

SCHOLARSHIPS FOR STREET KIDS



Working to provide
educational opportunities
for very poor children
in Myanmar



REPORT AND APPEAL 2022



s4sk.org.uk

Charity Reg. No: 1131559

Who we are

s4sk.org.uk

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



Sheila Kaye (Trustee), Anna Young (Trustee and Secretary), Erica Cadbury (Trustee and Treasurer), George Penaluna (Trustee), John McConnell (Managing Trustee), Esther McConnell (Trustee), Michael Slingsby (Patron) Charity Reg. No: 1131559

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

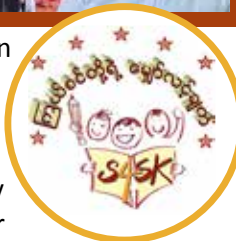


Front row: Daw Lwin Moe Htay (Finance Officer), Daw Aye Aye Thinn (Programme Director), Daw Aye Aye Myint and Daw Wah Wah Thwin (both Mentors)

Back row: U Myo Min Kyaw (Admin Officer), Ma Hninn Aye Moe (Volunteer), U Aung Phyo Ko Ko (NFE teacher), Daw Thein Thein Htay (Learning Centre Principal), U Tin Nyein Oo (Learning Centre Junior Supervisor), Daw Theint Sandi Lwin (Learning Centre Supervisor) Charity Reg. No: 1/PT/0172

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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.

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)**.

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 and Muslim faiths and we provide the same opportunities to children of all ethnic and religious backgrounds. Approximately 52% of our students are girls.

The children we are here to help

Most of the children we help are out-of-school and work long hours each day from as young as eight or nine. They fish, make bricks, peel beans, carry building materials, scavenge for recyclables and more to contribute to family income.

Typically, their families have been illiterate for generations and regard child labour as normal. 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 action to address the poverty of their families.

Last year S4SK funded around 92.92% of H4SS work, with 6.88% coming from ChildFund Myanmar (CFMM) and 0.2% from Burmese Community Development Collaboration (BCDC).



Report of achievements 2021-22

The children comprising our target group have to work for many hours each day to support the family income, so are unable to access education. They are caught in a poverty trap.

Over the past 15 years, we have developed a strategy that releases children to study while addressing the problems faced by their families.

The double emergency of pandemic and coup provided additional challenges.

The severity of the early waves of Covid made all meetings (whether of students, teachers or committees) problematic.

Then, the political violence following the February 2021 military coup made it risky for young people to gather in groups, or even to travel to class or training venues on the roads.

H4SS was able to continue its work however, using a spectrum of media (in-person, small group, blended online and small group etc), and adjusting provision according to local conditions. Here is how:

1. Response to the Covid-19 pandemic:

As in 2020, we raised awareness of Covid hygiene procedures among both children and their parents. However, the impact of the Delta variant of Covid 19 was severe. With political upheaval affecting staffing of hospitals, most of those infected stayed at home with individual doctors and medical NGOs helping as they could. The situation of those with severe symptoms was dire, with inadequate supplies of oxygen and long queues to refill cylinders. Many died, including the husband of one of our teachers and a local NFE committee member.

By way of response, in August 2021 we set up home treatment support centres, based in NFE class committees, in Hlegu, Bago and Pakkoku.

Each was equipped with Covid test kits, an oxygen concentrator, PPE and medicines. We arranged online and phone access to a doctor who both provided initial online training and made herself available, 24/7, for consultation. Three oxygen concentrators and all PPE were funded by S4SK, and a fourth concentrator was donated by a local company, Myanmar Trillion Group Trading.

2. Accessible education:

Activity-based, non-formal education (NFE) classes are fun and require no previous schooling. Some classes were run in shifts with small socially-distanced

groups, often outdoors, and with additional home-study worksheets. As the severity of the disease reduced, classes gradually reopened, with all classes restarting by December 2021. Even so, the unpredictable violence following the coup resulted in some classes having to close for short periods, depending on the local security situation. **Last year H4SS provided NFE to 140 children (78 boys + 62 girls) in eleven NFE classes, all funded by S4SK.**

While the number of NFE places funded by S4SK was slightly higher than the previous year, the overall number was lower. This was because H4SS's other main funder, ChildFund Myanmar (CFMM) made the strategic decision to focus resources on provision of emergency support to impoverished families.





“Before attending the NFE class, people used to look down on me because they thought I was rude. Since joining the class, I have more confidence, and people comment to my mum that I am more polite.”



Ma Pyae Phyo Zaw NFE student in Pakkoku

“When I was in Grade 4, our family’s economic situation became very bad, and I had to drop out of school to work with my mother. We would pick cress and firewood all day, to sell round the village. I wanted to go back to school, but we never had enough money, so I kept working.



One evening, on the way home, I saw the light of the NFE class under a tree at the edge of the village. As soon as I saw the class, I wanted to study there. The class was at night, so was after our working hours. I asked my Mum, and she talked with the teacher. I was so very happy to study there! We learned the alphabet by singing it as a song. There were group games, racing with each other to solve the most problems. We learned English vocabulary by drawing pictures, colouring them in, then writing the English words. It was fun! I enjoyed reading and writing. Now, my knowledge of the world is much better than before. Because of the emergency support from H4SS, life is much easier for my mum too.”

“My dream is to open a salad shop. Then, if it is successful, I would like to open a restaurant. I made this dream into a drawing for the Talents of Stars competition.”



“Like a gardener, I cultivated many plants in my NFE garden. I cannot say that all plants grew successfully, but I am so happy to see some plants flower and fruit as I hoped they would.”

Ye Yint Kyaw NFE teacher in Pakkoku

Ye Yint Kyaw has a successful hairdressing business in Pakkoku and has been an NFE teacher with H4SS since 2014.

“Before H4SS visited our town, I had never really considered what it is like to be a child labourer or street kid. After coming to understand the difficulties they face, I decided to become an NFE teacher, and try to improve their lives. Our students’ parents are mostly illiterate, and to begin with, I found it difficult to discuss family problems with them. Such discussions became much easier as good relationships developed. Trust-building is very important in this work. I am lucky to have a supportive NFE Committee, with members who know the families well, and often help solve problems.

In the H4SS teacher training course, we learned the active-learning approach. Children can learn happily, through games and quizzes, mind-mapping, and project activities, without thinking that they are studying. I had never experienced any of this when I was at school. After a day’s hairdressing, I find that teaching a happy class in the evening releases me from the tiredness of work.

There are some things I will always remember. One of my students had been to formal school for just one year before dropping out. She joined my class at 17 years of age. At that time, she could not read simple passages in Burmese, nor repeat the alphabet. She participated actively in class activities, and soon became happy to study. Her reading is much better now, also her way of relating to others. She often greets me, calling ‘Hello’ across the street. I can see how her life is changing for the better.

One boy had dropped out of school barely able to read or write, and was working at a motor-cycle repair shop. However, the shop owner treated him badly so he left and took a job peeling beans. Hardly literate and with no skills, he would find it difficult to get a good job in the future.

I taught him literacy, numeracy and life skills in my NFE class, then provided him with vocational training in hairdressing. He learned quickly, and liked to experiment. H4SS helped with equipment, and now he has opened his own business! His salon is very popular with teenage boys; he has a good future ahead of him.

“When I look back, I feel satisfied.” 7



3. Social Work and Emergency support: In normal times we make Family Support (FS) payments to compensate families for lost earnings while children are in class, and use the monthly payment meetings to engage with parents. However, with the collapse of the economy following the coup, and the devastating effects on household incomes, we shifted to a system of emergency support (ES), providing families with food and hygiene hampers, to help them survive. **Being forced deeper into poverty carries the risk that families are pushed into taking loans against their children's future labour, something we do our utmost to avoid.**

Last year, H4SS provided food and hygiene hampers to 279 households, 177 funded by S4SK and 102 by CFMM, benefitting 556 siblings of our students.

4. Transition from non-formal to formal education (NFE-FE):

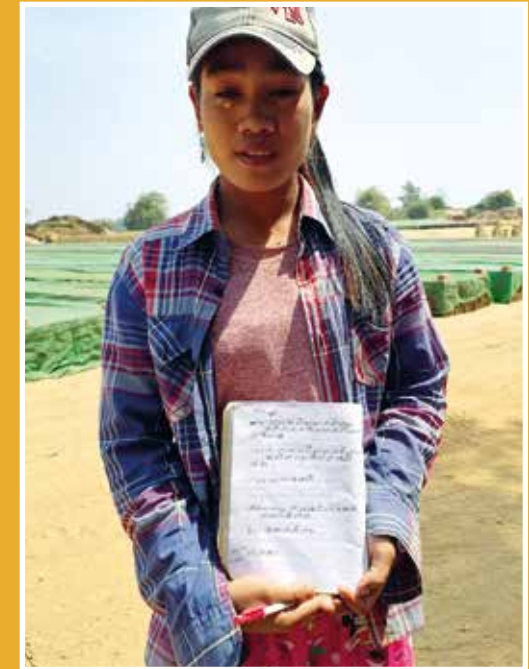
Every year, some students transfer from NFE classes to FE. Last year, a number of NFE students intended to transfer to state schools. However, many state schools had to close because of Covid and the security situation. **In response, we welcomed all 37 students (17 boys and 20 girls) back to our NFE classes and taught them using their formal school books. Some have been able to return to their schools since.**



Ei Myat Noe NFE-FE student

Ei Myat Noe is 16 and is from a Burmese Buddhist family. She was born in the middle of a rubber plantation where her father worked as security guard, while her mother collected and sold bamboo shoots in the rainy season and worked in a brick-making factory in the dry season. Being illiterate, the family did not know to register Ei Myat's birth. The first problem arose when, aged five, the local school was unwilling to accept her without a birth certificate, relenting only after the ward official wrote a letter of recommendation. However, the problem resurfaced when she was unable to register for her grade 4 exams, which are run by the Central Examination Board. Ei Myat's mother withdrew her from school and enrolled her in one of our NFE classes.

Ei Myat recalls this period: "I felt so sad when I had to withdraw from the school. I thought I would not be able to become a nurse, my dream since I was young. However, I enjoyed my learning at the NFE class. I remember learning arithmetic by counting the leaves that we picked up from the plants nearby. I hadn't experienced such learning before! I liked the field trips we made too. We went to the People's Park where we played games, and to the National Museum where I could learn the history of Myanmar and the musical instruments of each nationality." In 2016, the family finally obtained ID cards for all the children, but their home and possessions were destroyed in a fire. H4SS used the social work bursary to rebuild their house.



Then, in late 2016, Ei Myat returned to formal school.

"When I went back to the formal school, I visited H4SS teacher Nwe Ni's class each evening and she helped with anything I had found difficult at school. Later, the school had to close because of the emergency, and I joined the online classes provided by H4SS.

I am happy to learn in this way, though sometimes the signal is poor and it is not easy to allocate working and learning hours. My mum does my work when I am studying and the employer agreed to allow me one day's leave each week."

"When the political situation becomes stable, I will go back to school and I will try hard to become a nurse."



5. Study guidance:

In normal times, to improve the chances of school students from deprived backgrounds facing public exams, H4SS offers free study guidance classes in two townships. To reduce chances of infection, we rearranged these classes into small groups meeting in teachers' homes, and receiving online tuition from the Learning Centre. Then, in response to the worsening security situation, we provided several students with tablets so they could receive tuition online at home.

Last year 24 students (eight boys and 16 girls) benefitted from the SG scheme, all funded by S4SK.

6. Additional classes in English and computer studies:

In normal times, many of the students living at the Learning Centre would commute each day to two linked vocational training colleges, Education for Youth (E4Y) for students from 14 to 16 and the Centre for Vocational Training (CVT) which caters for older students.

H4SS would support their studies by accommodating students at the Learning Centre and providing supervised homework classes each evening. However, as a result of the political insecurity, both E4Y and CVT had to suspend their activities.

By way of response, we established additional classes both at the Learning Centre and online. These included a daily English class provided with blended media, an in-person class in computer assembly and repair and blended classes in the use of various word-processing, data-management and graphics programmes.

a) The online English classes were attended by altogether 45 students (19 boys and 26 girls) including 20 students (seven boys and 13 girls) who would otherwise have been attending E4Y. All English classes were funded by S4SK.

b) The computer repair and computing classes benefitted 18 students (six boys and 12 girls) at the Learning Centre and 20 students (13 boys and 7 girls) at Wah Pa Nge Village, Hlegu. All the students in this latter group were from the Karen ethnic group. S4SK funded the in-person training at the Learning Centre, while BCDC arranged online tuition from Australia, provided most of the hardware for both classes and supported the associated data costs.

7. Vocational training scholarships:

Provision of successive opportunities for education and training brings about real change in children's lives and has been a key part of our philosophy from the start. However, the combination of pandemic and coup last year meant that arranging vocational training courses was difficult, particularly for boys who were at most risk of coming under suspicion of involvement in the fighting. Another factor was the closure of VT colleges (see above 6b); thankfully, our own Sewing and Tailoring courses were able to continue. **Last year, we provided 20 VT scholarships (one boy and 19 girls) to enable students to follow courses in hairdressing and tailoring in Pakkoku and Bago. Of these, seven students dropped out, some as a result of families having to move because of land seizure, some due to insecurity of travel to and from course venues and one because of marriage. All scholarships were funded by S4SK.**

Daw Jamin Aein English teacher

"I have been teaching English to E4Y students at the H4SS Learning Centre since 2020. In my classes there are altogether 45 students, including 20 at the Learning Centre. They are active learners and they enjoy learning with me. They told me of their ambitions and they shared their feeling with me too, and how they are happy to live in the Learning Centre.

At first, some were nervous to learn English because the sounds and spellings are so different from Burmese. So I encouraged them, saying, "Don't be afraid of anything. You just need to speak". Now, they work really hard and do homework regularly. They love to sing English songs. Since the class is online, I use many techniques, such as role play, pair work and group competition, to sustain their interest. They always have fun in class, and I am delighted when they smile, laugh and discuss with each other in English. It makes me proud to see them learning so cheerfully. They all deserve success in life."





Daw Mya Tazin Oo Sewing and tailoring teacher in Bago

"I have been an NFE Teacher with H4SS-S4SK since 2013, and am happy to have had the opportunity to teach very needy children; H4SS is implementing my dream. In 2016-7, H4SS sponsored me to train in sewing and tailoring, and since 2018 I have been teaching this subject to alumni of my NFE class. Last year, I arranged for students who completed their courses to sell some of the blouses and skirts that they made. Others got jobs at a garment factory. For the future, I am planning, with H4SS, to set up a small workshop so that my students can have the experience of running a business. For marketing, I will try to link to a shop that sells ready-made clothes. In this way, I hope my students can set up their own small businesses and work without being exploited."

"I feel satisfaction that my NFE students have achieved so much, and now have the chance of better lives."



Ma Khaing Phoo Wai Sewing and tailoring student

Ma Khaing Phoo Wai is 13 years old and lives in Pakkoku. Her mother ekes out a living brick-making, cooking snacks and laundering clothes. As part of an H4SS income-generating project she learned how to make liquid soap which she sells at market. Khaing Phoo Wai lost her father when she was five and her mother could not afford to send the children to school, so she had no schooling until she joined our class in 2017 at the age of eight.

"I could not enrol in school because my family was very poor. I envied the other children who could go to school and learn many things. I felt inferior, as if I had no future. I feel different now. I try hard in class, and am doing well. Now I can speak to anyone. I am determined to become an educated person."

It was difficult to study during the pandemic and political crisis. However, our class kept going in small groups. Sometimes, it was dangerous to walk home in the evening, so our teacher brought me home on her motor bike. After NFE, I transferred to formal school at grade 2. When the schools closed because of the emergency, I joined the H4SS tailoring course in Bago. Now, I can make blouses, longyis and trousers and even design dresses."

"I intend to continue to study tailoring, so as to be able to set up my own tailoring shop. H4SS will help me to achieve this, the teacher said"



8. Disability inclusion:

When setting up an NFE class we actively seek to include disabled children who are out of school. Sadly, our class in Bago, which had attracted disabled students from miles around, had to close because parents were concerned about risks of infection to specially vulnerable children. Daw Nan Thida offered to teach through home visits but parents felt that the risk was still there. Now Nan Thida runs her own private tutoring. **Until closure of the class in late April, we were providing education to 28 disabled children; after this we continued to include 16 disabled students in our other NFE classes (13 boys and three girls).**

9. Poverty alleviation:

Many of our families are in debt to money-lenders at interest rates of between 25% and 30% per month. H4SS facilitates a savings group, which savers run themselves, and a top-up loan fund run by H4SS. The savings group gives families interest on savings as well as giving loans. Their loans and H4SS loans both offer a consistent interest rate of 2% per month. The aim is to 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, decide priorities for lending, adjudicate loan applications from savers, check interest, share income-generating plans and encourage each other. During the pandemic we arranged meetings outdoors around the school bus. The downturn of the economy following the coup meant that families found it more difficult to save, and our mentors were active with savings groups, working out survival strategies. Together they decided to continue saving and to allow interest-free loans to those families facing hardship. Broadly, the initiative has worked well. **In the past year, 31 families continued in the scheme. Across these families: three families managed to get completely out of debt to money-lenders, many families received loans from the savings scheme and were repaying under conditions adjusted for the emergency period, five families received top-up loans to invest in fishing equipment, which they have repaid completely, and one family (who had been landless farmers for generations) was able to purchase their own land with the help of both savings scheme and a top-up loan from H4SS. All admin costs and top-up loans were funded by S4SK.**



Daw Mi Chaw Savings Group member

Daw Mi Chaw works as a rubber tapper in the dry season, then collects and sells bamboo in the rainy season. Her daughter Wint Wah, and son Chit Oo, are in one of our NFE classes:

“During summer and winter seasons, my husband and I work scraping rubber trees through the night till 8am, then make latex sheets during the day. Sometimes my daughter works with us too. Before the birth of my third child, we could not work for some months and had difficulty feeding our family. I took out a loan of 100,000/- (£50) from a money-lender at 20% interest per month.

However, I could not pay the interest so that was added to the capital. By the time I could work full-time again, I owed 700,000/- (£350) to three money-lenders.

“I realised I was trapped in debt.”

In the H4SS parent education sessions I learned that the saving scheme could solve our debt problem, so I joined the savings group and started saving in March 2020. When the teachers from H4SS visited our house, I felt as if they were my parents. Their encouragement made me happy and more enthusiastic to work. After three months I could borrow 50,000/- (£25) at 2% from the savings group to begin to repay the first money-lender. After that loan was repaid, I borrowed another 100,000/- from the savings group. I ran this cycle till, after one year, 350,000/- (£175) of high-interest debt was paid back. After a further six loans from the savings group



and a loan from the H4SS project income generation fund, I managed to repay all our high-interest debts.

Then in May 2022, with a 300 000/- (£150) loan from the savings group, I bought a cow and a calf! Right now, I have 70,000/- (£35) to pay back to H4SS, and 260,000/- (£130) to the savings group, all at 2% interest only. Because of the loans from the savings group and the seven times of emergency food support from H4SS, I could come out of the debt trap.

“I can work comfortably now and need not worry every day; I feel I can breathe again!”

My daughter wants to be a teacher. Sometimes, when I attend savings group meetings, I bring my children to the Learning Centre to show them the place where they will study one day. I will encourage my children to reach their ambition.”

10. Teacher training:

This year, our teacher capacity building training took place online with a special focus on how to make best use of information technology to provide education. Additionally, given that some students who had earlier transferred to the state system were coming back to their NFE classes, we spent time acquainting teachers with the FE curriculum. Teachers also benefitted from an online course in teaching English, led by Gwen Harris, a former VSO volunteer with the Ministry of Education in Myanmar. This year, 11 teachers completed the H4SS teacher training course, with all costs covered by S4SK.

Daw Khaing Nwe NFE teacher



Teachers in an online training session and entries to Talent of Stars competition



I trained as an NFE teacher with H4SS in 2014-15. Before then, I did not know how to discipline children other than to scold and beat them for their improvement. That is the way I had been brought up. During the training, I realised that this way was not good for the children, and that we could use positive discipline techniques instead. As well as training, we received mentoring in our classrooms, which I found very helpful. Since my childhood I have had an inferiority complex; I dared not speak in public and used not to express my feelings. Working with H4SS has been a milestone in my life. In the teacher trainings, I learned to

express my feelings in a good way. This gave me the confidence to be able to persuade parents to support their children's learning. The biggest challenge in teaching was that most of the children had never been in school and could not follow what I was trying to teach them. I learned to be very patient, and take careful consideration of their level. I would worry that, if I could not keep them in my class, there would be no further chance for them to get an education. So I had to make my class a happy place, with enjoyable activities every day, so they would want to keep coming."

11. Talents of stars:

Amid the gloom and fear of the emergency, we held two 'Talents of Stars' competitions across all classes. Broadly, our aims were to release students' worries, improve reading and writing skills and stimulate higher order thinking. The first was held in November 2021 to coincide with the worldwide celebration of the United Nations Convention on the Rights of the Child and the second in February 2022 on Myanmar Children's Day, which falls on the birth anniversary of the 'architect of the nation', Bogyoke Aung San.

Activities included drawing and painting, computer graphics, poetry writing and recitals, with Q&A sessions helping to draw out students' thoughts and feelings. Presentations were adjudicated by H4SS board members and academic staff from the University of Education and the University of Culture. Though there were problems with poor internet connection, everyone was excited to see students' participation on the screen. One of the parents expressed, amid tears of joy, that she never dreamt that her child could take part in such an event:

"I feel so proud of him!"



Alumni of H4SS scholarships and older students: four biographies

Naing Maw Lin and Dwe Pauk

Naing Maw and Dwe Pauk were born within three months of each other in 2002. Naing Maw is a Burmese Buddhist, while Dwe Pauk is a Naga Christian. Naing Maw dropped out of school aged seven to look after his baby sister when his father became ill and could not work, leaving his mother, who made a living collecting hair to sell to a wig factory, as the sole breadwinner.

Dwe Pauk is from Leshi, in the remote mountainous Naga region near the border with India: "When someone came to our village by motorbike, we used to run to see it. We have hardly seen a car there." He too was withdrawn from school at seven due to family poverty after his father died, and was brought to an orphanage in Hlegu at about nine.

The orphanage director remembers: "When he got here he could not understand Burmese language, nor read and write, so we communicated in sign language. He had to start from zero! He could not enrol in the government school because there was no certificate of transfer. Fortunately he could join the H4SS NFE class. Your organisation supported his life. I am very happy to see his success. We cannot say enough his changes – very big changes. He can speak Burmese very well and has improved his behaviour. It was very good that we could co-operate together."



While studying at the Learning Centre, one of our mentors observed: "They are good friends, like brothers even."

The two boys had completed their studies at E4Y, and were starting their second year at CVT, when the emergency period began and both institutions were forced to close. Naing Maw got work at a furniture shop while Dwe Pauk was employed at a steel fabrication factory. Naing Maw resigned from this job because of rude treatment from the employer, and as for Dwe Pauk: "We did not feel safe at the factory after the coup. There could be bombs anytime and anywhere. Then I got Covid-19 and finally resigned."

Over the next few weeks the two friends developed a plan to set up their own carpentry business. Dwe Pauk explains: "The orphanage director supported us by letting us use an area of the orphanage compound, selling us wood at a cheap price and linking us with some customers; H4SS helped with training in business skills and purchase of woodworking equipment."

One of the first orders they received was to make pews for a local church. The pastor invited congregations of nearby churches to visit, resulting in more orders. Within two months, the two boys had accrued savings which they banked with the Learning Centre Principal. Naing Maw could buy materials to repair his mother's house and Dwe Pauk was able to send money to his mother in the Naga hills.

They have very different ideas for the future. Dwe Pauk said: "Now I am making furniture with wood. In future, I want to create designs with wood and steel. It will be more popular I think. I would like to return to my native town and teach carpentry to poor children like me." Naing Maw said: "In future, I would like to go to Japan with my profession as a carpenter. In preparation for this, I intend to learn to speak Japanese."



Ma Saung Hnin Phyu

Ma Saung Hnin Phyu received a scholarship to allow her to complete a degree in ICT (Information and Communication Technology). Since graduating in 2020, she has worked first as a Network Operation Centre Engineer, and has recently been offered the post of Solution Engineer. She writes: "Because I have a bachelor degree in ICT, I found it easy to start my career. I feel grateful to all of you and am very proud of being the student of H4SK-S4SK. Your organisation is really helpful to students facing difficulties on their studying way."



"Your help has affected the whole of my life. Thank you so much."



Aung Myo Min

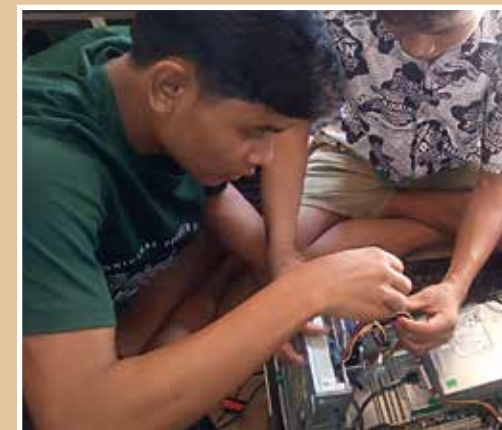
“I want to do the very best for my family and so I will try to be successful in life”

Aung Myo was born in 2002. His father was a fisherman, while his mother maintained the nets and looked after the family. Aung Myo enrolled in the local primary school and did so well that the teacher promoted him to Grade 2 in the first year: “I remember having to get up at 3am each morning to help get the boat and nets ready.”

In 2008, when he was six, Cyclone Nargis barrelled across the Irrawaddy delta, destroying the family’s home and property. They moved to the Yangon area where his

father earned a living digging fish ponds. The family struggled economically, but at least were safe. The children enrolled at the local school, but not for long: “We were only in school for six months before the family moved again for my father to dig fish ponds in another place. Like this, we moved at least once every year for four years. I was out of school all this time, but always wanted to get back to school, so read whatever books I could find. After arriving in Dagon Dine, I joined a daily mobile class provided by H4SS.

We learned in the open beside the H4SS bus. After that, I went to stay at the Learning Centre in Hlegu and in 2017 passed the entrance exam for E4Y pre-vocational college. I was happy to be able to study like other children. In May 2019, my mother became ill and our economic situation was down. My parents borrowed from a money-lender at a high rate of interest (25% per month) and it was difficult to keep up repayments. I thought I would have to stop my study in order to work.



The Learning Centre Principal, Daw Thein Thein Htay, discussed the situation with my parents. H4SS helped us by purchasing the debt so I could continue my study. My brothers and sisters encouraged me to keep studying so I could have a good job in the future. While living at the Learning Centre, I went home at weekends and holidays and worked at fishing.

During the the pandemic, we E4Y students were taught online, with tablet phones for home study. I joined these online classes, working during the day and studying at night. However, my parents made some mistakes with money, and we got into debt again.

I had to work in a rice mill to help keep up repayments, so did not have enough time to study. I felt depressed at this time; in the midst of working for everyone, we had nothing! Luckily, my father was in the savings group. They helped with a loan and H4SS provided basic foods and soap, which was a good support for us. Now, both debt and loan are repaid and we just have some debt with no interest to a shopkeeper. I got back to the Learning Centre in January 2022 where we studied computer and English online. I enjoy being able to study again. In the long term, my ambition is to be a chef. CVT college has a professional cookery course, and when the emergency is over I hope to resume my studies there.”

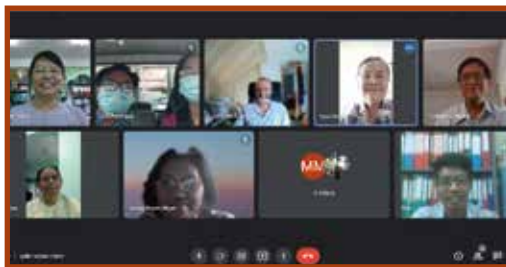
Message from the Programme Director



The coming year: a message from the H4SS Programme Director, Daw Aye Aye Thinn

In previous years, one of the best routes for the further education of our students was to enrol in the linked vocational colleges, E4Y and CVT, which provided a range of top-quality courses in a range of trades and professions. However, in the current situation both institutions have had to suspend all activities. Thus, in the coming year we need to expand provision of vocational training courses at the Learning Centre and seek out other quality providers. Young people currently face many difficulties in beginning their careers. Even walking on the roads is dangerous. Given the success of the existing H4SS Learning Centre in Hlegu in bridging the gap between non-formal education and formal study, we hope to establish satellite learning centres in rural locations where we already have NFE classes. Our older students have acquired skills including cookery, hairdressing, dress design and tailoring, motorcycle repair, computer repair, computer graphics, carpentry and more. To help them gain experience of business, we intend to establish cooperatives as a bridge to setting up their own businesses.

The political instability following the coup has led to an increase in violence across the country, with street crime rising too. While it is not possible to advocate on policy issues at the moment, we feel that the basic values of society are being eroded, and that education has a very important role to play in developing mutual respect, compassion, tolerance, and the understanding of fair processes of decision-making. One of the core tasks for future years is to develop a more systematic approach to education on citizenship. As to teacher training, there are some volunteer groups which are teaching street kids by the roadside and under bridges. Some are university students and some are company staff or volunteers from civil society organisations. Of those we met, none had received training in pedagogy. Therefore, we plan to extend our H4SS NFE teacher training programme to include these providers. Chin State is a minority state of Myanmar, bordering Bangladesh and India, where decades of under-development and deprivation have been made worse by the current emergency. We have received two separate invitations, from a church and from an NGO, to open classes for out-of-school children and youth there. We are actively exploring both possibilities and hope to establish classes in Chin State in the course of this year.



Messages from Governing Board members

Daw Myint Myint Shwe Education Consultant

Special thanks to S4SK for its continued support in the face of political instability and economic turmoil. We also appreciate the support of donors and the team's efforts. Despite the difficulties, we have to implement good quality and systematic education. May peace in Burma prevail.



U Maung Myint Retired Director of Social Welfare

While the whole country is facing great problems, H4SS has continued to work successfully to provide education and social protection to some of our most disadvantaged children and their families. Congratulations to Daw Aye Aye Thinn for leading H4SS so well and to S4SK which is the father of H4SS and has supported us through all difficulties.



John A McConnell Managing Trustee, S4SK

Dear Friend and Supporter, Thank you for your support. The past year has been difficult, but we have managed to both sustain provision of education and respond to the changing national emergency.

The savings scheme has proved resilient beyond expectation and has helped our families survive. Particularly encouraging has been the dedication of staff and teachers alike who, again and again, have 'gone the extra mile' to ensure continuity of provision to our

children and their families. As a result of their efforts and yours, we are at a point now where we can actually think of expanding our work once again. 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 98% 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,

Expenditure

In 2021-22, S4SK raised £74,963.79 from trusts, individuals and Quaker meetings. Of this, £55,322.71 was transferred to Myanmar and £1,350 was spent on fundraising and bank charges. To guarantee continuity of classes we retain ten months operating costs in reserve. Designated expenditure for 2021-2 is currently £82,000, though this may vary depending on responses to the emergency and the progress we can make with the plans outlined on the previous page. Full accounts are available on the Charity Commission website, or from the treasurer (email: s4skfinance@gmail.com).

Please help us to support very poor children and their families in Myanmar by giving a gift.

Donations can be made by bank transfer to our business current account:

Account name: **Scholarships for Street Kids**

Sort code: **30-91-12** Account number: **00376613**

Alternatively use the IBAN code: **GB68LOYD30911200376613**

Please confirm your donation by email: **s4skfinance@gmail.com**

Or by cheque or charity voucher payable to: **Scholarships for Street Kids** and send to **Erica Cadbury, Treasurer for S4SK, 72 Sun Street, Haworth, Keighley, BD22 8AH**

To donate by standing order, please email us for a form: **s4skfinance@gmail.com**

giftaid it

Boost your donation by 25p for every £1 you donate

by allowing us to reclaim the tax through Gift Aid, if you are eligible. Please read the declaration, tick the box, complete this form and then return it to us at the address above.

☐ I want to Gift Aid my donation of £ to Scholarships for Street Kids. I am a UK tax payer and I understand that if the total amount of tax reclaimed by all the charities I Gift Aid to in any tax year exceeds the amount of tax I paid in that year, HMRC will seek to collect the difference from me.

Name

Address

.....

..... Postcode

Signed Date

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

☐ Please contact me via email:

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.

S4SK is a UK registered charity number 1131559.



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 31st 2022

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:

29-7-2022

Name:

John Cope

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

Chartered Accountant

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	01/04/2021	To	31/03/2022
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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 £
A1 Receipts					
Grants from Trusts		44,600		44,600	62,119
Contributions from Quaker meetings	1,391			1,391	1,701
Donations from Individuals	19,257			19,257	17,422
Gift Aid	4,680			4,680	
Personal donation	5,000			5,000	2,015
Interest	36			36	111
Sub total (Gross income for AR)	30,364	44,600		74,964	83,368
A2 Asset and investment sales, (see table).					
Sub total	30,364	44,600		74,964	83,368
Total receipts	30,364	44,600		74,964	83,368
A3 Payments					
Appeal costs	1,335			1,335	349
Transferred to Myanmar in AUD	14,000	41,323		55,323	47,903
Cashed as \$ for Myanmar					17,497
Bank charges	25			25	20
Sub total	15,360	41,323		56,683	65,769
A4 Asset and investment purchases, (see table)					
Sub total	15,360	41,323		56,683.00	65,769
Total payments	15,360	41,423		56,683	65,769
Net of receipts/(payments)	15,004	3,177		18,181	
A5 Transfers between funds					
A6 Cash funds last year end	30,914	50,493		81,407	
Cash funds this year end	45,918	53,770		99,688	

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

Categories

B1 Cash funds

Lloyds Bank Account	336		2,813
Lloyds Bank Account	89,205		68,482
Charity Bank	10,147		10,111
	99,688		81,406

B2 Other monetary assets

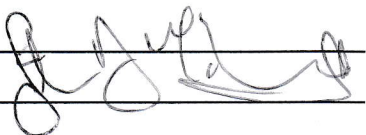
Equivalent UK£ held		✓	
by Hope for Shining Stars Myanmar	16,531		12,252
Cash held pending transfer			17,497

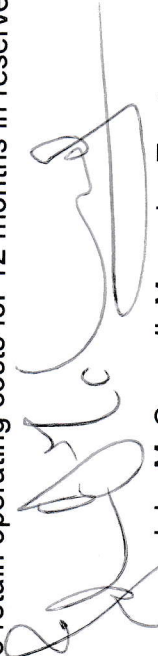

B3 Investment assets

B4 Assets retained for the charity's own use

B5 Liabilities

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

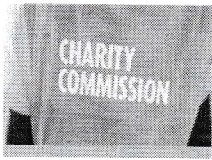
	Erica Cedbury	
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Balance sheet 31.3.22	Unrestricted	Restricted	Charity bank	Totals	Mar-21
Income					
Opening balance	20,802.64	50,492.55	10,111.42	81,406.52	63,807.77
Grants from trusts		44,600.00			62,118.80
Contributions from QM	1,391.06				1,700.56
Individual donations	19,256.92				17,422.26
Gift Aid	4,679.74				
Personal donation	5,000.00				2,015.00
Special appeal					
Interest			36.07		111.00
Total raised to date	30,327.72	44,600.00	36.07	74,963.79	83,367.62
Grand total	51,130.36	95,092.55	10,147.49	156,370.40	147,175.81
Expenditure					
Bank charges	25.00			25.00	20.00
Appeal printing and distribution	1,335.00			1,335.00	349.20
Transferred to Myanmar	14,000.00	41,322.71		55,322.71	47,903.43
Held by Moneycorp pending transfer				-	17,496.57
Total expenditure to date	15,360.00	41,322.78		56,682.71	65,769.20
Balance	35,770.36	53,769.70	10,147.49	99,687.55	81,406.52
In order to ensure continuity of activities throughout the year, and continuity of classes and scholarships from year to year, we retain operating costs for 12 months in reserve. The current estimated budget for 2022-23 is £82,000.					
 					
John McConnell Managing Trustee Erica Cadbury 27/07/22					
Erica Cadbury Trustee and Treasurer					

order to ensure continuity of activities throughout the year, and continuity of classes and scholarships from year to year, we retain operating costs for 12 months in reserve. The current estimated budget for 2022-23 is £82,000.

Hope for Shining Stars - balance sheet for S4SK Grants 21-22

Opening balances	Myanmar Kyatt	£ Equivalent
Cash in hand	53,478.00	Exchange rate
Cash at bank	13,443,000.00	£1/MMK2340.7
Opening advance	4,847,800.00	
Dollar account	271,205.00	
Total opening balances*	18,615,483.00	7,945.33
Balances are reduced as loan liabilities have been removed		
INCOME		
Income from S4SK	129,493,322.00	55,322.71
Income held by Moneycorp on 1st April 2021	40,955,478.00	17,496.57
Other income	2,421,000.00	
Interest	119,046.00	
Poverty alleviation project interest on top-up loans	66,400.00	
Ebel Loan repayment	388,900.00	
Total income	173,444,146.00	74,121.43
Total income + opening balances	192,059,629.00	82,066.75
Expenditure		
Governance and organisational capacity building	1,038,500.00	443.67
Teacher training and capacity building	1,690,250.00	722.11
Teacher mentoring costs	2,507,450.00	1,071.24
Non-formal education activities	19,654,770.00	8,396.96
Social work and emergency support	53,213,300.00	22,733.93
Scholarships	11,501,925.00	4,913.88
Learning centre rent and renovation	4,306,900.00	1,840.01
School bus	1,398,900.00	597.64
Parent education	1,716,700.00	733.41
Savings scheme support work	104,800.00	44.77
Income generation support work	765,100.00	326.87
Staff salaries	35,076,100.00	14,985.30
Learning centre staff wages	7,044,900.00	3,009.74
Staff health and welfare scheme contributions	822,500.00	351.39
Office operating costs	9,819,155.00	4,194.97
Bank charges and adjustments	3,420.00	1.46
Loan for reserve fund	200,000.00	85.44
Donation for destitute families in Pagan	350,000.00	149.53
Additional project costs	2,261,900.00	966.33
Total Expenses	153,476,570.00	65,568.66
Closing balances		
Cash at bank	2,046.00	
Cash in hand	36,911,098.00	
Closing advance	1,402,100.00	
Current value of dollar accounts	267,815.00	
Total closing balances	38,583,059.00	16,498.09
Total expenditure + closing balances	192,059,629.00	82,066.75



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 31st 2022

Charity no
(if any)

1131559

Set out on pages

4 - 7

(remember to include the page numbers of additional sheets)

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Signed:

J. Cope

Date:

29-7-2022

Name:

John Cope

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

Chartered Accountant

Address: 20 Lidget, Oakworth, BD22 7HH

Section B

Disclosure

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

CC16a

For the period from	01/04/2021	To	31/03/2022
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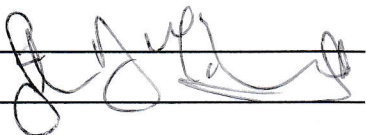
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B3 Investment assets

B4 Assets retained for the charity's own use

B5 Liabilities

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

	Erica Cedbury	
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			 Erica Cadbury 27/07/22			
John McConnell Managing Trustee			Erica Cadbury Trustee and Treasurer			

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