



STUDER TRUST

Respect the Spirit of Helping

2019 ANNUAL REPORT



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Message from the Chairlady

With the start of a new decade comes the awareness and appreciation of the past and the uncertain future.

There is so much that the Myanmar Chapter of Studer Trust has accomplished since Peter and I started it in 2004. We have moved the majority of the operations and administration to Myanmar, reorganized and separated the Board of Directors and Executive Management, registered Studer Trust as an International Non-profit Organization in Myanmar, witnessed a multitude of successful school building projects and programs, and appointed Kolter Kiess, who has been with us since 2016 as the Teacher Training Program Director, as the Country Director.

What I hold to be true is that underdeveloped areas in Myanmar are still lacking in schools and education. Most middle and high schools in these areas still need functional facilities and equipment; therefore Studer Trust's objective for quality education is vital for the success of the Myanmar National Education Strategic Plan. Our projects of providing playgrounds, increasing the toilet ratio to 48:1, successfully hosting our 6th abbot meeting, and conducting our 70-day teacher training programs and workshops through our Teacher Training Center has undoubtedly advanced Studer Trust towards providing a transformative quality of education in Myanmar and achieving our goals. Looking back, Studer Trust has accomplished more than I can dream of, but I know the future holds more.

This new decade holds a pool of unimaginable dreams and possibilities, and it is our responsibility to be committed to achieving and unlocking them. We must continue our dedication to build more schools and expand our roots of education. We must strengthen our fellow team members to work efficiently and effectively. And lastly, we must commit to continue the legacy and work of pledging 100% of our spirits to this foundation that our founder and my dear friend, Peter Gautschi, has left us.

With this lens of appreciation for the past and hopefulness for the future, it is an honor and pleasure to have this opportunity to be appointed the new chairlady as of January 1, 2019. I will strive to maintain a transparent



and effective governing body as the chairlady and work with pride, honor, and honesty while completing my term. Many thanks to the wonderful team in Myanmar, Hong Kong, and Switzerland for their wonderful and unconditional support to achieve the goals and continue our vision of educating the children of Southeast Asia set by Peter. I would also like to extend this gratitude and appreciation to all of our donors and friends of Studer Trust.

Now, with the help and support of our donors, team members, and board, let's work as one team as we steer towards this new decade with this quote in mind: "Improve access to quality education for all students and citizens in Myanmar".

Cho Cho Lwin

Team introduction



Dr. Hans Baettig

Hans was born in Switzerland in 1953. He studied law in Zurich and Freiburg and worked as a judge at a lower court, as an attorney in his own firm, as an International Claims Manager at Zurich Financial Services and as a General Counsel in an US-based company in the dental field. Now, Hans is retired and works as a

consultant and also supports nonprofit organizations. Hans is a member of a foundation which maintains the Alps in Switzerland and because of his daughter, Alena Zueger, he liaises with Studer Trust. As a result they founded Studer Trust Switzerland together. Hans was deeply impressed when he heard about Studer Trust and what they had done and still are doing for children in China and Myanmar. It is a great honor for Hans to support this organization.



Christopher Lavender

Christopher has been the Director of the Kadoorie Charitable Foundation (KCF) for the last 22 years. On handing over that role in June this year he will be establishing himself up as a consultant in philanthropy based in Hong Kong.

After an earlier career in the British Army, including two years as Equerry to HRH

The Prince of Wales, Christopher was invited to set up what became the Kadoorie Charitable Foundation in 1997. The KCF funds projects in South East Asia, Nepal, Bangladesh, Burma and China, focusing on poverty alleviation, healthcare and education. Key concerns are the identification of reliable partners, accountability and sustainability. Christopher travels widely throughout the region identifying and evaluating projects. He hopes to pass on his experience of working with, and funding, NGOs in these fields in the years ahead. He has visited many Studer Trust projects and is delighted to be asked to serve as a Trustee. Christopher is married and has four daughters and seven granddaughters. When not enjoying time with his family he enjoys travelling, tennis, golf and sailing.



Jocelyn Chu

Jocelyn is a director of a hedge fund investment advisor. She is a chartered accountant by profession and a restaurant operator for over 25 years. She was born in Myanmar to a Chinese father and Burmese mother and emigrated to Hong Kong when she was a child. She lived in London for 10 years during her tertiary education

and worked for a professional firm.

She returns to Myanmar regularly and has been involved in helping Yangon general hospitals for over 15 years.



Naing Luu

Naing Luu joined the Studer Trust Teacher Training Center (TTC) team as the new Training Specialist on January 1, 2020. He was born in 1987 in Aung Lan, Magway Region. He graduated from the University of Computer Studies, Yangon, majoring in Computer Technology in 2008. He also received a diploma in English Language Teaching from the University

of Yangon in 2013. He has a significant amount of teaching experience, including facilitating workshops at the American Center in Yangon for its teacher development program as well as opening a free learning center where he provided English language classes for both young learners and teens in Mandalay. In addition to his work with Studer Trust, he also volunteers as the Program Coordinator and a language instructor at Youth Leadership and English Language Enrichment Program at the Technological University, Kyaukse. He is delighted to join the TTC team and to devote himself to the improvement of the education in Myanmar.

Myanmar

Dental Clinic at Salay School in Mandalay

When our late founder Peter Gautschi visited Salay Monastic School in 2006, the abbot U Wizaya told him of the urgent need for an in-house clinic for the approximately 1,500 students at his monastic school.

Peter agreed to donate a simple building to be used as a small health care facility for students at Salay. A simple 64-sqm concrete building with iron structures was built, and the cost of the clinic was \$2,731 USD. On December 4, 2006 the clinic was opened by our co-founder, LT Chan, abbot U Wizaya, Peter's friend and dentist, Dr. David Braga and the then country manager, Cho Cho Lwin. It was a simple ceremony with a lot of smiles and happy faces. After the ceremony, Dr. Braga gave a brief lecture to the teachers and students about the importance of oral care. He also demonstrated how to brush and floss properly.

After many discussions and interviews, Studer Trust decided to establish a dental clinic to offer free and basic dental services and treatments for those in need living near Salay Monastic School. And after the ceremony, Dr. Braga went home with a mission to find dental chairs for our clinic.

In 2007, Dr. Braga kindly donated 3 gently used dental chairs and shipped them to Myanmar from Hong Kong, 1 for the Salay clinic and the others for Mandalay and Naypyitaw general hospitals.

Timeline of the Salay clinic:

- 2006: 64-sqm clinic building was built with the cost of \$2,731 USD.
- 2007: 1 gently used dental chair was donated by Dr. Braga.
- 2013: The clinic was upgraded into a larger room for the dental unit for \$1,400 USD.
- 2013: 1 new dental chair (\$2,500 USD) was donated by Studer Trust after the renovation.
- 2015: 1 new dental chair was donated by Studer Trust.
- 2017: 1 new dental chair (\$2,700 USD) was donated by Salay abbot U Wizaya.

2017: Due to increased demand, a new clinic facility was constructed for over \$17,000 USD through the donation of Salay abbot U Wizaya and his generous supporters.

2017: The new clinic building opened.

2018: Dr. Htet Htet Tun donated 1 new dental chair (\$1,200 USD).

The general medical clinic is open from 5 pm to 7 pm on Tuesdays, Wednesdays and Thursdays and is managed by 1 doctor with the salary of 150,000 kyat (approx. \$100 USD) with 60,000 kyat being supported by Studer Trust and 90,000 kyat being supported by the Salay Monastic School.

The dental clinic is now operated by 9 dentists. The dental clinic now operates from 5 pm to 7 pm every weekday. The dental clinic is staffed by 2 dentists on each day of operation.

In honor of their support and hard work, Studer Trust provides a small monthly honorarium for each dentist, a total of 315,000 kyat (approx. \$210 USD) for all 9 dentists each month. The Salay abbot has also committed to matching our contribution each month as well.

After a successful 13 years, the clinic has served 22,002 patients for dental treatment and 23,312 patients for general medical treatment with many more to receive necessary and life-saving health care in the future.

Cho Cho Lwin

Dentists providing dental care at the clinic

A new dental chair was donated by Studer Trust.



Myanmar

Studer Trust's New Focus Areas

Building schools in the poorest villages in Myanmar has always been Studer Trust's core mandate. Since 2016 the national education system in Myanmar has undergone a major transformation following the new 5-year National Education Strategic Plan (NESP). Today, Myanmar lags far behind the developed world in terms of educational standards, and the improvement of education in Myanmar is further complicated by a lack of qualified teachers and classrooms that are overcrowded. As outlined in the NESP, the Myanmar government has prioritized the construction of educational facilities and the purchase of educational equipment for communities in the least developed areas of the country. However, while the need is great, the government's resources are limited. Therefore, in order to help fill this gap, as of 2018, Studer Trust has decided to focus on supporting communities in some of the most underdeveloped areas in the country: Chin State, Nagaland in Sagaing Region, Shan State, and Tanintharyi Region. Many of these communities include some of the most underserved minority areas in Myanmar.

Chin State

An Introduction: Located in the north-west of the country and bordering India and Bangladesh, Chin State is the poorest and

A Chin woman and her son



least developed of Myanmar's 14 states and regions. Enveloped by beautiful rolling hills, the mountainous region is home to 2 of Myanmar's most famous peaks, Mt. Kennedy (2,703 m) and Mt. Victoria (3,053 m).

Need: While beautiful, the hills and mountains have hindered its development in comparison to the rest of the country. In much of the state, traveling can be extremely difficult due to the lack of quality roads and other types of infrastructure required for its development. Moreover, many village communities lack the necessary school facilities to properly educate their children beyond primary school, leading many students to move to other areas in the state to continue their education. Students' education is further complicated due to the fact that over 50 different languages are spoken in the region, where the primary language of instruction is Burmese.

According to the World Inequality Database published by UNESCO in 2016,

- **11%** of children 3–6 years above primary school entrance age **had never been to school,**
- **89%** of children 3–5 years above primary school graduation age **had completed their primary school education,**
- **61%** of children 3–5 years above lower secondary graduation age **had completed their middle school education,**
- **20%** of children 3–5 years above upper secondary graduation age **had completed their high school education,**
- **and 9%** of people aged 18–22 were **attending higher education.**

Our Work: As of December 2019, Studer Trust has now built 2 of its 86 school buildings in Chin State and plans to fund the construction of 1 school in the area in 2020.

Nagaland

An Introduction: Located in the north-west of Sagaing Region and bordering India, Nagaland is one of Myanmar's most remote and least-developed areas and is situated in the Naga Self-Administered Zone (SAZ), comprised of 3 townships: Leshi, Lahe and Nanyun. This mountainous region is home to over 40 different Naga tribes with a population of over 60,000, with over 95% identifying themselves as Christian.

Need: This mountainous region is one of the most isolated regions in the country, often lacking even the most basic forms of infrastructure, such as roads, railways, public



*Members of a
Naga Tribe*

schools, and hospitals. Due to a lack of a sufficient number of school facilities and the difficulty of traveling to school in mountainous terrain, thousands of children lack access to a quality education.

According to the World Inequality Database published by UNESCO in 2016, in the overall Sagaing Region,

- **5% of children 3–6 years above primary school entrance age had never been to school,**
- **90% of children 3–5 years above primary school graduation age had completed their primary school education,**
- **40% of children 3–5 years above lower secondary graduation age had completed their middle school education,**
- **13% of children 3–5 years above upper secondary graduation age had completed their high school education,**
- **and 9% of people aged 18–22 were attending higher education.**

However, according to the 2014 Census, Nagaland falls far behind the Sagaing Region average:

- **71.19% of adults 25 years and over had never been to school,**
- **12.17% of adults 25 years and over stopped their education after completing primary school,**
- **8.43% of adults 25 years and over stopped their education after completing middle school,**
- **4.95% of adults 25 years and over stopped their education after completing high school,**
- **and 2.36% of adults 25 years and over completed a higher education degree.**

Our Work: As of December 2019, Studer Trust has now built 2 of its 86 school buildings in Nagaland and plans to fund the construction of 1 school in the area in 2020.

Shan State

An Introduction: Located in the eastern part of the country and bordering China, Thailand, and Laos, Shan State is the largest state in Myanmar. Nestled in the heart of the Shan hills, the state is home to gorgeous mountain vistas, the world famous Inle Lake, and a number of different ethnic minorities: Shan, Pa-O, Intha, Lahu, Lisu, Taunggyo, Danu, Palaung, Ngwe Palaung, Ahka and Jinghpaw. In an effort to bolster the nascent tourism industry, a limited number of areas, such as Taunggyi, Nyaung Shwe, and Kalaw, have experienced significant investment; however, the development of the more remote and isolated parts of the state still lags far behind the state and national average.

Need: Due to a lack of basic infrastructure, such as reliable roads, in the more isolated parts of the state, the Myanmar government

*Members of an
Akha village
welcoming
Studer Trust*



Myanmar

has lacked both the access and resources to build the necessary school facilities to ensure each child receives a quality education. Similar to Chin State and Nagaland, the mountainous region also makes attending or continuing school difficult, especially if the community does not have the facilities or governmental permission to offer primary, middle, and high school education to their children. This is only further exasperated by several ever-evolving conflict zones, which not only limit students' access to education but also displaces them from their homes as well.

According to the World Inequality Database published by UNESCO in 2016,

- **27%** of children 3–6 years above primary school entrance age **had never been to school,**
- **56%** of children 3–5 years above primary school graduation age **had completed their primary school education,**
- **25%** of children 3–5 years above lower secondary graduation age **had completed their middle school education,**
- **10%** of children 3–5 years above upper secondary graduation age **had completed their high school education,**
- **and 7%** of people aged 18–22 were **attending higher education.**

Our Work: As of December 2019, Studer Trust has now built 4 of its 86 school buildings in Shan State and plans to fund the construction of 2 school in the area in 2020.

A groundbreaking ceremony at Pa Thaung village in Tanintharyi



Tanintharyi Region

An Introduction: Located in the southern part of the country, bordering Thailand and situated next to the Andaman Sea, Tanintharyi is home to some of Myanmar's most breathtaking coasts and beaches, including the Myeik Archipelago. Consisting of more than 800 largely uninhabited islands, the archipelago's beautiful and isolated beaches attract tens of thousands of tourists a year.

Need: While the number of tourists attracted to the area has recently increased – less than 2,000 tourists visited Myeik in 2012 while in 2018 that number increased to over 45,000 – many of the region's development initiatives have focused on bolstering its tourism industry and ports. While towns and ports along the coast have slowly begun to benefit from this development, many inland communities still lack access to the basic infrastructure, such as public schools, electricity, and quality roads, necessary to improve their quality of life. Along with Shan and Chin State, the World Bank, in its 2018 Multidimensional Welfare Report, which measures the welfare of a region through a variety of socioeconomic factors, including access to education, employment, energy use, housing, and health, has rated the population in Tanintharyi as one of the most disadvantaged in the country.

According the World Inequality Database published by UNESCO in 2016,

- **9%** of children 3–6 years above primary school entrance age **had never been to school,**
- **77%** of children 3–5 years above primary school graduation age **had completed their primary school education,**
- **38%** of children 3–5 years above lower secondary graduation age **had completed their middle school education,**
- **14%** of children 3–5 years above upper secondary graduation age **had completed their high school education,**
- **and 13%** of people aged 18–22 were **attending higher education.**

Our Work: As of December 2019, Studer Trust has now built 1 of its 86 schools in Tanintharyi Region and plans to fund the construction of 1 school in the area in 2020.

While the need is great, Studer Trust is committed to working with our partner communities and our generous donors to make sure that these children are not only able to continue their schooling but have access to a quality education as well.

Kolter Kiess

A Miracle from Studer Trust at Wan Ngaen School

I set up a monastic school a few years ago, and to be honest, I knew nothing about Studer Trust, not even the name nor any of their projects. To confess, I don't have much knowledge about monastic school systems either. I founded it solely based on the needs of the my local community, and I felt that I was obliged to do so.

It was last year when I came to know about Studer Trust via U Vimala, an abbot of Tar Pha and Wunn Khall School. He told me that Studer Trust has been helping many monastic schools throughout the country, and he was lucky enough to have 2 school buildings granted by the organization. He also said that they were about to hold an annual meeting and he would like me to join them as an observer.

At first, to be frank, I wasn't quite interested in participating. This is due to the fact that, as informed by U Vimala, all school buildings sponsored by Studer Trust follow the same design and their parts are ready-made to be assembled in the sites. Considering this criterion, our school would certainly be disqualified, and there was little chance to win any grant. This is because, from the very beginning, our school buildings have been constructed in a local style, and we use materials found in local shops as much as possible. The purpose of this is, on one hand, to fit in with the surrounding environment and on the other, to retain our local architecture. This is our principle. However, I'm happy to say, I did join Studer Trust's 5th abbots meeting at Inn Jell

Things happen when you least expect, and it is wonderful.

school and presented our school introductory booklet to the Studer Trust team, as suggested by U Vimala. Only then, did I learn how hard Studer Trust has been working in supporting schools in Myanmar. More than simply buildings, they also support playground equipment, restrooms, scholarships and provide even a Teacher Training Center. I can't help but admire their commitment and dedication in terms of education. Therefore, I did request the playground instead of a new school building that I thought I may not be eligible for.

To cut a story short, when the Studer Trust team was on their way to a new school building opening celebration in Keng Tung, they paid a visit to our school as well. I had a chance to explain why our school buildings were chosen to be built in the local style, how the materials, such as the roof, were recycled from communities and so on. To my surprise, the team agreed to support the construction of one school building. And this building was completed in September 2019, and it has been utilized ever since.

Some may say, I am lucky to have received the support from Studer Trust, as an exceptional case, but to me, it is a miracle. Things happen when you least expect, and it is wonderful. Doing exceptional things requires a lot of courage and an open mind. In this case, the credit goes to the whole team. To a wider picture, Myanmar is a diverse country, and we are different from one another. Recognizing our diversity is vital, because we live in a multicultural and multi-race country. We can unite in diversity.

Ven. Aggasena

Bottom left:
Wan Ngaen
School Building
and Students

Bottom right:
Wan Ngaen
School Building
Construction



Myanmar

3 Schools Summer Development Program 2019

Every year Studer Trust selects schools to host and participate in its Summer Development Program (SDP). The program is attended by students from remote villages and aims at providing these students with educational opportunities commensurate with those available to more affluent families in more developed areas. The SDP provides participants with the opportunity to improve their English language proficiency while also engaging in a variety of other activities, such as learning about the environment and conservation, critical thinking, personal healthcare, arts and crafts, and physical education. Students also have the chance to engage in small service learning projects, where they research different ways to help their schools and villages as well.

The students and the school look forward to applying what they have learned.

Bottom left:
Students from Shwe Kya who participated in the SDP

Bottom right:
Students participating in SDP activities

Each year, Studer Trust partners with the Thaybay Education Foundation to provide this program, and the Thaybay Education Foundation generously provides 2 volunteers to develop and facilitate the program for each school. This year Studer Trust selected 3 partner schools to participate in our summer

program: Taung Ywa Thit in Sagaing Division, Shwe Kya in Naypyidaw Division, and Kyauktan in Magway Division.

During the month-long program, students participate in over 100 hours of instruction and engaging learning activities and are taught by volunteer teachers familiar with their diverse regional cultural backgrounds and heritage. In 2019, 256 middle and high school students participated in and benefited from Studer Trust's Summer Development Program, providing students with the opportunity to extend their learning during the holiday break as well as providing the volunteer teachers with the chance to apply and share what they learned from the Thaybay Education Foundation's training over the course of the previous year.

This year students also helped clean up litter around their school and community to better understand how litter can negatively impact their immediate surroundings and environment.

Although the time for the SDP may be short, the students and schools who participated were extremely happy and grateful for the learning activities and looking forward to applying what they learned in the upcoming 2019 school year.

Naing Min Oo



Teacher Training Center

Mindfulness Training at TTC

With all of the demands made on both teachers and students, it's easy to understand how they may become overwhelmed and stressed in the classroom. This is only compounded by the challenges, responsibilities and influences they face outside the classroom as well. However, while educational systems spend a great deal of time ensuring students meet educational goals and training programs prepare teachers to become proficient in the technical aspects of their profession, they rarely provide either with strategies to effectively manage the stresses and challenges they may face in their learning, personal and/or professional lives.

In order to better help teachers and students learn to manage and respond to these challenges, a large number of educational institutions have begun to incorporate mindfulness training as professional development for their staff as well as for students in the classroom. "Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment with openness and curiosity," and research has found practicing mindfulness has a number of benefits for both teachers and students. For students, it has led to improved attention, emotion regulation, and behavior in school as well as lowering anxiety and stress in the classroom. Similarly, teachers who participated in mindfulness training also demonstrated less stress and were found to have more emotionally supportive and better organized classrooms.

With this in mind, the Studer Trust Teacher Training Center (TTC) has begun to offer mindfulness training for both the teachers who attend its programs as well as students at its partner schools. Through a generous scholarship from Mindful Schools, TTC was able to train its staff on and incorporate the Mindful Schools curriculum into its programming starting in 2018. The curriculum provides professionals in- and outside of the educational field with short, age-appropriate activities to help introduce and encourage youth in grades K-12 to practice implementing mindfulness into their everyday lives.

***Mindfulness training
as professional development for employees and students.***



Teachers practicing mindfulness

As a result, TTC was able to facilitate 5 8-week mindfulness programs for over 236 primary school students at the Salay Monastery in Mandalay, Myanmar, where TTC is housed. Moreover, 77 teachers who attended our teaching training programs in 2019 also had the opportunity to complete a corresponding mindfulness course, the goal of which was to provide participants with research-backed mindfulness strategies to better engage and become aware of their interactions with students in their classrooms. A number of teachers noted a variety of benefits from participating in this program, including the ability to better focus during training sessions and to better develop their relationships with their students. One participant stated, "Mindfulness is essential for learning. I'm able to better control myself, make major decisions, and I feel more peaceful." Another teacher pointed out how mindfulness can improve teacher-student interactions:

"Teachers are able to listen to their students more, be more patient, and more easily manage their anger", while another added, "mindfulness is necessary for teachers to help them have more positive attitudes and behaviors."

The TTC staff was extremely happy to learn so many of our teachers appreciate the addition of mindfulness activities into our programming and is continually grateful for the support that we receive from our generous donors, the Wai Yin Association, without which none of the work the Studer Trust Teacher Training Center does would be possible.

Kolter Kiess

Teacher Training Center

Summer Learning at Teacher Training Center

Every year, the Studer Trust Teacher Training Center (TTC) hosts a variety of short specialty workshops for its alumni during summer vacation, which occurs March-May in Myanmar. During that time, teachers have the opportunity to select from a menu of 5-6 workshops and select the one that they feel best meets the needs of their school, students, and their goals for their own professional development. Over the course of a year, the TTC staff surveys our active alumni to determine what topics they are most interested in learning about during the upcoming summer break and then partners with a variety of local individuals and organizations to provide teachers with the most effective and relevant trainings as possible. This year, TTC offered workshops on the following topics: First Aid, Consumerism, Arts and Crafts, LGBT Issues, Non-Violent Communication, and Special Education.

First, TTC partnered with the Myanmar Red Cross Society to provide our teachers with the basic first aid skills necessary to respond to simple and more complex emergency issues until students can be taken to a hospital or more experienced health professionals arrive. 100% of teachers who attended the program passed the required exam to become certified in basic first aid.

Participants also learned how to more productively and compassionately communicate with others by attending our Non-Violent

Communication (NVC) workshop. Based on the work by Marshall Rosenberg, teachers learned how to listen for the innate human needs expressed by their own and others' feelings and concerns and communicate these in more empathetic and compassionate terms in order to resolve conflicts they are experiencing with others. One teacher stated, "I really enjoyed learning about the steps in NVC: Observation, Feeling, Need and Request. Now, I can apply in these strategies in real life situations."

Furthermore, TTC partnered with a local non-profit organization, Colors Rainbow, to help our alumni become more aware of challenges LGBT students may face in their classroom as well as providing them with the knowledge, awareness, and skills necessary to address these issues in a positive and productive way. One teacher noted, "I have become more aware of LGBT issues", explaining, "I know how to accept and better communicate with my community if there is an LGBT child".

Overall, teachers found all of the workshops they attended helpful, and many recommended offering the same topics for other teachers to attend next year. This year, overall 154 participants attended and were able to benefit from the workshops offered, none of which would have been possible without the generous support of our donor, the Wai Yin Association, as well as the talented individuals and organizations that supported our program by facilitating the workshops. TTC continues to be grateful and extremely appreciative of all their support. **Kolter Kiess**

I really enjoyed learning the steps in NVC: observation, feeling, need and request.

Bottom left:
Participants
from the LGBT
Workshop

Bottom right:
Learning to
bandage head
injuries at the
First Aid
Workshop



The First Advanced Teacher Training at Teacher Training Center

On March 29, 2019, 25 teachers completed the first Advanced Teacher Training (ATT) both developed and facilitated by the Studer Trust Teacher Training Center (TTC) located in the Salay Monastery in Mandalay, Myanmar. The aim of this 10-week training was to help further develop our alumni's pedagogical knowledge and skills by both expanding on what they have learned in our previous fundamental teacher training as well as help our teachers better respond to the specific challenges they face when attempting to meet the learning needs of their students at their schools.

Furthermore, ATT also sought to better prepare our alumni to meet the professional expectations for teachers as defined by the new Teacher Competency Standards Framework (TCSF) recently developed by the Ministry of Education. The goal of the TCSF is to provide teacher training programs with clear and concise competencies and indicators of “what teachers are expected to know and be able to do and how well at the different stages of their career” in order to assist Myanmar in the development of “a strong system of teacher education” for its schools, teachers, and students.

Therefore, in order to better help our alumni meet these needs and expectations, teachers at ATT completed 7 modules on the following topics: educational theories, curriculum planning, lesson planning, formative assessment,

*At first I taught
in a simple way.
Now I know how to
teach systematically.*



differentiation of instruction, proactive classroom management, and action research. Throughout the training, participants were given the opportunity to analyze concrete ex-

amples based on the Myanmar government curriculum as well as apply what they learned by creating curriculum and lesson plans for the subjects and grades they would teach in the upcoming academic year, which started in June 2019. All of these projects were then collected and distributed to all at-

tendees. In this way, participants were able to crowd source the development of teaching materials and resources in order to not only benefit their own classrooms but also other

**Learning to use
the Internet
as a teaching
resource**

**Bottom left:
Sharing the
results of action
research projects**

**Bottom right:
Classroom
Encyclopedias**



Teacher Training Center

teachers working in Studer Trust's partner schools.

Teachers were then able to further demonstrate their level of mastery of ATT goals by conducting a 2-week Summer Learning Camp (SLC) for over 300 2nd, 3rd, and 4th grade students at 1 of 3 partner schools. At SLC, teachers taught engaging and hands-on English, Science and Math lessons based on the government curriculum in order to help students become more proficient at what they had learned over the previous academic year. As well as facilitating a variety of fun craft and team building activities, groups of teachers also completed action research projects, where they, as a group, identified a challenge they frequently face as teachers and selected a strategy they learned at ATT which they felt would help address this issue.

Upon successfully completing the training, each teacher received 10 small white boards and sets of dry erase makers in order to more easily apply the strategies and methodologies they learned during ATT. Furthermore, each teacher also received a set of Burmese language encyclopedias to both provide them with more information when planning their

lessons as well as a resource to share with students during their lessons.

At the end of the training, 100% of participants stated that they would use what they learned at ATT in their classrooms and recommended for TTC to provide this training in the future. Moreover, they clearly noted how ATT positively impacted the continued development of their teaching practice. As a result of attending ATT, one teacher stated, "[a]t first, I used to teach in a simple manner. Now, I know how to teach systematically" and another explained, "[a]s a teacher, I need to know these strategies and skills. I can only teach well if I know curriculum planning, lesson planning, and classroom management".

As always, the TTC staff continues to be grateful and proud of our teachers for their hard work and commitment to their own professional development. However, none of this would have been possible without the continued generosity of our donors, the Wai Yin Association, and the support of our partner schools, all of which have not only had a tremendous impact on all of our teachers but also on the thousands of students that they teach every day across Myanmar as well.

Kolter Kiess

ATT graduation



Myanmar

6th Abbots Meeting

On September 8, 2019, 27 abbots, 52 teachers, and various other community members attended Studer Trust's 6th abbots meeting at Kyauk Sayit Kone monastic school near Nay Pyi Taw, the capital of Myanmar.

Every year, the leaders from Studer Trust's monastic school partners come together for this one-day event to learn more about the good work of and the opportunities available to them through Studer Trust. They also have the opportunity to discuss any challenges they face and share the best practices that they have found successful at their schools. However, recently, our abbots have expressed a desire to spend more time discussing ways to address the common difficulties they experience at their schools.

Therefore, this year, throughout the day, the Studer Trust staff trained abbots on how to address the issues they face at their school using a simplified version of the Experiential Learning Cycle (ELC). ELC asks individuals to observe, analyze, and test possible solutions for challenges that they have experienced in their everyday lives. In order to successfully complete ELC, you need to note what happened, reflect on why you think it occurred, suggest a possible solution, and then implement your idea to see if it improves the challenging situation which you had identified in the first place.

In order to do this, the abbots brainstormed and selected 4 different challenges that they would like to work to improve at their schools: teacher retention, funding development, insufficient space in their classrooms and dorms, and the challenge that their teachers do not have access to quality teaching learning aids. They then divided into small groups and throughout the day, worked together to identify the causes of and possible solutions for these problems.

As a result of these efforts, the abbots were able to come up with a number of actionable and practical solutions. Both the teacher retention and funding groups proposed forming fundraising committees to develop social enterprises that create and sell traditional arts and crafts as a way to increase the amount each school can afford to pay for their teachers' salaries.

After that the abbots were able to find a number of feasible and practical solutions.



Group Discussions

The abbots in the group focusing on insufficient space in school facilities noted that the closed quarters led to an increase in student illness and suggested developing daily healthcare activities in order to improve the health and overall hygiene of their students. Finally, the teaching learning aids group recommended training their teachers on how to use Youtube and other similar Internet resources to learn how to make

effective teaching learning aids as well as providing them time during the day to create them. The abbots then shared and provided each other feedback about their ideas and then selected one of the actions proposed that they would like to implement at their school over the course of the upcoming year.

The abbots stated that they found the training extremely useful and were looking forward to utilizing ELC to address these and other issues at their schools in the future.

Kolter Kiess

Facilitating the ELC training



Myanmar

A Month of School Openings

For the last 16 years, 6 of which were without our founder, Peter Gautschi, Studer Trust has worked to implement, improve and create better access to quality education across communities in Asia, targeting underprivileged children and communities in Myanmar.

Furthermore, Studer Trust has also pioneered an efficient and fully transparent charity that provides potential donors the opportunity to help the less fortunate, guaranteeing that 100% of donations reach the children in need. We hope that this model may serve as an inspiration to other organizations. As of December 2019, we have provided 86 school buildings for 23,560 students and 886 teach-

We hope that this model may serve as an inspiration to other organizations.

ers. We have also sponsored 47 scholar students from our partner schools. Our current goal is to expand our services to impact at least 30,000 students by the end of 2020.

In February 2019, we had 4 school openings in 3 different regions and states: Mandalay Division, Eastern Shan State and Rakhine State. Together with donors, who flew in from other countries, we shared the wonderful moments at the school openings and explored the healthy learning environments that the new school buildings would provide the students and their communities. We also shared our various contributions to the projects and gave thanks to all of the parties involved in the successful completion of beautiful new school buildings.

School uniforms, school supplies and a small amount of funds for the follow-up program were given by the donors to the students, teachers, abbots and principals. Through Studer Trust's 4-year follow-up program, the school will be supported with sufficient books and teaching equipment, summer English courses, teacher training and education. This will further support the development of a quality education.

Studer Trust would like to thank our generous donors, the school committees, local communities, teachers and students, our dedicated operation team and the construction crews for making a change. We are looking forward to work closely with the above mentioned stakeholders and making sure these are the schools we can all be proud of.

Cho Cho Lwin

Right:
Art class funded by Studer Trust at Wun Khall's School Opening Ceremony



Bottom:
Donors, Studer Trust Team, School Committee and Local Communities at Aung Tha Pyay School Opening Ceremony



Mya Mya Thin

Mya Mya Thin is one out of 47 Studer Trust scholarship winners in Myanmar. She was born in a poor family in the tropical zone, Magway region. The family has a small farm and grows sesame and a variety of peas and beans. Because of inadequate and insufficient rainfall every year, the crops have been badly affected and the family and the farmers in that region have often lost their crops and struggled to find the necessary funds to cover their basic needs.

One summer holiday in 2015, the family was discussing about Mya Mya Thin's future education. Her elder sister and younger brother had already quit school and helped to support their family by working in the big city, Yangon, the largest economic city in Myanmar. Thanks to the small amount of support they could provide, Mya Mya Thin was able to go to school. However, in order to attend and successfully finish her final year of school, grade 10 in Myanmar, she needed more financial support than her family could provide. Grade 10 in Myanmar is an extremely crucial year not only for a student's academics but also their personal life due to the fact that the results from their graduation exams determine whether they will be able to attend college or not. Moreover, Mya Mya Thin's results would also impact her ability to, in turn, support and improve her family's quality of life in the future.

Fortunately for Mya Mya Thin and her family they received a phone call one hot summer evening from U Kahlar Na, a buddhist monk who works to support a lot for the improvements of her village school, while they were discussing Mya Mya Thin's future plans. Her family shared the challenges they were facing regarding Mya Mya Thin's education, and U Kahlar Na shared with them the work and support Studer Trust provides for communities and individuals around Myanmar. The family stated they were very interested in learning more about this fortuitous opportunity, and U Kahlar Na arranged for Mya Mya Thin and her family to meet with Cho Cho Lwin, where he described Mya Mya Thin's outstanding performance and the financial need of her family.

U Kahlar Na arranged for Mya Mya Thin and her family to meet with Cho Cho Lwin.



Mya Mya Thin

After completing a thorough needs analysis by checking with her teachers and principal, Studer Trust decided to support her education in 2015 through its scholarship program.

The Studer Trust Scholarship Program supports students from disadvantaged families who need financial help to complete their high school and/or their university studies. Studer Trust believes that higher education is the key component to achieving one's potential as an adult. Studer Trust scholarships cover a variety of necessary expenses for its scholarship recipients' education. The mission of the program is to give underprivileged students

in Myanmar an opportunity to develop their own individual skills and unlock their potentials. Each applicant must be nominated for the Studer Trust Scholarship by a teacher or school principal who is familiar with the student's academic record. The scholarships reward students from low-income families who exhibit hard work and a strong will to succeed.

As a direct result of this support, Mya Mya Thin is now a third-year student, majoring in English, attending the University of Distance Education in Magway region, which provides students with the opportunity to work while also going to school part-time. She studies English because she dreams of becoming a tour guide within the next 5 years. When not at school, she also works in a garment factory to support both her own education and to improve the lives of her family.

Tai Lynn

Myanmar

A Visit to Malawt Government Middle School

In May 2008, Cyclone Nargis ripped through Myanmar's Irrawaddy Delta region in the country's south. About 140,000 people were killed in one of the world's deadliest natural disasters this century.

Asia Business Council members donated money for charity relief, the first and only time that we have done so. The Council donated USD 160,000 to 3 different organizations, raised from individual donations from members and from a charity auction at our 2008 Spring Forum in Tokyo. Council donations were given to the Salvation Army for food relief and reconstruction of houses; to Médecins du Monde for women's and children's healthcare; and to Studer Trust for the construction of 3 school buildings at different locations in the Irrawaddy Delta.

Studer Trust now works exclusively in Myanmar and since 2004 has built 86 schools in the country. It also runs training programs – in 2019, 404 participants took part in Studer teaching programs. Private charity has an important role in countries like Myanmar. The government lacks capacity to provide everything that is needed. Private donors have the motivation. They can also act as a catalyst.

*Students nonetheless
are enthusiastic
and teachers
appear committed
to their education.*

In 2012, photographer David McIntyre and I took the opportunity to visit the Nga Phi Chaung school. That trip involved a six-hour drive to one of the largest cities in the Delta, Bogalay, where we overnighted before taking a boat several hours downstream. Nga Phi Chaung was largely self-sufficient when we visited, although it had one diesel-powered electricity generator, which we were told was used to power a television set. We were virtually the only boat on that part of the Delta with a motor.

When we visited, 3 years after Nargis, the lush Irrawaddy Delta landscape already had grown back, covering the physical scars left by the storm. But students in the seventh-grade classroom, the Council built, were studying climate change. Living just above sea level, where their school had been destroyed and so many people had died – 10,000 dead in Bogalay alone -- they knew that their future was tied to climate change. They knew the deadly reality of global warming.

In 2019, eleven years after Nargis, I visited another school the Council funded, the Malawt Government Middle School. The biggest surprise was how much the infrastructure in the Delta region has developed since my 2012 visit. What had been overnight trips are now day trips from Yangon. Until recently Malawt was accessible only by boat

Bottom left:
*Mark Clifford and
Studer Trust's
Le Le Thein with
teachers at the
Malawt Govern-
ment School 1*

Bottom right:
*Studer Trust's
Kolter Kiess at
Art class funded
by Studer Trust
at Malawt school*





Art class funded by Studer Trust at Malawt school



Left: Malawt primary school students



Right: Art class funded by Studer Trust at Malawt school

or motorbike. Bridges are being built and roads upgraded throughout the Delta and ours was a four-hour drive from downtown Yangon. Malawt still has no government electricity – though there are plans to extend it from a nearby temple – but generators are available to power the handful of laptop and desktop computers in the school's computer room.

The USD 15,000 donated by the Council built one of the Malawt school's five classroom buildings, which together host 458 students. Conditions are basic. Teachers share a communal dormitory room. Although the principal has her own house, it is a one-room thatched-roof wood hut. Students nonetheless are enthusiastic and teachers appear committed to their education.

The better infrastructure in the Delta is pulling people from Malawt and nearby villages into the orbit of Yangon. More families are working in the Yangon area. Some graduates go to a nearby high school and the best from that school attend a teacher's college in Bogalet. There are far more opportunities in the Irrawaddy Delta than in the mountains, where I visited other Studer Trust schools. There, in eastern Shan State, the best hope for those few who finish secondary school is to have

the ability to read and write the national language, Burmese (as opposed to their tribal languages) and be able to do some basic computational skills.

Nargis was a traumatic event for the hundreds of thousands of families that were affected by the storm. Ironically, the storm led to significant political changes in Myanmar. The military government first tried to cover up the extent of the devastation and rejected most offers of help. Faced with domestic criticism, the country's leaders executed a remarkable about-face and accepted significant foreign assistance. The historic political opening, which saw Aung San Suu Kyi assume the position of State Counsellor, followed in its wake.

By funding 3 schools, the Asia Business Council has played a part of these efforts that have seen Myanmar become more integrated with and open to its neighbors and the wider world. The importance of education cannot be overstated, especially in low-income countries like Myanmar. Witnessing the hunger for learning among the students at Studer Trust schools, and seeing donated funds are being used wisely, should give Studer Trust supporters satisfaction.

Mark L. Clifford, Executive Director, Asia Business Council

Myanmar

2019 Review, 2020 plan and our Project Focus Areas

Studer Trust's objective is to improve access to quality education for all students by providing facilities, equipment and educational programs. In order to do this, we have decided to focus on supporting 4 geographical areas, which represent some of the most under-resourced communities in the country and also the areas where the majority of minority groups live: Chin and Shan States as well as Tanintharyi Region and Naga Land in the Sagaing Region. We identify the communities who need the most help and will help those committed communities to create new education opportunities for their children now and in the future.

During 2019, we completed 5 school buildings, built 13 toilets, 4 playgrounds, 1 computer center and 404 teachers participated in our teacher training programming.

This important work would not have been possible without the advice, support and hard work of many people. Many thanks to our donors for their generous donations and continued support. I'd also like to give special thanks to the teachers, students and communities for their help with transporting, carrying and loading all of the construction materials. And, of course, many thanks to the Studer Trust operation team and construction crews for a wonderful job done, which were completed on time and within the project budgets.

Our objectives for 2020:

- Support 6 school buildings at our project focused areas
- Provide 5 toilets, 6 playgrounds and 1 computer center
- Conduct 3 cohort trainings at the Teachers Training Center and 4 summer workshops
- Award Scholarships, School Field Trips & Follow-up support

Cho Cho Lwin



We have already served the communities in 34 townships in 3 States and 7 Regions

- 41% in Mandalay Region
- 21% in Ayeyarwaddy Region
- 16% in Sagaing Region
- 4.8% in Magway Region, Shan and Rakhine State
- 3.6% in Bago Region
- 1.2% in Yangon and Tanintharyi Regions and Chin State

Focus area: Expand Myanmar operations into minority areas (Shan and Chin State, Naga Land in Sagaing Region, and Tanintharyi Region)

Children's Freetime During the School Day

Children around the world love to have fun, help, and play.
Have you ever wondered what children in Myanmar do for fun during the school day?



Financial Information

Financials in Our Annual Report

Roland Jossi

Donations and Investments

Year	Donations	Investments
2005	259	258
2006	104	106
2007	297	143
2008	317	285
2009	402	368
2010	153	230
2011	347	203
2012	351	372
2013	361	215
2014	325	362
2015	279	226
2016	349	268
2017	355	394
2018	221	317
2019	436	288
Total	4,557	4,033

Investment by Country

Myanmar	2,808	70%
China	1,125	28%
Philippines	57	1%
Others	44	1%
Total	4,033	100%

Nature of Investments

Schools	2,159	54%
Education	734	18%
Maintenance	343	9%
Scholarships	227	6%
Water	188	5%
Rescue	143	4%
Medical	67	2%
Walkways	44	1%
Vocational	53	1%
Aged Homes	27	1%
Others	49	1%
Total	4,033	100%

All numbers in USD 1,000

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

Donations in Switzerland

Beneficiary: Studer Trust Switzerland

Local transfer:

Luzerner Kantonalbank AG

Pilatusstrasse 12, Postfach, CH-6002 Luzern

IBAN: CH08 0077 8210 5918 0200 1

BIC/ SWIFT Code: LUKBCH2260A

Currency: CHF – Swiss Francs

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:

Studer Trust

Unit 909, Tower 1, Silvercord

30 Canton Road, Tsimshatsui,

Kowloon, Hong Kong

Building a Future with Us



*Thank you for
making a change*

Studer Trust, also known as Margaretha Studer Charitable Trust, was established in 2002 by our late founder, 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 had to be isolated from the actual operating costs giving donors the confidence and transparency that is absent in many charitable organizations. The Studer Trust setup ensures that all operating costs are absorbed and the donor's money reaches 100% the children in need.

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 126 schools and other community based projects since 2002.

Our Objectives

- To provide facilities and equipment for quality education.
- To operate within the territory of South East Asia.
- 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 Switzerland 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 Peter Gautschi, Studer Trust has built about 126 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 or in the best possible way for the children in need.

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.



STUDER TRUST

Respect the Spirit of Helping



Thank you for making a change!

Kindly scan our QR-Code to visit our website
www.studertrust.org

