**, describes what has been achieved in the last financial year, that is up till March 2021. For most of this time, the areas where we work were relatively peaceful, though affected by the pandemic. **Part 2, entitled 'Current work and appeal'**, relates to ongoing work, all of which is taking place in the context of the emergency following the military coup on 1st February 2021. Due to the limitations on travel because of the pandemic, and restrictions placed on the internet by the military, the quality of photographs available to us is somewhat lower than in previous reports. Please bear with us.

## **Part 1: Annual report - strategy and achievements in 2020-21**

Over the past 14 years, we have developed a strategy that releases children from poverty and gives them access to education, solving problems on the way. In this difficult period too, we have been adjusting provision to best meet the needs of our very poor families:



Taking temperatures before class



NFE classes in small groups

**1. Accessible education:** Activity-based non-formal education (NFE) classes are fun and require no previous schooling. Because of Covid, some classes were run in shifts with small socially-distanced groups, often outdoors, and with additional homework. After the coup and the unpredictable violence that followed, we immediately began using self-study worksheets coupled with home visits. **Last year H4SS provided NFE to 277 children (159 boys + 118 girls) in 26 NFE classes, of which 11 classes and 131 class places were funded by S4SK, and 146 (79 boys and 67 girls by ChildFund Myanmar (CFMM)).**



**2. Compensation for lost income:** Family Support (FS) payments compensate families for lost earnings while children are in class. This is paid monthly to parents, and the occasion used to engage with them. **However, as pandemic and coup began to affect the livelihoods of our families, we shifted to a system of emergency support, better to respond to the needs of families (see below on p7).**

**3. Transition from NFE to formal education (FE):** Every year, some students transfer from NFE classes to FE. Last year, 64 students (29 boys and 35 girls) intended to transfer to state schools, 43 of whom due to be funded by S4SK, and 21 by CFMM. However, state schools had to close because of Covid, so we welcomed them all back to our NFE classes, and taught them using their formal school books.

**4. Study guidance (SG) for poor students at state schools facing public exams:** It is traditional in Myanmar for students in state schools to receive private tuition to prepare them for public exams. While SG is not expensive, there are some who simply cannot bear the cost. To improve the chances of these students, H4SS offers free SG classes in two locations. **However, because of the closure of schools, and risk of infection, we changed the focus of these sessions to supervised self-study in small groups at the teachers' homes.** Last year, 28 students (11 boys and 17 girls) benefitted from this, all funded by S4SK.



NFE classes held outdoors in order to reduce the risk of infection



**5. Successive opportunities:** Provision of successive opportunities for education and training to bring about real change in children's lives has been a key part of our philosophy from the start. Income-generating activities during the NFE curriculum are followed by scholarships for making the transition from NFE to formal education, vocational training or further study:

**a. Vocational training (VT):** VT scholarships last year included sewing and tailoring, hairdressing, electrical appliance maintenance, welding, auto repair, and air-con servicing. Because of the pandemic and coup, not all students could complete their courses, and will be able to resume their studies once the emergency is over. **Last year, H4SS provided 58 VT scholarships (11 boys and 47 girls), with S4SK providing 38 places, and CFMM providing 20 places.**

**b. Vocational training college:** One of the best routes to further education available is via the Swiss-funded colleges: Education for Youth (E4Y) at 14 years of age, followed by the Centre for Vocational Training (CVT) at 17. Our students live at the Learning Centre and commute to E4Y and CVT each day. During the period of the pandemic, these institutions adjusted classes to reduce the risk of infection, and provided online tuition in the initial weeks following the coup. H4SS supported E4Y and CVT students with parallel classes and use of computers at the Learning Centre. However, with the restrictions placed on the internet following the coup,



Sewing and tailoring class in Pakkoku



Kaung Myat San who is studying hairdressing with his mother and teacher



Maung Myat Min who is studying cuisine and is in his first year at CVT



online tuition was no longer accessible by students, and provision was temporarily suspended. Also, in order to maintain social distancing, we had to limit numbers staying at the Learning Centre. Then, on account of the widespread insecurity following the military coup on 1<sup>st</sup> February 2021, most students were sent home with laptops or tablets to help them study. **Last year 30 students (12 boys and 18 girls) had enrolled for E4Y and CVT. The costs of the Learning Centre and all E4Y and CVT students are funded by S4SK.**

**6. Disability inclusion:** We welcome disabled students to our classes. **Last year, H4SS taught 32 disabled children (18 boys and 14 girls), with 19 class places funded by S4SK.**

**7. Emergency support:** The combination of pandemic and coup has devastated the livelihoods of many of our families. Teachers educated children and parents as to Covid hygiene, provided food and hygiene hampers to families in need, and responded whatever problems the families faced. **Last year, H4SS provided support to 350 households, 173 funded by S4SK, 156 by CFMM, and 21 by BCDC.** Being forced deeper into poverty carries the risk that families are pushed into taking loans against their children's future labour, something we do what we can to avoid (See pages 11-13).







During the Covid period, savings scheme members, who used to meet at the H4SS Learning Centre, could deposit or withdraw their money near their homes

**8. Poverty alleviation:** Many of our families are in debt to money-lenders at interest rates of between 20% and 30% per month. H4SS runs a savings scheme and low-interest top-up loan fund, which together can mitigate or remove family debt in time for NFE alumni to access full-time vocational training or further education. There is a strong social side to the scheme, with groups meeting every month to deposit savings, adjudicate loan applications from savers, check their interest, share income-generating plans, and encourage each other. During the pandemic we arranged meetings outdoors around the school bus. **Broadly, the initiative has worked well, with 39 families saving overall. Across these families:**

- **6 families have managed to get out of debt to moneylenders,**
- **22 families received loans from the savings scheme and were repaying regularly until the emergency,**
- **3 families have repaid their top-up loans completely,**
- **1 family receiving a top-up loan left the scheme and is unlikely to repay.**

The top-up loan was funded by Quaker Peace and Social Witness Relief Grant, through S4SK. The emergency has necessitated some adjustments to this programme to include income-generating initiatives, and these can be found on pages 12 and 13.

## Part 2 - Current work

**The impact of pandemic and political emergency on poor communities in Myanmar:** Coming on top of the year-long pandemic, Myanmar society is presently convulsed by a military coup which is as yet incomplete. There has been considerable use of force. The combination of coup and pandemic has led to political instability, economic paralysis, and the near collapse of the health system. Every section of society is affected. Even withdrawing one's own money from the bank is problematic, often taking hours of queueing for limited sums.

Food prices are rising; at the time of writing, rice is up by 14%, cooking oil by 44%, salt by 67%, and eggs by over 100%. Some trades are viable; for example, street hawkers, selling snacks like boiled quail eggs and roasted potatoes are still able to trade, though fewer people are on the street. One family, which has a business hawking tiny bottles of liquid soap in the street, saw sales increase initially with the pandemic, then found after the coup, that the factory where they purchased the soap had to close through inability to source raw materials. The majority of our families survive by daily labour, and with factories closing and building projects shelved, life has become increasingly difficult for them. Here is the situation as lived by one of our students, a boy of 13 in one of our NFE classes:

"I studied in the H4SS NFE class for nearly three years. Before the pandemic, I attended class on weekdays and was happy to study with my friends. We often stayed after class to study more. If I did not know something, I could to ask my teacher and she responded immediately. At the start of the pandemic, we learned to use a mask, and wash our hands frequently to be able to keep safe. We could avoid getting sick until now.

Later, the class had to close, and we were taught lessons over the phone. I had to listen to the teacher, reply to her questions and read out loud, all over the phone! I was not happy to learn in this way.

After the coup, we felt not free. Young people like us could be seized and some have been killed. I worry that I might be arrested anytime, and cannot sleep at night. Even when I go out, I do not feel free. My mum sent me to a monastery because she was worried about my safety. There, I helped the monk collect donations, and could study using phone and worksheets from H4SS. I don't like this current situation. I want to be able to live without having to be afraid."

**A guiding vision:** While the emergency makes everything more difficult, we have a clear sense of the values we strive to maintain, and of the needs of the families whose children we are educating. This poster, displayed at the H4SS office and at the Learning centre expresses our guiding vision.



## မျှော်မှန်းချက် (Vision)

မြန်မာနိုင်ငံရှိ အားနည်းသော ခံစားထိခိုက်လွယ်သော ကလေးသူငယ်နှင့် လူငယ်အားလုံးကို လူမျိုး၊ ဘာသာ မခွဲခြားဘဲ၊ ၎င်းတို့၏ နောက်ခံအခြေအနေ၊ စွမ်းရည်တို့နှင့် သင့်လျော်သော အရည်အသွေးပြည့်ပညာရေး၊ လူမှုကူညီထောက်ပံ့မှုနှင့် အလုပ်အကိုင်အခွင့်အလမ်းတို့ပေးခြင်းဖြင့် ၎င်းတို့၏ ပိုမိုကောင်းမွန်သော အနာဂတ်ကို ဖန်တီးနိုင်ရမည်။

Our vision is of better futures for the vulnerable children and youths in Myanmar regardless of ethnic group or religion through provision of quality education attuned to their abilities and backgrounds, social work support, and career opportunities.

A vision to strive for—the mission statement of H4SS

**Combining education with social protection is central to our work. However good the education we provide, if we ignore the poverty of families, we will not be able to reach these children.**



**Getting the right balance:** From the start of our work in 2007, we recognized the importance of answering the economic and social needs of families alongside providing accessible education. Even when the economy is functioning well, their children had to work, and so could not attend school. Now, in the emergency situation, they have no savings, and nothing to fall back on. Thus, in the period following the coup, we are placing more emphasis on social protection measures to help families survive. We regularly review each project to make sure it keeps abreast of the situation.



Monthly distribution of food supplies to parents during the emergency

**Non-formal education (NFE), family support and social work:** The combination of the deteriorating security situation and a sharp rise in infection levels has meant that it has become more and more difficult to run classes in the normal way. Also, loss of income has forced many families to push their children back into work. Our teachers are still active, preparing worksheets and tutoring students during socially-distanced home visits, when they also work out how best to support each family. The cover photo shows Ko Phyo, from our Learning Centre, tutoring a student during one such visit. Current aims are to sustain children's interest and skills, help families survive this difficult period, and avert the need to get further into debt to money-lenders (which can result in children's labour being 'sold' for months or years in advance).

**Poverty alleviation and income-generating (IG) projects:** The poverty alleviation project started life as a way to help poor parents out of poverty in time for their children to join full-time vocational training, or other further education courses. Parents form savings groups which meet regularly, and as savings increase, are able to make loans at a low rate of interest. In choosing who should receive loans, the savers decided to prioritise: enabling children to study, getting out of debt, and business investment. These loans can then be topped up when required by an additional loan from H4SS. Now, with the loss of many low-paid jobs, we have been using loans to help families start viable trades to provide them with an income in the current situation. Each loan is preceded by workshops in business skills and a realistic business plan.

**Hand-cart IG project:** Daw Hla Htay (centre) is a daily worker, harvesting crops and making bamboo fishing nets for on average £1.50 - £2.50 per day. Her son and daughter, who work with her, joined our NFE class in 2017 having never been in school. In addition to an existing loan from a money-lender, Daw Hla Htay took an advance against labour in the rainy season, committing both mother and children to work for half pay for two seasons. However, they were still paying off the first loan, forcing them to do additional work in the hot season, plucking beans. By 2020, they were still in debt, so Daw Hla Htay hired a cart to transport vegetables for farmers. The initiative was successful, though the daily rental charge for the cart limited profitability. Then came the pandemic: “Prices of food rose and I worried whether I could feed us all. When I knew that H4SS would deliver food packages each month, I was very happy, as if I had won the lottery.”



After participating in the IG workshop, Hla Htay received a top-up loan to purchase a cart of her own. She joined our saving scheme which helped her save to repay the debts. Now, she has her own business distributing water and carrying goods to and from market: “Not only have I paid back all the loans, but I could purchase materials to repair our house.”

Her daughter commented: “**Before we joined the NFE class, people used to look down on us and say that we were illiterate so would always be**

hawkers. Now, we can read and write well, and have confidence in ourselves. In future we would like to go to school to complete our education.”



**Fishing IG project:** Daw Aye Aye Myint (H4SS Mentor) writes: “Nine families, from one village (two families pictured above), were in difficulty. Some had lost their jobs: others were fisher folk but with poor equipment. We arranged a workshop on budgeting, business skills and our saving scheme. At first, they refused, thinking that they could borrow and repay as normal with the money-lender. We explained that our purpose is to sustain their businesses with better understanding of budgeting and business skills. Finally, they agreed. During the workshop, one realised the relevance of the scheme, and helped persuade the others. That was our first challenge, and first success also. Our loan was used to buy nets. They agreed to repay monthly, according to their income that month. Once the savings group started, I could see that the parents gained confidence.”

One parent said: “During Covid, the economy was down, but we could still work outside. Since the coup, there has been no work, and we often had to hide in the forest. We were getting more and more in debt, just to eat. When we received the IG loan we felt as if we could breathe again.”

However, there were difficulties. The local NFE Committee chairman explains: “The army declared a night curfew and prohibited fishing in the canal near the village. The villagers had to fish in streams far away but were afraid to stay there overnight, and so could not protect their nets from damage.”

One parent described their success: “So far, every member could save, as agreed. I save monthly money at the group safe-box, and at home with a small box to make the monthly payment. We followed the saving group system and so could repay our debts to the money-lender.”

**These loans are all generating much needed income, and helping to secure the future education of 24 children.**



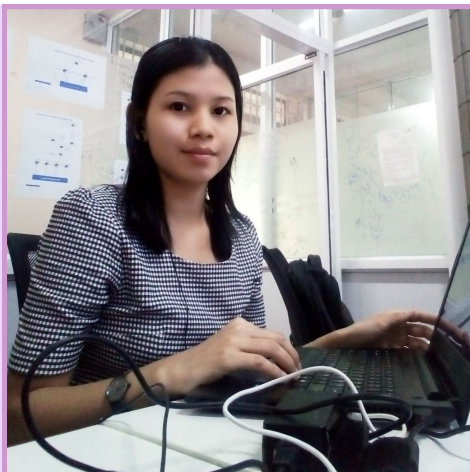
**Some older students:** The provision of opportunities for further education helps to bring real change to young people's lives. The emergency has created obstacles, of course. Here are the stories of some of our students.

**Ma Saung Hnin Phyu** graduated in Computer Studies last year. She writes: "I'm now working for an ISP as a Network Operation Centre Engineer. I feel happy because I am walking on the career that I want to be. My mum and dad always remind me not to forget anyone who support me to get to this place. They always thank you and I also.

I began with your support and now can develop with my own strength. I wish you success, H4SS."

**Naing Maw Lin** has been with us for 8 years and is in his first year at CVT: "The Covid period was difficult. My mother used to purchase hair and sell it to a wig factory. When the factory closed because of Covid, she lost her job. I worked day and night as bricklayer, construction worker, painter, and tea-shop waiter to help out. After the coup, travel became risky, and there were fewer jobs. Luckily, I could get a job in a furniture-making factory. Carpentry is my special subject at E4Y and CVT, so I was very glad.

In the future, I would like to open a business, designing my own furniture. I learned in E4Y, that if furniture is packed well, it can be exported safely to any part of the world, and sell for higher prices than in Myanmar. As of now, I can make cupboards and chairs out of teak and other hardwoods."



Ma Saung Hnin Phyu at work



Naing Maw Lin in 2016, and working as a furniture maker this year





Wai Lwin Lwin Tun (left) in 2019 and in 2021, both at the Learning Centre



Helping her father collect and sell cow dung

**Ma Wai Lwin Lwin Tun** is 15 years old, in her third year at E4Y, and has been with H4SS for 5 years. Her parents are casual labourers earning around £3.50 per day. In 2016, in the face of financial difficulties, her parents withdrew her from school: “I felt devastated, and worried that I would not be able to continue my studies.”

Wai Lwin Lwin’s mother enrolled her in our night-time NFE class in Pyay. She did well, and in 2018, moved to the H4SS Learning Centre, and studied at E4Y: “When I arrived in Hlegu, I missed my parents, and cried often. The teachers encouraged me and made me feel better. At E4Y, I made new friends, and was happy. To begin with, I was weak in English, so I tried really hard and managed to get B or C grades, every month.

During the emergency, I worked with my parents in the morning, and studied computing at the Learning Centre in the afternoon. On Sundays, my friend and I taught word-processing and Power Point to children in the neighbourhood. I like to share what I have learned.”

H4SS supported the family throughout, and helped her mother set up business,

selling vegetables. Her father currently sells dried cow dung, which is used as a fertiliser: “We cannot go anywhere, and cannot work now in the midst the crisis. This support (from H4SS) means we don’t have to worry about our daily meal.”

As for Wai Lwin Lwin Tun, she appreciates the culture of E4Y, and has formed an idea of the first step of a career: “At E4Y we learn to make good behaviour, polite speech and respect for others, part of our daily lives. I like to live this way. In future, I would like to work as a hotel receptionist.”

**Ma Aye Wut Hmone** is a Muslim girl of 17, and has been with us since she was 10 years old. She is in her fourth year at E4Y now and, until the emergency period, was staying at the Learning Centre. Her family are hawkers, selling snacks such as fruit and quails eggs to passing drivers. In her spare time, Aye Wut Hmone still works with her family on the street:



Aye Wut Hmone outside the Learning Centre  
(5th from left) in 2015



With her family in 2017



Ma Aye Wut Hmone in 2021

“When E4Y changed to online tuition, I joined from the Learning Centre. I found learning this way difficult because we had to wear a mask all the time. However, I got better at typing. Later there was a course of computer training, which I liked.

As the economic situation got worse, there were fewer people on the streets, and so our family’s sales were down to only 5,000 kyats (£2.50) per day. We sell at the bus-stop near the market, so have to take care not to get infected from the customers.

After the coup, selling there became dangerous. You always had to be careful, and look here and there. What can we do! While we are selling on the road, we are afraid: gun-shots can come from anywhere. I am more afraid of the political situation than of the pandemic. No-one has a solution.

My goal is to graduate, after which I hope to work as a teacher with H4SS.”



**Mg Thant Zaw Win** is 17, in his third year at E4Y, and has been with H4SS for seven years. At the age of 10, he dropped out of school to look after the family's pigs and nurse his ailing father: "I was very sad when I saw my friends go to school on that day, and I could not!"

In 2016, our teacher, Nwe Ni, met the family and encouraged them to enrol him in her NFE class: "His mother frequently tried to withdraw him to help at home, so I had to make many home visits."

Thant Zaw studied well and passed the E4Y entrance in 2018. However, his father's condition was much worse by then and the mother needed to work, so Thant Zaw had to stay at home. Daw Thein Thein Htay, the Learning Centre Principal, persuaded his parents to allow study periods at home, which H4SS supported with home visits. Finally, following a visit of the Non-formal Education Committee, his parents allowed him to attend E4Y: "I cried when my parents did not allow my study at E4Y because that would mean I would have to work as a day-labourer in future, and would lose my dream to become a chef. I couldn't eat or sleep. When my dad and mum agreed to let me attend E4Y class, I cried with relief that, at last I could get the chance to grasp my dream and could be what I want to be.

Now, during the emergency period, I am working at a needlework factory. However, when the E4Y school reopens, I will come back to the Learning Centre. I am really looking forward to that day!"



Thant Zaw with his mum at home, cooking, with a Covid poster he designed, and studying at home



### **An H4SS teacher's story:**

Daw San San Oo retired from the civil service in 2010, and set up a business breeding ducks. In her spare time she offered free private tuition to poor schoolchildren in



Daw San San Oo with her class before the pandemic

the neighbourhood. Some out-of-school children who were working as water-cress gatherers noticed this, and requested to join the class. When, in 2014, H4SS came to research numbers of out-of-school children in the area, Daw San San Oo offered assistance, and later trained as an H4SS teacher:

“I attended the teacher training, and visited some NFE classes. I learned a new method of teaching based on active learning. Children can easily remember facts and be curious about the world, through active learning. I could see that learning by playing is more effective because children enjoy it and are eager to learn.

Our class started with 10 out-of-school children in 2014, and since then more than 40 children have passed through my class. One girl who had never enrolled in school transferred to government school in 2018. Four more children will go there after the emergency. In preparation for this, I teach these students using the formal school curriculum. When I think of all my students I am proud of being their teacher. They became more respectful to each other, and motivated to learn. Now, they are hungry to read even when the class had to close for the 3rd Covid wave.

There have been challenges. I worried about the virus, so I hung posters above a wash basin at the gate to remind to wash their hands, and took the temperature of each child (see photo p4). To follow the social distancing rule, I taught groups of 5 in 3 shifts; that's 3 days a week for each child. Sometimes, it was 7 pm when my classes were finished, and I was very tired.

Economic pressure on families has resulted in some cases of violent abuse too, so our local NFEC arranged alternative accommodation for several children, several in my own home.

After the coup, an army check-point was set up near my house, so we could not be sure to keep everyone safe since children would have to pass the check-point. To avoid such problems, I prepare self-study worksheets for the students, and give them tuition outside during home visits.”

## Messages from the H4SS Governing Board & Programme Director

**Daw Khin Toe (Retired Assistant Director of Education):** “For more than 10 years, S4SK has supported vulnerable children and their families. With S4SK’s support, the H4SS team have worked to bring hope to their lives. Whenever the director faced difficulties, she consulted the Governing Board and we could find solutions together. It is very satisfying to be able to support out-of-school children and youth with NFE and vocational training to develop their ability. I hope S4SK will continue it in future.”

**Daw Myint Myint Shwe (Educational Consultant):** “I am so glad, proud and appreciative of the H4SS team’s implementation of a digital environment and provision of support to help children live a normal life and continue their learning, even through the pandemic.”

**U Maung Myint (Retired Director of Social Welfare):** “Due to the emergency situation in Myanmar, it is difficult for many NGOs to survive and most had to stop their activities. We are very pleased that H4SS has been able to overcome these difficulties, and meet the educational needs of the children during this time. Congratulations to the H4SS leader and staff. Many thanks also to S4SK, the father of H4SS, for its continued support of H4SS.”



Meeting of Governing Board and senior staff members

**Daw Aye Aye Thinn (Programme Director):** “Contrary to our hopes of improvement, Covid and the coup have badly affected our families. Nevertheless, with the support of our Board and our donors, we could grasp opportunity in the midst of challenges! As the UN’s 4th Sustainable Development Goal asks, all children should have access to primary and secondary education by 2030. We will try to reach this goal in our small corner, and will nurture our students to be good citizens who understand their democratic responsibilities and respect the rights of all sections of Myanmar society.”



## Dear Friend and Supporter,

Thank you for your support over the past year. Our priorities at this difficult time are to help families survive without being pushed further into debt, and to sustain our children's progress in learning. We are ready to resume their education as soon as that becomes possible. Whatever the situation, we will find ways to help them!

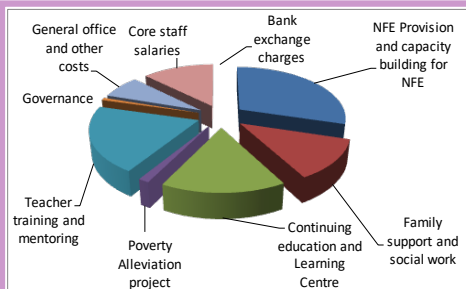
S4SK is a small charity. Apart from the costs of our appeal, all admin costs at S4SK, including communication and travel, are covered by donation from the trustees, so you can be sure that roughly 99.5% of your donation will go to the work you see here. Please help us to continue to bring hope to the lives of these terribly disadvantaged children.

In friendship,



John McConnell (Managing Trustee, S4SK)

In 2020-21, S4SK raised £83,368 from trusts, individuals and Quaker meetings. £65,769 was transferred to Myanmar (though the final payment was delayed by the emergency), and £369.20 was spent on fundraising and bank charges. To guarantee **continuity of classes we retain 10 months operating costs in reserve**. Designated expenditure for 2021-2 is currently £72,000, though this may increase as we respond to the emergency. Full accounts are available on the Charity Commission website, or from the treasurer.



How H4SS spent the S4SK donation

## Please support our work:

**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 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 to receive a donation form at: s4skfinance@gmail.com.

**Gift Aid:** If you are a taxpayer, you can also 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.

☐ I am happy to receive further information relating to the work of S4SK

☐ I am happy to receive information sent to my email address:.....

S4SK is a UK registered charity, No: 1131559. We will process your personal data in accordance with the General Data Protection Regulation and Data Protection Act 2018. Our Privacy Policy is available from the Treasurer.

Name: .....

Address: .....

.....Postcode:.....

**Please return to: Erica Cadbury, Treasurer, S4SK, 72 Sun Street, Haworth, Keighley, BD22 8AH**  
**email: s4skfinance@gmail.com**



# Trustees' Annual Report for the period

<b>From</b>	Period start date			<b>To</b>	Period end date		
	Day 01	Month 04	Year 2020		Day 31	Month 03	Year 2021

## Section A

## Reference and administration details

<b>Charity name</b>	Scholarships for Street Kids
<b>Other names charity is known by</b>	S4SK
<b>Registered charity number (if any)</b>	1131559
<b>Charity's principal address</b>	72 Sun Street, Haworth, Keighley
<b>Postcode</b>	BD22 8AH

### Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	John A McConnell	Managing Trustee		
2	Erica R Cadbury	Treasurer		
3	Anna Young	Secretary		
4	Sheila Kaye	Trustee		
5	George Penaluna	Trustee		
6	Esther McConnell	Trustee		
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

### Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year

## Names and addresses of advisers (Optional information)

Type of adviser	Name	Address
Patron	Mike Slingsby	

## Name of chief executive or names of senior staff members (Optional information)

John McConnell – Managing Trustee (Unpaid)

# Section B Structure, governance and management

## Description of the charity's trusts

Type of governing document (eg. trust deed, constitution)	Trust Deed
How the charity is constituted (eg. trust, association, company)	Charity
Trustee selection methods (eg. appointed by, elected by)	Members of the Religious Society of Friends (Quakers). Expertise.

## Additional governance issues (Optional information)

You **may choose** to include additional information, where relevant, about:

- policies and procedures adopted for the induction and training of trustees;
- the charity's organisational structure and any wider network with which the charity works;
- relationship with any related parties;
- trustees' consideration of major risks and the system and procedures to manage them.

Trustees are inducted by receiving a comprehensive package of materials including the trusts governing document and policies. Trustees are offered regular information from the Managing Trustee based on his visits to Myanmar or communication with the staff of our sister organisation Hope for Shining Stars (H4SS) in Myanmar, which we helped establish. Each trustee meeting is preceded by presentation covering the current situation.

The Trust currently works exclusively in Myanmar with Hope for Shining Stars (H4SS) an NGO registered in Myanmar and regulated by the Department of Social Welfare. (Registration no. 1/PT/0172)

The Managing Trustee liaises with H4SS to establish the programme priorities and financial needs, and trustees agree an annual budget based on this. The charity works informally with other funders to Myanmar and H4SS works formally with its other funders in Myanmar. These are principally ChildFund Myanmar, Burmese Community Development CCollaboration (Australia), Child Fund Myanmar, and Child Fund Korea.

Trustees are reviewing their risk assessment. They have recognised major risks as the inability of the Managing Trustee (through incapacity or decease) to raise funds, and political instability within Myanmar.

Trustees confirm that at the present time the charity has sufficient reserves to support H4SS in Myanmar for at least another year and is actively fundraising.



**Summary of the objects of the charity set out in its 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 the 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.

The trustees confirm that they take note of the Charity Commission's general guidance on public benefit.

The main activities have been to raise and remit sufficient funds to Hope for Shining Starts in Myanmar to carry out the activities as set out in the governing documents.

These are summarised as followed and can be viewed in full in the Annual Report and Appeal

**Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)**

- 1) Provide accessible non-formal education for children who are out-of-school and probably working full or part-time to support their families.
- 2) Train teachers to provide these classes and provide the materials required.
- 3) Family support payments are made to compensate for lost earnings.
- 4) Children are supported to move onto formal education in state schools.
- 5) Study guidance to enable poor children to take public exams.
- 6) Provide vocational training and higher education scholarships
- 7) Support and fund the transition to vocational education at Education for Youth and Centre for Vocational Training.
- 8) Emergency financial support for families
- 9) A savings scheme to alleviate indebtedness and poverty.

## Additional details of objectives and activities (Optional information)

You **may choose** to include further statements, where relevant, about:

- policy on grantmaking;
- policy programme related investment;
- contribution made by volunteers.

S4SK and H4SS work actively in poverty alleviation and make small top up loans and grants to help very poor families generate an income.

There is no programme related investment.

All work in the UK is carried out by volunteers. All staff in Myanmar are remunerated and there is also a staff savings scheme.

**Summary of the main achievements of the charity during the year**

- 1) Provide accessible non-formal education for children who are out-of-school and probably working full or part-time to support their families. NFE classes take place in local communities and are informal and fun, concentrating on literacy and numeracy. Classes are inclusive of all faiths and disabled children can attend. 131 children were funded by S4SK to attend these classes.
- 2) Train teachers to provide these classes and provide the materials required. Comprehensive training and mentoring is provided for all teachers.
- 3) During Covid and the beginning of the coup period teachers adapted all their classes to provide worksheets, home visits and telephone teaching.
- 4) Family support payments are made to compensate for lost earnings. During 2020 and 21 emergency payments were made as many families are day labourers and lost all income.
- 5) Children are supported to move onto formal education in state schools. This requires funding. Although when the schools closed due to Covid all our former students returned to continue their studies with their old NFE classes. 43 children were funded by S4SK to attend formal school.
- 6) Study guidance to enable poor children to take public exams. This enables children to gain recognised qualifications. 28 children received this support.
- 7) Vocational training scholarships remain an important part of our work and last year 38 scholarships were provided by S4SK in hairdressing, electrical appliance maintenance, motor engineering and sewing and tailoring.
- 8) Transition to vocational education at Education for Youth and Centre for Vocational Training. 30 children were able to attend these centres either in person or remotely. H4SS also runs a "Learning Centre" entirely funded by S4SK where children attending these courses can live, providing a supportive environment.
- 9) Emergency financial support was provided to 173 households.
- 10) Poverty alleviation. H4SS runs a savings programme and top-up loan scheme to develop income generating projects.



## Section E

## Financial review

### Brief statement of the charity's policy on reserves

The charity aims to hold 10 months grant for H4SS for its operating costs in reserve. The charity has a savings account with Charity Bank.

### Details of any funds materially in deficit

There are no funds in deficit.

### Further financial review details (Optional information)

You **may choose** to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
- how expenditure has supported the key objectives of the charity;
- investment policy and objectives including any ethical investment policy adopted.

The charity received 74% of its funds from Charitable Trusts, 2% from Quaker Meetings and 23% from individual donations and 1% from interest on bank accounts.

Less than 1% of the charities funds are used for administration in the UK, primarily costs of our annual appeal leaflet and costs of remitting money to Myanmar.

All other expenditure is remitted to Myanmar to support the activities outlined above. In 2020-21 90% of the funds raised in the previous year were remitted or in the process of transfer at the close of March 2021.

## Section F

## Other optional information

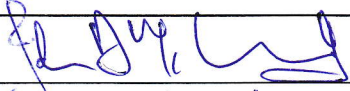

The situation with Covid-19 did not hamper fundraising. However H4SS has had to curtail some activities resulting in lower expenditure than anticipated. The military coup further hampered work in Myanmar and the staff, students and families continue to experience severe disruption, poor health, suffering and poverty. S4SK endeavours to support them in these extremely difficult circumstances.

## Section G

## Declaration

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)		
Full name(s)	John A McConway	ERICA CADBURY
Position (eg Secretary, Chair, etc)	MANAGING TRUSTEE	TRUSTEE/TREASURER
Date	25.10.2021	



# Independent examiner's report on the accounts

## Section A

## Independent Examiner's Report

Report to the trustees/  
members of

Charity Name  
Scholarships for Street Kids

On accounts for the year  
ended

March 31<sup>st</sup> 2020

Charity no  
(if any)

1131559

Set out on pages

4 - 7

(remember to include the page numbers of additional sheets)

Respective  
responsibilities of  
trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention.

Basis of independent  
examiner's statement

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent  
examiner's statement

In connection with my examination, no matter has come to my attention (other than that disclosed below \*)

1. which gives me reasonable cause to believe that in, any material respect, the requirements:
  - to keep accounting records in accordance with section 130 of the Charities Act; and
  - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed:

J. Cope

Date:

3 June 2020

Name:

John Cope

Relevant professional  
qualification(s) or body  
(if any):

Fellow of the Institute of Chartered Accountants

**Address:** 20 Lidget, Oakworth, BD22 7HH


**Section B**

**Disclosure**

Only complete if the examiner needs to highlight material problems.





Charity Name Scholarships for Street Kids	No (if any) 1131559
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## Receipts and payments accounts

CC16a

For the period from	01/04/2019	To	31/03/2020
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### Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
<b>A1 Receipts</b>					
Grants from Trusts		44,312		44,312	31,132
Contributions from Quaker meetings	1,974			1,974	1,961
Donations from Individuals	19,632			19,632	11,127
Gift Aid	2,128			2,128	1,534
Donation by John McConnell	4,063			4,063	7,170
Appeal for van		730		730	
<b>Sub total (Gross income for AR)</b>	27,797	45,042		72,839	52,924
<b>A2 Asset and investment sales, (see table).</b>					
<b>Sub total</b>					
<b>Total receipts</b>	27,797	45,042		72,839	52,924
<b>A3 Payments</b>					
Appeal costs	420			420	1,081
Transferred to Myanmar in £	22,949	40,164		63,113	61,526
Cashed as \$ for Myanmar					1,532
Bank charges	35			35	15
<b>Sub total</b>	23,404	40,164		63,568	64,154
<b>A4 Asset and investment purchases, (see table)</b>					
<b>Sub total</b>					
<b>Total payments</b>	23,404	40,164		63,568	64,154
<b>Net of receipts/(payments)</b>	4,393	4,878		9,271	11,239
<b>A5 Transfers between funds</b>					
<b>A6 Cash funds last year end</b>	23,404	31,132		54,536	65,766
<b>Cash funds this year end</b>	25,034	38,774		63,807	54,536

## Section B Statement of assets and liabilities at the end of the period

Categories

### B1 Cash funds

Lloyds Bank account	17,006		
Lloyds Bank account	36,801		
Charity Bank	10,000		
	63,807		

### B2 Other monetary assets

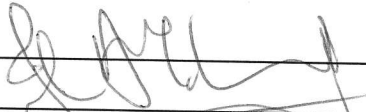
Equivalent UK £ held as Myanmar Kyatt	11,723		
by Hope for Shining Stars			
\$ account held by Hope for Shining Stars	\$171.10		

### B3 Investment assets


### B4 Assets retained for the charity's own use


### B5 Liabilities


Signed by one or two trustees on behalf of all the trustees

	ERICA CADBURY	2/6/20
JOHN A. McCONNELL	ERICA CADBURY	21 June 2020

**Consolidated Management Accounts      Scholarships for Street Kids**  
**APRIL 19 - MARCH 20      Charity number 1131559**

Income	Unrestricted	Restricted	Total	Total March 19
Opening balance	23,403.79	31,132.08	✓ 54,535.87	65,765.29
Grants from Trusts		44,312.22	✓ 44,312.22	31132.08
Contributions from QM	1,973.72		1,973.72	1960.73
Individual donations	19,632.32		19,632.32	11127.5
Gift Aid claimed	2,127.98		✓ 2,127.98	1533.97
Personal J McConnell	4,063.00		✓ 4,063.00	7170.38
Donations for van		730.44	✓ 730.44	
<b>Total raised in the year</b>	<b>27,797.02</b>	<b>45,042.66</b>	<b>72,839.68</b>	<b>52924.66</b>
<b>Grand total</b>			<b>127,375.54</b>	<b>118689.95</b>
<b>Expenditure</b>				
Bank charges	35.00		✓ 35.00	15
Appeal, printing and stat	420.00		✓ 420.00	1081.15
Tranferred to Myanmar £	22,948.79	40,163.98	✓ 63,112.77	61526.3
Cashed as \$ for transfer to H4SS				1531.63
<b>Total expenditure in year</b>	<b>23,403.79</b>	<b>40,163.98</b>	<b>63,567.77</b>	<b>64154.08</b>
<b>Assets on 31.3.20</b>	<b>25,034.02</b>	<b>38,773.75</b>	✓ <b>63,807.77</b>	<b>54535.87</b>

To guarantee continuity of provision (including classes, scholarships and the H4SS Learning Centre, throughout the year, and from one year to the next, we retain sufficient reserves to cover operating costs for 10 months. Designated expenditure for 2020-21 is currently £60,000

  
John A McConnell  
Managing Trustee

  
Erica Cadbury  
Treasurer

2/6/20



**Hope for Shining Stars Myanmar - Cash account for funds remitted by Scholarships for  
Street Kids 2019 - 20**

<b>Opening balances</b>	Myanmar Kyatt	Exchange rate	£
Opening balances bank	11,441,435	Myanmar Kyatt	
Cash in hand	15,836,219	1902 to UK £	
Cash advances	1,516,000		
<b>Total</b>	<b>28,793,654</b>		<b>£14,997.00</b>
<b>Income</b>			
From S4SK	120,063,086		<b>£63,112.77</b>
Interest received by Poverty Alleviation Project	49,940		
Other income	8,073,121		
Temporary loan	1,116,297		
<b>Total income</b>	<b>129,302,444</b>		<b>£68,000.00</b>
<b>Total income plus balances</b>	<b>158,096,080</b>		<b>£83,000.00</b>
<b>Expenditure</b>			
NFEC Workshop	557,300		£293.01
NFE Classroom expense	35,569,980		£18,701.36
Family support	7,244,000		£3,808.62
Teacher training and mentoring	9,552,805		£5,022.51
Social work	6,627,090		£3,484.27
Governance	2,157,250		£1,134.20
Scholarships and costs	21,586,975		£11,349.62
School bus and learning centre capital	13,726,000		£7,216.61
General Office costs	7,476,405		£3,930.81
Staff salaries	17,583,921		£9,244.96
Learning centre staff salaries	11,328,000		£5,955.84
Integrated curriculum project	257,200		£135.23
Poverty alleviation project set-up	98,750		£51.92
Loan	816,000		£429.02
Bad debt	100,000		£52.58
<b>Total expenditure</b>	<b>134,681,676</b>		<b>£70,810.55</b>
Closing cash at bank	21,001,122		
Closing advance	2,413,300		
<b>Total</b>	<b>23,414,422</b>		<b>£12,310.42</b>
Repayment of loan June 2020	-1,116,297		
<b>Adjusted balance</b>	<b>22,298,125</b>		<b>£11,723.51</b>
US \$ account held by CB Bank	\$171.1		



# Independent examiner's report on the accounts

## Section A

## Independent Examiner's Report

Report to the trustees/  
members of

Charity Name  
Scholarships for Street Kids

On accounts for the year  
ended

March 31<sup>st</sup> 2020

Charity no  
(if any)

1131559

Set out on pages

4 - 7

(remember to include the page numbers of additional sheets)

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2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed:

J. Cope

Date:

3 June 2020

Name:

John Cope

Relevant professional  
qualification(s) or body  
(if any):

Fellow of the Institute of Chartered Accountants

**Address:** 20 Lidget, Oakworth, BD22 7HH


**Section B**

**Disclosure**

Only complete if the examiner needs to highlight material problems.