



**STUDER TRUST**

Respect the Spirit of Helping

# 2018 ANNUAL REPORT



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# Message from the Chairman

**S**tuder Trust was founded by our friend Peter Gautschi who started donating to a school in China via a widely known charity organization in 2002, and later he found out that his money was not fully used in the project. As a result, he decided to do it himself. In 2003, I joined him and we started building our own schools in China. With the help of the Women's Federation in China, we built 4 primary schools per year. Most of them were solid cement buildings of 3 to 4 stories high. In 2004, we registered with the Hong Kong Government as a charity trust and started receiving donations from our friends. We decided to use our own funds to finance the expenses so that the donations received could be fully used in our projects. In the same year, Cho Cho Lwin joined us, and we also started building schools in Myanmar. Cho Cho is a very capable lady. She can manage our own construction teams in Myanmar and our construction cost has been reduced to a minimum.

In 2014, we decided to cease our operation in China. During the past 10 years, we built 30 schools and 24 drinking water systems in mountain villages and financed more than 600 university students in China. But due to the high inflation in China, the cost of building a school increased 300% compared to the time we started. We were unable to find donors who wanted to donate such high costs, and then we decided to withdraw.

After China, we tried to find a suitable country to donate. After investigating, we finally selected the Philippines. We worked there for 3 years and achieved some reasonable results. However, due to unforeseen problems, we decided to close down our Philippines operation in mid-2018. After closing our Philippines operation, we decided to focus on one country: Myanmar.

Since Studer Trust has become a one-country operation, it does not make sense to retain a controlling and administration office in Hong Kong. Therefore, we have arranged to register Studer Trust in



Myanmar, which is led by Cho Cho and operated by the same team as before. At the same time, we decided to move all administration work from Hong Kong to Myanmar before 31 MAR 2019.

We are looking forward to new adventures and another fruitful year full of great achievements.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'LT Chan'.

LT Chan

# Team introduction



## **Hans Burkhardt**

I was born in Germany in 1959 and have been living in Switzerland for 30 years. I am a skilled typesetter, now a polygraph, working in a large Swiss advertising agency. After Thomas first approached me in early 2018, if I could imagine bringing in my professional skills as a volunteer

at Studer Trust, I did not have to think twice. My wife, who by the way is the mother of Thomas, and I have been supporting two children (Vietnam and Africa) for several years. In addition, we also support a non-profit organization in Bali. Thus, I am pleased that I am now able to support Studer Trust through my work on the Annual Report and that other volunteers and employees can therefore devote more time to their commitment.

a distribution and warehouse administrator at a private condensed milk company for a year while completing his university education. Now he helps schools affiliated with the Studer Trust when they encounter issues with computers or teaching activities related to computers. He learned a lot about computers while working for Studer Trust. He wants to do his best to learn more about computers from our partnership in the future.

## **Sandar Win**



Sandar Win was born in Tharyagone Village, Mandalay Region, Myanmar on March 21st, 1989. She passed the matriculation exam in 2006 and went to the university to study chemistry. Once she received a bachelor's in chemistry with Honors in 2010, she was eligible to continue her Master's degree,

but she decided to volunteer for the education of children because she wanted education to be accessible to all children in her village, and there were very few teachers at Shwe Ku Monastic School. Starting in 2012, she became involved in an administrative role with the Studer Trust. She has consistently been very impressed with the purpose and volunteer spirit of Studer Trust. She is very grateful to be able to have a job that she is so passionate about and to be able to work for Studer Trust which has such a good purpose.



## **Ei Ei Phyo Lwin**

Ei Ei Phyo Lwin joined the Studer Trust team as an alumni mentor in January 2018. She was born in Mandalay in 1991. She is a holder of B.A in English and earned a Diploma English from the University of Foreign Languages. Ei Ei Phyo Lwin has worked in the nonprofit community for the last 9 years within the scope of Peace, Education, and Sustainable Development among others.

She taught primary and middle school for 6 years at Phaung Daw Oo Monastic School, served as a project manager for 1 year with Lotus World Myanmar, and worked as a local peace worker for 2 years together with Kalyana Mitta Foundation. She is happy to join the TTC team and is looking forward to devoting herself to the betterment of education in Myanmar.



## **Naing Min Oo**

Naing Min Oo joined the Studer Trust team as a field manager in August 2018. He was born and grew up in Katha township, Sagaing Division, Myanmar in 1976. He graduated from Yadanabon University with a major in Mathematics and earned a Diploma of English from the

University of Foreign Languages (Mandalay). Next, he earned his MBA from Meikhtila Institute of Economics. Naing Min Oo has worked in the pharmaceuticals industry for the last 15 years, in roles ranging from a warehouse assistant to a field manager. He has also worked as a journalist, a regional sales manager, and a tour guide in the burgeoning tourism industry in Myanmar. He is happy to join the operation team in Myanmar and is looking forward to devoting himself to the betterment of less fortunate children and the youth of Myanmar.



## **Soe Lin Myat**

Soe Lin Myat has worked with Studer Trust as a person in charge of the computer-related technology since 2013. He was born in Myingyan Town, Mandalay Region in 1986. After receiving a geography degree from Myingyan Degree College in 2012, he learned about computer

technology from Shwe Ku Gyi School. He worked as an employee at AAA Cement Factory for a year and as

# Myanmar

## We are Going Green

**E**ver since the beginning of its creation, Studer Trust has focused on helping underdeveloped communities create educational opportunities and providing every child with an access to quality education. With the world rapidly accelerating towards a technology-centered society, education heavily depends on reliable access to the web. This constitutes a need for stable electricity and power. Myanmar's poor educational standard compared to other developing countries can be partially explained by its minimal access to electricity, which is necessary to education.

According to the Myanmar Electrification Plan by the World Bank, 70 percent of the population and 84 percent of rural households in Myanmar lack access to electricity grids. Myanmar's current energy system depends heavily on generators which use diesel, fossil fuels, and coal because the power is frequently cut off due to a variety of issues, such as extreme weather or other disasters. A more reliable and decentralized source of energy that schools and communities should look towards is solar power systems.

With our proposed trial of installing solar panels at Kyauk Tan computer center and Pyin

*70% of the population and 84% of rural households in Myanmar have no access to electricity grids.*

Hlaing School, students and teachers will experience streams of long-lasting reliable power for educational usage. While the upfront investment is high, solar energy operates at a very low cost as the "fuel", sunlight, is free. The investment will ultimately return to the school as the monthly electricity bill will be substantially less as there is less dependence on expensive non-green energy sources like diesel or coal. With this proposal, the computer center at Kyauk Tan and the school of Pyin Hlaing, which are used by 302 students and 13 teachers, will have constant access to the web.

As an underdeveloped country, Myanmar displays a desperate need for better Internet access and stable power for said use. If a school focuses on solar energy, this transition may also inspire its own community to convert to solar energy. As an organization, Studer Trust believes in creating communities and schools that are sustainable and efficient. To achieve this goal, we are advocating the transition to green energy, such as solar power. Solar power provides schools with access to better education which inherently impacts the community by creating more educational opportunities. The world is constantly growing and developing, and as a nation, Myanmar needs to progress as well. With this pilot program, Studer Trust envisions a domino-effect of sustainability and efficiency in schools and rural communities through emphasis on education.

**Cho Cho Lwin**

*Left  
A typical off-grid solar set up in rural Myanmar*

*Right  
Happy Students and Teachers of Pyin Hlaing School*



# Myanmar

## New Playgrounds

**T**oday, Myanmar is still far behind the developed world in terms of educational standards. With an increasing need for human capital, the government of Myanmar has initiated important steps to improve the educational system as a national priority. However, significant challenges remain and there is still a lot to do in terms of infrastructure and access to resources, such as limited access to school supplies, libraries and school playgrounds, and teaching styles are based on rote learning.

Only about 83% of schools in Myanmar have sufficient amounts of space for students to play and 35% of schools have the necessary equipment, such as balls and other supplies to play sports or other games, available for students. But most schools in Myanmar have no playground or have playground facilities that are not safe or appropriately furnished. Many young children spend a significant amount of time in school. Besides, for many children, school play time is the most active part of their day. In compliance

with Studer Trust's vision – to provide every child with access to a quality education – we have decided to support playgrounds for our highest performing schools.

January 16, 2018 was one of the happiest days for the students at Kan Taw school. It was because they now have a brand-new playground! The school has never had a playground before. The new playground at Kan Taw school will be an important facility for children to play every day on their own initiative. It will provide an enormous positive impact on children's development and learning. It is vitally important for children to have the opportunity to have fun and relax at school as well as for their good health and well-being.

This playground will be a community play center for children at Kan Taw village, too.

In 2018, Studer Trust supported 7 new playgrounds at our 7 highest performing schools in Myanmar.

Of course these projects would not be possible without the continued cooperation and dedication of our kind donors, Studer Trust partner schools and their many community members. Our biggest thank you to you all!

**Cho Cho Lwin**

*Only about 83% of schools in Myanmar have enough room for students.*

*Students enjoy new playground at Oke Kyut School in Irrawaddy Delta, Myanmar*



## Global Faith Teaching Trip Stories

**T**he only way to wake up at Shwe Ku is at 4.45 a.m., every morning, to the sound of the loudspeakers blaring music, then chanting, then what sounds like a very long sermon with many exhortations in Burmese. It is our two-hour wake-up call to another day at our monastery! Nancy and I have a very comfortable room, with a big bed, a ceiling fan, a Western toilet, a shower and an electric water cooler. Our meals are delicious, healthy and wonderfully presented in our Western dining room, located across the compound.

Our responsibilities this year consist of a two-hour evening Conversational English Course for the teachers and the abbot at the monastery. We have twelve students. Our abbot is a very active participant in all our activities; he sets a great example for the community. We drill them all in pronunciation and grammar, have them read biographies and write a book report. By the time we have our last class together, they are bringing up issues important to them; mandatory education, the growth of entrepreneurship in Myanmar and the proper disposal of plastic waste.

During the day we move about the classrooms, assisting the teachers with their English classes for the 84 students, grades one through eight. The English teachers are busy incorporating the new teaching techniques they learned in the evening into their classrooms. They are dividing the class in smaller groups, and having those groups work on reading assignments. Students are going to the blackboard and working on sentence construction.

Some teachers are individually drilling the students in pronunciation, exaggerating their mouth, throat and tongue movements so everyone's English pronunciation improves. They individually pronounce syllables and then put them all together to pronounce an entire word. These are the techniques we used in the evening classes, and eager teachers bring them to their students.

All the classes demonstrated the use of Lance Collister's oral translation of their English books, with the exception of first grade,



*With Studer Trust team at Teacher Training Center*

who were working on demonstrating “sit down” and “stand up”, but even these little ones were working in pairs. They were very proud to show me their group recitation of the ABC's. The combined volume of these “little” twelve voices in almost unison was deafening!

My cultural education of Myanmar and its people grew tremendously in 2018. We visited Myingchan, the town next door, several times,

Bagan, the city of pagodas, and hiked around the farm that provided the new wells for the five local villages. We hiked Sigar Mount with our teachers and explored two small monasteries. We climbed the 777 steps of Mount Popa Pagoda, populated by monkeys. We visited with Dr. Mu Mu at Tree Jade

Restaurant in Natogyi. We participated in two beautiful ceremonies, one at Shwe Ku for the dedication of the electrical plant and the other at PLK for the dedication of the dental clinic.

My third year at Shwe Ku was personally more rewarding and challenging than the years before. I learned so much more about the teachers and that demonstration is absolutely vital to the transfer of every new teaching technique. We had an excellent curriculum to share and lots of individual participation by students. More students had better pronunciation and were willing to speak individually in the classroom. The students were so eager to learn and put their time and their best effort into every assignment! My soul grows sound and peaceful each time I visit. I am grateful for these opportunities but mostly thrilled with the friendships and joys of these shared experiences. **Karen Orzech**

*They were very proud to show me their group summary of the ABCs.*

# Myanmar

## Global Faith Teaching Trip Stories

**D**riving on a winding dirt and dust packed road, we come to an intersection. Going across, and then through a small brick and mortar arch, into the Le Paw monastery and school grounds. It is late afternoon, so school is over, but we see and hear students in small groups, pairs, and alone, studying and reciting their lessons. In the coming days we will find out that this is a common occurrence, before, between, and after classes.

We unload our luggage and supplies into what was a classroom. It now has a rug, two beds, a small table and some chairs. This is where Clem Work and I, Pat King, will be living and working out of for the next couple of weeks. Two others, Nancy McCulloch and Karen Orzech, will be teaching and working at the monastery and school at Shwe Ku. We are part of the Global Faith Group from Missoula, Montana, U.S.A. In connection with Studer Trust, we will try to teach English and conversational English to teachers and students. Plus new, different, and interesting teaching methods, techniques, and ideas to them. Now we go to meet the abbot, and others from the monastery and school. The abbot has some health and mobility issues, so his assistant will be helping us most of the time. U Pyinnyar is not only the assistant, but also the head teacher. He has been teaching for about 23 years. He comes to our classes and is an active participant in

*There is so much potential in this lovely country and its people.*

them. He also has his own monastery and school to take care of.

We work with the teachers in the afternoons, then sit in, and observe some of their classes in the mornings. Most teaching is done by rote memorization and repetition. We are trying to show them more interactive ways of teaching and learning. The teachers are eager and attentive in our classes, and very willing to try our teachings and methods. Most of the classes we saw had 30 to 40 or more students in them.

So trying some of our ideas would be hard to do. Still, we saw some teachers dividing up class into smaller groups. Then others were using students to read, lead the class, or do work up at the board in front of the class. One teacher even had students in a team competition, identifying and talking about body parts

in a biology class! U Pyinnyar teaches high school math and physics. His students are alert and interested. He keeps them involved by doing work at the board, calling on them, having them work together, and checking on each other's work. Plus, he uses his humor in class, also. The students here learn and graduate above the national level, even with open enrollment now.

We would go somewhere with U Pyinnyar and his helper and driver almost every day. He wanted to show us the people, country, and culture of his land, going into the country, small villages, and people's homes to see and meet them in their everyday life activities. We saw vases, pottery, and woven baskets being made. Sunflower seeds, peanuts and other nuts and beans separated, prepared, cooked, and bagged mostly by hand. Peanut and sunflower oil processed by hand and homemade machines. After our time teaching there, we spent a few days traveling, seeing more of the country, its culture, historic, religious, and interesting places, sites, and people. We saw and enjoyed different parts of the country.

It was great to work with students and teachers eager and willing to learn. We wonder what schools like this and other, which Studer Trust helps and supports, could do with more resources, supplies, people, and classrooms. There is so much potential in this lovely country and its people. We wish them well in the future, and will stay in contact with Studer Trust and the schools.

**Patrick King**

*Clem Work and Patrick King together with U Pyinnyar and the teachers of Le Paw School*



## Zawng Lei School in Chin State

**S**tuder Trust's new mission to the unreached took the construction team to Zawng Lei school, which is located at an altitude of 6,800ft and is in Zawng Lei village, Falam township, Chin State. It is about 54km away – about a 2 and a half hour drive – from Kalay, the nearest trading town in the region.

The Studer Trust Myanmar operation team were invited to join the ground breaking ceremony on November 4th. It was very cold but also a great moment together with the Zawng community, teachers and students. The preacher of nearby Baptist Church came and joined the team and performed a wonderful blessing.

The construction crews moved to the site and started the construction on December

1st after all the materials had been delivered from Mandalay and Yangon to the Zawng Lei school construction site. Studer Trust's construction crews had never encountered such cold weather as they experienced at Zawng Lei school since they all grew up in hot weather in central Myanmar. They are happy with their experience working in the foggy weather,

sharing different religious beliefs and practices, and gathering by an in-house fire place and drinking the local rice wine!

The newly supported school building by Studer Trust and its donors will help to improve the quality of education for 53 students, who are supervised by 4 teachers. Zawng Lei School will

also apply for governmental approval to offer instruction to middle school students in the community in the near future.

Thanks to our donors, communities and crews for helping us to make this change!

**Cho Cho Lwin**

*The educational quality of 53 students, cared by 4 teachers, is improved.*

**Zawng Lei School Ground Breaking Ceremony**



# Myanmar

## Ground Breaking Ceremony in the Naga-Hills, Myanmar

**O**n November 2018, I traveled for the 2nd time into the beautiful Nagaland in the Northwest of Myanmar. The mountainous and remote area at the border to India is little developed and mostly inhabited by the different tribes of the Naga. Only a few tourists are around here, mostly visiting in the time of the Naga-New-Year Festival in January.

On November 8, 2018 I flew from Mandalay to Homalin, a bustling little district town at the Chindwin-River. In the aircraft I came in contact with two nice Burmese locals. Like me, they were on the way to Lay Shi, the tiny little capital in the mountains of the southern Naga district. Tai Lynn and Naing Min Oo are working for Studer Trust, an

NGO, specializing in education programs in South East Asia. They told me that they wanted to join a Ground Breaking Ceremony of a school building project in a village near Lay Shi.

So we traveled together on the next day. First on a boat upstream the Chindwin to Htamanti and later on a Indian-made Mahindra pickup for 4 hours on a rough road to Lay Shi at 1300m altitude. We stayed together in the quiet comfortable Mountain View Lodge with a breathtaking view over the landscape, 3km west of the town.

2 days later, on the November 11, my new co-travelers met with some officials from Lay Shi to Namiyupi, the village, which should get a new school building. Because of my special interests in education projects I decided to join the ceremony. I saw many schools on my different journeys to Myanmar and I deeply

*One of the most important tasks is the improvement of the education system.*

**Namiyupi School  
Ground Breaking  
Ceremony**





appreciated the efforts to improve the education of the next generation in this poor country. So I followed the pickup for the next 10km with my rented motorbike on the particularly dirty and steep road.

After our arrival at Namiyupi, we were welcomed by a committee of locals. A bit later we walked together with the students, teachers and officials the 500m to the new school compound. The ground of the planned new school building was already flattened. On this Sunday, the nearly 50 students of the primary school were wearing proper green and white Myanmar school dresses. Beside other locals there were teachers, the elders of the village and the village administrator. Even a member of Parliament in Naypyidaw was present.

The pupils were standing at the marked edge of the 15x30 meter area. In the neighborhood I could see the noticeably smaller old school building. The wood of the cornerstone was obviously in a bad condition as the furniture inside. I was told that the old school was much too small for the increasing number of primary students of Napiyupi.

In the next hour the Ground Breaking Ceremony occurred by hammering in bamboo-pegs into the loose earth of the marked edges. Meanwhile, Tailyyn provided the children with snacks.

Later we walked with other members of the ceremony for a drink and small talk at the house of the village administrator.

For me it was great to be a part of this nice ceremony. To see the real efforts to improve the education system with simple but effective steps – to prepare the next generation of these lovely people to the challenge of the future.

My name is Dr. Jörg Frank. I live in Berlin, the capital of Germany. I am 63 years old and I am physicist, working with measurement systems.

Beside my job I like traveling, especially to South East Asia. For more than 15 years, I visited mainly Myanmar. Step by step I became a bit addicted to this beautiful country with its lovely and open-hearted people.

In the few last years, I have traveled especially to the remote areas in the west of Myanmar near the Indian border which had been off-limits before.

Because my mother was a teacher, one of the main interests on my trips was visiting schools.

I am convinced, that one of the most important tasks of the next future is the improvement of the underdeveloped education system of this poor country, to prepare the next generation to the challenge of the globalization.

***Dr. Jörg Frank, Berlin, Germany***

***Namiyupi Village  
and their  
Rice Fields***

# Myanmar

## *Kyauk Tan computer center is completed*



*Left Top and Bottom  
Electrical work  
in progress*

*Right  
IT technician  
checks on  
computer  
network and  
the set up*

**M**aterial procurement for Kyauk Tan center was started in September 2018. In mid October, the carpenters crews started the carpentry work making tables at the purpose-built facility provided by the school, abbot, and the community. Then our electricians and computer technicians joined and installed computers and related computing accessories.

In the first week of November 2018, the center was successfully set up with 24 computers, a printer, copier and scanner and will be ready to welcome the first basic computer training in early February 2019. In December and January, the selected trainers will receive the proper training and teaching curriculum modules at Shwe Ku computer center.

*Studer Trust plans  
to install solar  
energy in the center  
by mid-2019.*

The function of the Kyauk Tan computer center will be to improve the computer literacy rate for underserved communities in Myanmar and improve the access to technology as an educational resource at the school and surrounding areas. Kyauk Tan school began informally providing unstructured basic computing training class in 2011 during the summer holidays. Later, they approached Studer Trust to help provide a proper computer center. Studer Trust believes that it will also help to improve the quality education through the support of this project. The computer center will work in full partnership with the local community, the school and Studer Trust.

With no power grid offered at Kyauk Tan, the center is forced to use generator for needed electricity power. Studer Trust is planning to install solar energy at the center by mid 2019.

Thanks to our donors, community, and crews for their support in making such needed improvements. **Le Le Thein / Cho Cho Lwin**

### 3 Sanitation Projects

**S**tuder Trust has developed a clear vision and mission. The main objective is to provide or improve access to education to as many children as possible by providing indispensable hardware, such as school buildings. Studer Trust helped with the construction of the first school building with 4 classrooms and 4 toilets as a first step. The idea behind providing educational facilities is to help the community members help themselves.

Myanmar missed many advances during the 50 years of being shut off from the world by the military junta and has been struggling to catch up since the elected government came to power in 2011. Due to the lack of financial resources, most schools in Myanmar have inadequate sanitation facilities. The government’s standard guidelines for student-to-toilet ratio is 40 to 1. But the reality at the schools in Myanmar is that the median student to toilet ratio is 50:1.

Diarrhea in children is often the result of poor sanitation and hygiene. Some surveys show that although students’ knowledge of safe hygiene behavior is high, practice is poor due to the lack of infrastructure. By improving children’s health through basic sanitation, Studer Trust has decided to support clean access to toilets and basic sanitation practices to keep children healthy and to prevent the spread of diseases at schools.

The school toilets are a vitally important facility for every children at any school. It has an enormous impact on children’s development and learning as well as for their health and well-being. Studer Trust also believes that providing adequate sanitation facilities at schools encourages children to expand the demand for healthier environments to the home as well as the community.

In compliance with Studer Trust’s vision, which is every child will have access to a quality education, Studer Trust has decided to support 30 toilets at Ta Tine Shae and Kan Gyi Kone monastic schools and Kin government school. These schools are monitored by Studer Trust’s field manager once every year, and during these follow-up visits, each school

*The school toilets are of vital importance to every child at every school.*



has clearly demonstrated successful maintenance, support, and cooperation of all of their projects. Therefore, Studer Trust has decided to support each school by building the much needed toilet facilities.

**Ta Tine Shae School Sanitation Improvement**

School Name	Teacher	Student	Previous Student / Toilet Ratio	Current Student / Toilet Ratio
Kan Gyi Kone School	2294	54	139 / 1	65 / 1
Ta Tine Shae School	738	25	77 / 1	55 / 1
Kin School	117	6	70 / 1	18 / 1

Through the support of our generous donor Lorna Yu, 30 sets of flash toilets facilities have been built in these 3 schools. The projects started in August 2018 and were finished in November 2018 by the active cooperation of the schools. All school principals, teachers and students were very delighted with such generous support. These schools and communities are extremely committed to continuing with hand washing facilities now that the necessary facilities have been built.

Studer Trust will ensure that the schools and communities will take over the continued maintenance of Studer Trust supported school buildings and toilets facilities through the guidance of our follow-up program. **Tai Lynn**

# Myanmar

## Kyaung Ywa School

**K**yaung Ywa School was established in 1979 for primary school. It is located at the bank of Sittaung River and is quite a remote place.

It is 16km away – about a 45-minute motor boat ride – from the nearest town, Ma Dauk, in Bago region. Ma Dauk is 215 km – about a 4-hour drive – from Yangon, the former capital of Myanmar. In 1991, the school was sanctioned to teach from primary to middle school. Later in 1999 the community applied and got the approval to teach up to high school.

Before this, many students dropped out after middle school because the nearest high school was only available in Ma Dauk town.

With the ever increasing number of students and because this school offers the only high school in the region, the community contacted Studer Trust for help. There are currently about 770 students in grades 1 (5+) to 10 (15+) and 29 teachers. After the necessary assessment was completed, Studer Trust decided to support more classrooms for higher grades with 4 classrooms.

*In 1999, the community applied and received permission to teach to high school.*

The ground breaking ceremony for the new school building was held early in the morning of October 16, 2018 at the construction site of the school building. The fact that the community agreed to donate sand and stone for their new school building's construction clearly demonstrates the community's interest and support for this project. Teachers,

students and school committee were thrilled and participated in the ceremony. They offered breakfast to invited monks and guests and made small cash donations to the monks. The invited monks also blessed the new building according to traditional religious practices. First, the head monk

marked the stone corner and prayed. Then, school principals, village heads, the Studer Trust team, teachers and school committee followed suit.

After the ground breaking ceremony, the Studer Trust team and school committee closely worked together to purchase the necessary materials for the project construction. Materials were bought from both local and city markets in early October 2018. Materials were delivered in late October 2018.

Construction materials were ready at the project site, The Studer Trust construction crews started the construction on November 24, 2018. The community helped with the excavation works, supplied water for construction for new school building and toilets. Members of the community and school children are also contributing by helping to complete simpler tasks during the building's construction. Studer Trust's support of the school building will help improve the education of the 160-200 students at Kyaung Ywa School. The construction will complete in January 2019.

After the competition of the school building and toilet facilities, the school committee and the members of the community will have the sole responsibility for future operation of the school with additional support from Studer Trust when available.

The school and community plans to request permission from the state to hold the matriculation exam at the school later after the new school building has been finished, so that it can reduce student drop out, costs and risks associated with traveling. **Tai Lynn**

*New School Building for Kyaung Ywa School*



## Teacher Training Center's 3rd English Teacher Training

In September 2018, 22 teachers graduated from the 3rd English Teacher Training (ETT) at the Studer Trust Teacher Training Center (TTC). During this 10-week course, participants attended approximately 3–4 hours of English classes and activities a day to work to improve their English language proficiency, and they also studied a variety of teaching methodologies in order to increase their students' ability to speak, listen, read, and write in English.

ETT teachers also had the opportunity to select from over 224 leveled English books to read throughout the training. After 10 weeks of training, the teachers read 498 books in English, an average of over 49 books per week. TTC is proud to report 95.45% (21) of teachers meet their goal of improving at least 1 reading level with 17 of the 22 teachers improving 2 levels or more.

Furthermore, participants were also assessed on the progress of their speaking ability. Every teacher participates in a one-on-one English interview with one of TTC English language instructors on 3 separate occasions during the training. 86.36% (19) of the teachers met their goal of improving their spoken English by at least 3 sublevels, i.e. beginning

low, beginning mid, and beginning high, by the end of training. Several teachers even started at a beginning low speaking level and tested into intermediate high after only 10 weeks!

Participants felt that they gained a great deal by completing the training. 100% stated that they would be able to use the knowledge they gained from ETT in their classroom and also encouraged TTC to hold the training again in the future. One teacher explained that before attending our course "[she] didn't know how to teach English." She only knew how to teach English by drilling and rote memorization. "But now [she] knows how to teach English speaking and vocabulary."

Another graduate noted that she enjoyed the practicum teaching conducted at Salay Monastic School, where TTC is housed, "because [she] could practice teaching English and get feedback and have time to modify [her] lessons before [she] teaches her class in school."

Finally, TTC would like to express our gratitude to our partner schools and especially our generous donor the Wai Yin Association for the opportunity to conduct this successful training. Without their support, Studer Trust would not be able to continue its important work to improve teachers' ability to address the learning needs of the students at their schools

*But now she knows  
how to teach  
English speaking  
and vocabulary.*

**Left**  
**Graduation**

**Right**  
**Celebrating  
the 4th of July**



# Myanmar

## Project-based Learning at Teacher Training Center



**Cohort 11 teachers during their project presentation**

**Left Teachers playing a matching game to practice English vocabulary**

**Right A homemade math manipulative to practice addition**

In 2018, the Studer Trust Teacher Training Center (TTC) conducted 2 10-week teacher training programs for 50 monastic school teachers from around Myanmar. During these trainings, teachers actively participate in learning activities to help build their foundational teaching knowledge and improve the quality of instruction they provide once they return to their school.

However, beyond simply learning about different teaching methodologies and strategies, TTC strives to provide its teachers with the opportunity to authentically apply what they learn in training sessions as well. Participants conduct model lessons for fellow teachers, develop plans on how they

*To build up basic teaching knowledge and improve the quality of teaching.*

intend to apply what they learn in their own classrooms, and teach practicum lessons for primary school students at the Salay Monastic School, where TTC is located.

Furthermore, groups of teachers collaborate to develop and present projects that illustrate how the strategies they learned can be used to teach lessons based on the government curriculum, and over the past year, teachers have created some fantastic projects. Teachers have designed math manipulatives to help students practice addition, created posters to explain the child-centered approach, and even created costumes out of paper to help introduce their students to King Kyansittha. Moreover, participants have facilitated experiments to demonstrate how water is displaced by an object's volume and even created a cardboard viewing box in order to depict the different phases of a solar eclipse.

Of course, TTC is continually proud of its teachers' dedication to their professional development and just as excited to be able to witness all of their progress once training is done.

As always, TTC is grateful for the support of its donor, the Wai Yin Association, and as a result of their continued generosity, is looking forward to the positive impact we can have on our teachers, partner schools, and their students now and in the future as well.

**Kolter Kiess**



## The 5th Annual Abbots Meeting

**O**n September 14, 2018, Studer Trust hosted its 5th Abbots Meeting at Inn Jell Monastic School near Mandalay. 32 abbots as well as a number of teachers and community members attended the meeting from Studer Trust partner schools from throughout Myanmar.

To begin the meeting, the community from Inn Jell did their best to welcome all of the participants to the event. School children donated robes to all of the monks present and even performed traditional and popular dances for their guests. In preparation for the event, each grade donated local dishes for lunch, and Sayadaw Khay Mar Sara, the Inn Jell abbot, also offered a large snack bar, so if anyone happened to get hungry before or after lunch they could easily get up and get a snack.

In the morning, the Studer Trust Teacher Training Center (TTC) updated participants about its present and future programming. In 2018, TTC trained 74 teachers in its fundamental and English teacher trainings as well as provided 116 teachers with the opportunity to attend a variety of short specialty workshops on topics such as incorporating 21st century skills in their classrooms, critical thinking, child protection, and a basic first aid training through a partnership with the Myanmar Red Cross Society.

TTC also started a new professional mentoring program for its alumni in 2018. The alumni mentor visits every school at least once a year to both observe and provide professional guidance on how alumni can improve their teaching practice. Thus far, the alumni mentor has visited 22 schools and observed 76 teachers. The alumni mentor will visit the remaining 14 schools by the end of the year.

Leaders of the Alumni Association were also present to introduce the goal and activities of the group as well as encourage school leaders to send their teachers to the next alumni conference, which will be held in March 2019. The abbots were so inspired by the efforts of the alumni association that they



**Students donating robes to abbots**

suggested that they needed to create a similar group for themselves.

In the afternoon the meeting was led by the Studer Trust Operations team. First, Cho Cho, the Myanmar Country Director, presented on the status of the registration process for Studer Trust. She reviewed the operational plan and updated the abbots regarding the human resource situation. She also explained that she is happy

to assist schools if any of them are interested in doing a talent show or starting a shop to help school fundraising efforts. Furthermore, she expressed an interest in helping schools plan and offer career fairs, especially for monastic high schools in order to help their students learn about different job opportunities.

The Aung Myay Oo abbot stated he was interested in starting a gift shop because his school receives many foreign visitors, and it can be a good potential market for fundraising.

Tai Lynn, the Operations Manager, shared feedback from the 4th Abbots Meeting. Most requested more school funds or contributions for teachers' salaries for sustainable school development and to reduce teacher turnover. Some suggested to conduct vocational trainings, and the majority agreed that TTC is good and that they were able to see improvement in their teacher's quality of teaching.

**Studer Trust is in the process of confirming 2 more schools with donors.**

# Myanmar

Studer Trust's new field manager, Naing Min Oo, introduced himself and his responsibilities for the follow up program.

Tai Lynn also presented about new 2018 projects, which will be expanded to include more remote and more impoverished states and regions. Studer Trust has confirmed that it will support the construction of 1 new monastic school and 3 government schools. Furthermore, Studer Trust is also in the process of confirming 2 more schools with donors. Studer Trust will also provide a computer center, three school playground facilities, and three school sanitation projects in 2018.

After the operation team's presentation, abbots from our affiliated schools shared their knowledge and experiences. The Shwe Myo school abbot presented about his school library improvements. He shared his knowledge on the benefits and development of school libraries. The Phalankone school abbot presented on holding regular school assemblies and physical education exercises, which are rarely practiced at monastic schools. He explained the importance and benefits of physical exercise in schools. He encouraged other schools to devote a small amount of time for regular practice. He also said if Studer Trust needed assistance to conduct a training at TTC, his school would be more than happy to give a short training. The Lein Pin school abbot presented how to

sustain the quality of developing monastic schools based on his school's experiences. Next, the Aung Myay Oo school abbot presented different views and perceptions on cultural differences between Myanmar people and foreign visitors. His school is located in one of the most popular tourist areas and receives many visitors from a number of different countries, so he has a deeper understanding of the multiple viewpoints that foreigners have regarding monastic school operations. After the panel discussion, the abbots openly discussed how to better cooperate, sustain development and support different areas. Abbots also discussed how to create a collective savings account among affiliated schools to support the schools most in need. This topic will be discussed at the next abbots meeting.

All attendants had a chance to take a tour of the host school, including recent improvements and the new school library, which was supported by Studer Trust. The entire Studer Trust family and all the abbots took a group photo, and Cho Cho made a personal donation to all abbots present.

The Kyauk Sayit Kone school abbot has agreed to host the 6th abbots meeting in 2019, and Kan Gyi Kone school abbot proposed to host the 7th abbots meeting in 2020. Later, the Inn Jell school abbot delivered his closing remarks and the meeting was successfully completed at 5.00pm. **Kolter Kiess / Tai Lynn**

*Students performing a popular school dance at the Abbots Meeting*



## Myanmar Project Reviews and 2019 Plans

**Working towards a Common Goal – Providing Safe and Sustainable Learning Environment for the under-privileged Communities in Myanmar**

**B**uilding schools in the poorest villages in Myanmar has always been Studer Trust's core mandate. Today, Myanmar lags far behind the developed world in terms of educational standards. With an increasing need for human capital, the government of Myanmar has initiated important steps to improve the educational system as a national priority.

However, significant challenges remain and there is still a lot to do in terms of infrastructure and access to resources, such as limited access to textbooks, school supplies, libraries in rural communities, and teaching styles which are based on rote learning. On top of these constraints, the improvement of education in Myanmar is further complicated by a lack of qualified teachers and classrooms that are overcrowded.

Since 2004, Studer Trust has supported 85 new school buildings, 185 new toilet facilities, 5 computer center, 47 scholarships, and 14 summer English language workshops as well as continuing its teachers training programs and workshops at our purpose-built facility in the Salay Monastery in Mandalay and other

school maintenance programs. 23,560 students, 886 teachers and numerous communities are benefiting from Studer Trust's mission and vision: to provide every child with access to quality education.

This important work would not have been possible without the advice, support and hard work of many people. We would like to thank our donors for their kind donation and continuous support and also offer a special thanks to the teachers, students and the communities for their help with transporting, carrying, and loading all of the construction materials. Furthermore, many thanks to the Studer Trust operation team and construction crews for the wonderful jobs that were completed timely and within the project budget.

*To give every child access to quality education.*

Studer Trust has set the following points as meaningful projects to be completed by the end of 2019:

- 6 New school buildings in the remote area in Myanmar, including Northern Chin State
- 2 Computer Center
- 3 Cohorts Training at Studer Trust Teachers Training Center
- 30 Scholarships
- 4 School Field Trips
- 2 School Sanitation Improvements
- 2 Classroom Reading Centers
- 5 School Playground Improvements
- 6 Summer English Language Programs at 6 different schools and villages

**Cho Cho Lwin**

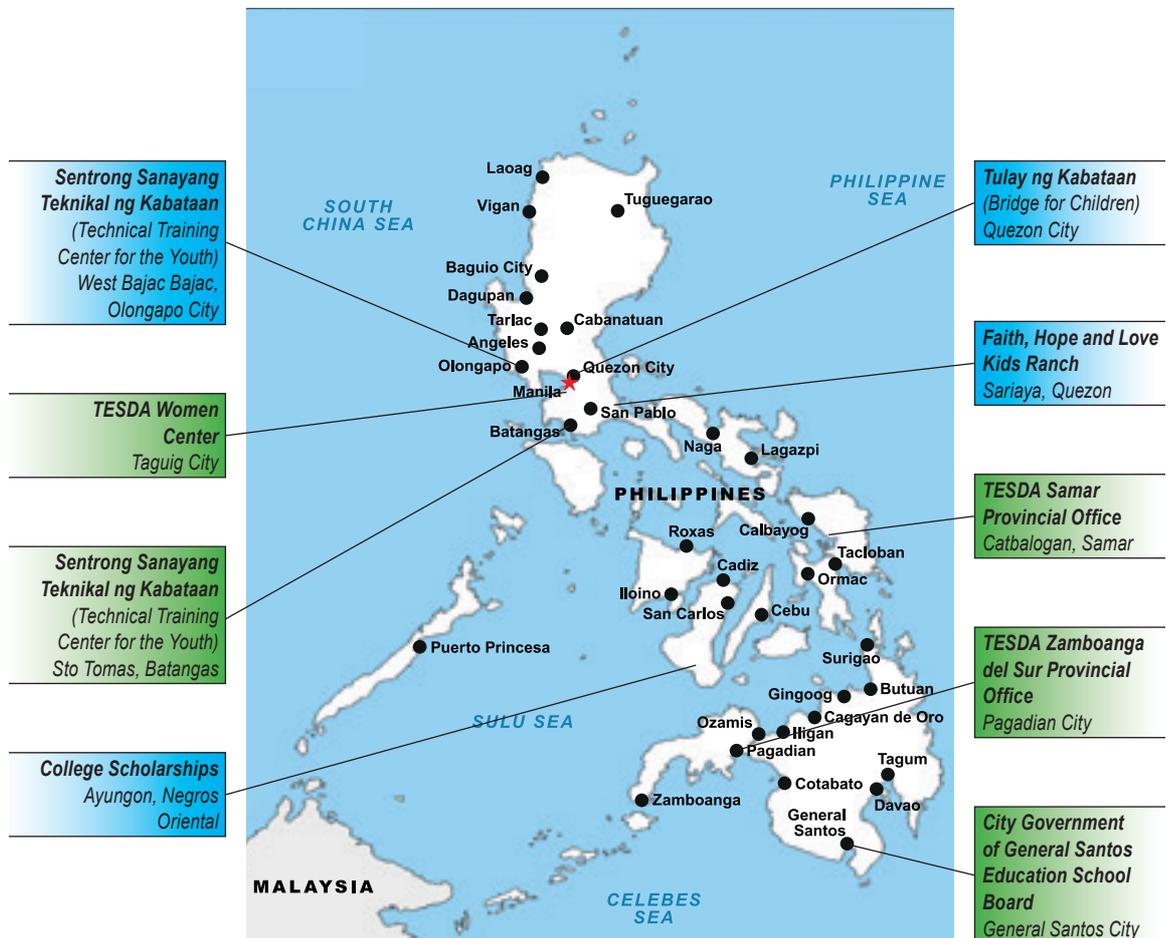
*Left  
Typical classroom in school at Chin State*

*Right  
Typical classroom in school at Chin State*



# Philippines

## 2018 Established Projects and Presence



**T**he 2018 operations of Studer Trust Philippines set its lean organizational response direction to achieve the directive of “Respect the Spirit of Helping” as a continuation of Peter Gautschi’s legacy.

During this year, while continuing the support of the Technical Training Center for the Youth at West Bajac Bajac, Olongapo City; the college scholarships at Ayungon, Negros Oriental; and the TNK (Bridge for Children) at Quezon City and Faith, Hope and Love Kid’s Ranch in Sariaya, the Studer Trust Philippine Team worked to expand its programming.

*“Respect the Spirit of Helping”*

Thanks to **Lennie Villasper** for pioneering this expansion and continuing to share the great contribution of Peter and the networking expertise of **Farisa** and **Chris Ekander** for assisting in obtaining the 150 laptop computers from Dream IT of Madrid, Spain.

**Mel, Carmelo Camon**, in collaboration with the Consuelo Foundation, made the e-Learning resources software available on these computers which are the main tools needed to our Technology-Driven Training and Education Project. This project is being implemented along with Health, Education and Alternative modes and Livelihood (HEAL) Projects.

Studer Trust Philippines requested the 150 laptops to help meet the learned needs of out-of-school youth in General Santos. Out-of-school youth from Pagadian City also benefited from the

project. This is where we have replicated the 3rd Motorcycle Training Center. Moreover, the team also expanded this project to provide similar resources to the community of Tacloban City, a geographically isolated and disadvantaged area, including indigenous/tribal people. The utilization of the laptops will vary from location to location and will include programming, such as computer literacy, livelihood training, and skills training province-wide. In Metro Manila, The Technical Education and Skills Development Authority (TESDA) Women's Center received 10 laptops to be used for its Automotive Technology Training Facility as they are still using Pentium 4 generation. The Technical Training for the Youth in Sto. Tomas, Batangas also received 30 donated laptops.

Hundreds and thousands of marginalized Filipino people are benefiting from the laptops donated by DreamIT and we are very grateful to **Mona** and **Jaime** who even came all the way from Spain for a visit.

**Technical Training Center for the Youth of West Bajac Bajac**

The projects have been operating and are currently providing opportunities to its third batch of trainees. The total number of graduates for the first batch is 80 and 45 graduates for the second batch respectively.

**College Scholarship in Ayungon, Negros Oriental** has provided 4 students with scholarship to help them to improve their future lives. Two scholars have graduated in the summer of 2018 and the remaining two will complete their studies in March 2019.

**Street children and the orphans** have also been part in our spirit of helping through the Bridge for the Children and Faith, Hope and Love Kids Ranch Foundation.



**Tulay ng Kabataan (Bridge for Children)** at Quezon City is managed by a French Jesuit priest. The organization has been considered as a hope to most of the street children in Metro Manila where these urchins are able to access the comfort of home under the care of the volunteers working in their facility. With Studer Trust's support, at least one (1) hundred street kids during 2018 was able to be given support

**2nd Batch Graduates-Call Center Training**

**Faith, Hope and Love Kids Ranch**, at Sariaya Quezon is operated by a Christian couple and provides a home for abandoned babies and kids. The facility includes education and recreation for the unfortunate children. The support of Studer Trust for has provided opportunities to at least thirty (30) abandoned children in 2018.

**Left Mona, Jaime, Farisa & Lennie with the Youth at Sto. Tomas, Batangas**

Studer Trust would like to take this opportunity and thank the Philippines team for all their great work and achievements. We wish you all the very best! **Lennie Villasper, Carmelo Camon and Farisa Ekander**

**Right Mona & Jaime GenSan visit**



# Financial Information

## Financials in our Annual Report

Roland Jossi

### Donations and Investments

Year	Donations	Investments
2005	2,018	2,007
2006	811	823
2007	2,314	1,110
2008	2,466	2,219
2009	3,132	2,861
2010	1,189	1,788
2011	2,701	1,582
2012	2,735	2,894
2013	2,812	1,671
2014	2,530	2,819
2015	2,171	1,757
2016	2,720	2,085
2017	2,764	3,065
2018	1,719	2,468
<b>Total</b>	<b>32,082</b>	<b>29,149</b>

### Investment by Country

Myanmar	19,610	67%
China	8,755	30%
Philippines	443	2%
Others	341	1%
<b>Total</b>	<b>29,149</b>	<b>100%</b>

### Nature of Investments

Schools	15,914	55%
Education	4,553	16%
Maintenance	2,480	8%
Scholarships	1,759	6%
Water	1,463	5%
Rescue	1,115	4%
Medical	519	2%
Walkways	340	1%
Vocational	416	1%
Aged Homes	211	1%
Others	379	1%
<b>Total</b>	<b>29,149</b>	<b>100%</b>

All amounts above are reported in 1,000 HKD

### Get Involved

#### Sponsor a Child

Middle school: 1 student for 4 years US\$ 360  
 High school: 1 student for 2 years US\$ 240  
 University: 1 student for 4 years US\$ 800

#### Sponsor a School

A new school building in Myanmar costs US\$ 29,000–US\$ 32,000, which includes financing the follow-up program for 4 years. Donations for all or part of the total are welcome. A commemorative plaque is displayed at the school for sole donors.

#### Sponsor a Classroom

The majority of classrooms in Myanmar have limited access to everyday school supplies and resources. A donation of US\$ 250 will provide 1 classroom with sustainable school supplies, such as student-sized whiteboards, encyclopedias, teaching learning aids, books and other various supplies, that can be used for multiple years.

### Donations in Hong Kong

**Beneficiary:** Studer Trust

#### Local transfer:

HSBC  
 Bank code: 004  
 US Dollar Account: 808-049431-274  
 HK Dollar Account: 808-049431-001

#### Overseas bank Transfer:

Hong Kong & Shanghai Banking Corporation Limited  
 No.1 Queen's Road, Central, Hong Kong  
 SWIFT Code: HSBCHKHKKH  
 US Dollar Account: 808-049431-274  
 HK Dollar Account: 808-049431-001

#### By check:

42GB, Crestmont Villa, Discovery Bay, Hong Kong

## Building a Future with Us

**S**tuder Trust, also known as the Margaretha Studer Charitable Trust, was established in 2002 by founder Mr. Peter Gautschi. Having had some experiences with established charities, he decided to set up his own to serve the poor and find the best ways to maximize the value of every dollar spent. He realized that in order to do this, donations have to be isolated from the actual operating costs, giving donors the confidence and transparency that is absent in many charitable organizations. The Trust's setup ensures that all operating costs are absorbed and 100% of the donor's money reaches the needy.

Together with the help of the Women's Federation and the Overseas Chinese Affairs Office in China and Monastic Institutions in Myanmar, Studer Trust has built over 118 schools and other community based projects since 2002.

### **Our Objectives**

- To provide facilities and equipment for education.
- To operate within the territory of South East Asia.
- The Studer Trust team lives gender equality every day.
- The Trust is a charity that follows conscientiously its maxim "Respect the spirit of helping" and is independent of any governmental, political and religious organizations or affiliations.

### **Our Supporters**

We deeply appreciate each and every donation from individuals to further our mission to alleviate poverty in Asia. Being such a small organization, we hope our donors understand that we do not have the resources to deliver expensive in-depth studies. However, donors can rest assured that sufficient financial information will be provided in a timely manner. We appreciate and need the trust of donors and feel that our record should be ample proof of our sincerity and devotion. Your gift to Studer Trust is tax deductible in Hong Kong and helps to strengthen and to expand our support of a variety of charity projects around Asia, particularly to give children access to education.

### **Why choosing us**

Established in 2002 by founder Mr. Peter Gautschi, Studer Trust has built about 118 schools and other community based projects.

### **100 % PLEDGE**

We respect the spirit in which you have chosen to support us. Therefore 100% of your donation is used for the project for which it was intended.

### **FOLLOW-UP**

We don't just build schools and hope everything goes well. We work with our community to guarantee their success.

### **WE ARE A GENUINE TEAM**

Founders, trustees, staff, donors, beneficiaries and volunteers. We all work together.

*Thank you for making a change*





**STUDER TRUST**

Respect the Spirit of Helping



**Thank you for making a change**

Kindly scan our QR-Code to visit our website  
[www.studertrust.com](http://www.studertrust.com)

