



STUDER TRUST
Respect the Spirit of Helping

2017 ANNUAL REPORT



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Building a Future with Us

Message from the Chairman



Studer Trust, also known as Margaretha Studer Charitable Trust, was established in 2002 by our late founder Peter Gautschi. Having had some negative 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.

A big thanks to the whole team who worked very hard to make the above possible and who will continue the vision and mission of Peter Gautschi. This of course would not be possible without your continuous and kind support. It is amazing to have such great friends. I am thrilled to be part of this unique organisation since November 2015 and filled with joy to have taken on the new role as Chairman since July, 1st 2017. Therefore, I would like to present our annual report 2017 which gives you a better idea of our achievements throughout the year.

We achieved to successfully start our Technical Vocational Education and Training Center in the Philippines which will hopefully create many new job opportunities while teaching the necessary knowledge and by creating partnerships with Yamaha for example. Furthermore, we built new schools, supported our highly motivated teachers with our Teacher Training Center and held the 4th abbot meeting in Myanmar. Sadly the Rohingya Crisis is ongoing but Studer Trust is committed to helping the children with all religious backgrounds.

In 2018, we are planning on building more new schools in Myanmar, continuing to support our inquisitive students and opening a third Motorcycle Training Center in the Philippines.

Our aspiration is to continue the great work which Peter has started many years ago. Together we can make a change.

Thomas Burkhalter
Chairman

Team Introduction



Roland Jossi

My name is Roland Jossi and I was born and grew up in Switzerland. After that, I have lived and worked in Asia for more than 20 years, in Japan, Singapore and now for my second time again in Hong Kong. On April 1, 2017 I took over the position as the Accounting Manager. I am not an accountant by profession but I believe that my long experience at Swiss banks as well as my current position as a financial consultant here in Hong Kong gives me some good sense of numbers, accuracy, etc. I have also been the Honorary Treasurer of the Swiss Association of Hong Kong for the last few years, giving me some exposure to bookkeeping etc. Apart from that, I have also been a member of Rotary International in different countries for more than 10 years. On a number of volunteering trips to China and Nepal, etc as well as many private travels in other Asian countries, I have seen a lot of less fortunate children and youth. I have supported some charities financially in the past, but this is my first time to be more actively involved. I really look forward to working together with all the partners involved. There is so much to do, let's keep making a difference.



Margaret Chan

My name is Margaret Chan and I worked together with Mr. Thomas Burkhalter for 17 years prior, together we developed the Corporate Social Responsibility concept, standards from scratch for a global purchasing organization. During the extensive travels into the main production centers such as China, Bangladesh, India, Vietnam, Cambodia, Turkey and many others, my focus have sharpened not only for manufacturing safety, legal requirements, workers' freedom, integrity also other related topics. I started my new chapter of life "retirement" since end of June 2017, I feel honor having the opportunity to join Studer Trust as volunteer and looking forward to make my contribution.

Thank you Walter Wuest



I would like to take this opportunity to thank Walter for his dedication, support and contributions to Studer Trust, his dear friend and our late founder, Peter Gautschi and the Studer Trust team.

When we suddenly lost our founder in 2013, LT and I, both co-founders of Studer Trust, discussed and decided to approach Walter to take the chairmanship and guide us. Walter was Studer Trust's chairman in the early years, and Peter Gautschi shared many of his ideas for the Trust with Walter. We strongly believed that Walter would lead us, keeping Peter's spirit and carrying on in our founder's legacy and Walter did his best. He himself is a donor of Studer Trust, and we continue to benefit from his practical suggestions and leadership.

Thank you very much, Walter for guiding us these last five years. Studer Trust is in a good position and better than ever because of you.

With sincere thanks,

Cho Cho



There is a corner in Walter's house which he shared with Peter Gautschi while enjoying their cigars. There is a small balcony with a view of Victoria Peak, so green, quiet, and relaxing, and after a meal and a few drinks, they would sit in the intoxicating smell of smoke and cigars and exchange ideas.

Walter and Peter come from the German-speaking part of Switzerland. They have similar cultural backgrounds, but they have entirely different characters. Walter is always so calm and shows you confidence and security, while Peter was so straight forward and even a little short tempered, and gave you the impression that he was doing the right thing. But one thing they have in common: they both talk to you and treat you with their hearts.

They have been good friends for many decades. They understand each other more than anyone else. That's why Walter has been able to lead Peter's legacy successfully for the last five years.

LT Chan

Myanmar

Rohingya Crisis, Myanmar and Studer Trust's Stance

Cho Cho Lwin

The news coverage of Myanmar over the past weeks has placed Myanmar and its people in a bad light. The violence is in an area where there has long been tensions between Buddhists and Muslims over the willful mistreatment of the Rohingya people, who are Muslim. Both Muslim and Buddhist communities in other parts of Myanmar live peacefully despite these recent disturbances.

The Studer Trust team bemoans the senseless hatred that has led to this violence.

The situation is escalating quickly and many people have been asking whether Myanmar is a safe place to visit and a good place to invest in humanitarian aid in light of the violence there. The answer is YES.

The affected province is far away from the widely travelled tourist areas. It is located on the Myanmar-Bangladesh border and is almost never visited by tourists. All other tourist sites, including Yangon, Bagan, Mandalay and Inle Lake, remain unchanged.

As you all know, Studer 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 focus is to improve the conditions for the education of children in communities in remote, impoverished areas by providing them with urgently needed infrastructure. Our small team in Myanmar employs both Buddhists and Muslims, who love and trust each other.

Currently, Studer Trust has one school building project in Sittwe, the capital of Rakhine State. Studer Trust will continue our support of the Min Kyaung project, because donating to this school will not mean that we are supporting either side of the conflict. This project is for the benefit of the needy and the future of the Rakhine State. We hope that quality education will help these families and communities to promote more inclusive and peaceful actions in the near future. They are the future of this land, not those who kill, burn and hate. The students of Min Kyaung School deserve to have a healthy learning environment and it will have a big impact on their education. We have full confidence that the Min Kyaung Abbot and his school administration will in no way discriminate when enrolling or recruiting student populations. The school was a happy home to 59 Muslim students and a teacher from 1998 to 2006, when the conflict started building up.

Together, with our donors, Studer Trust hopes to give both communities loving encouragement in order to help them continue providing a quality and supportive learning environment and to show them that we care about the future of Rakhine State and Myanmar.

Let's give every child a chance to have access to a quality education!



Myanmar

Studer Trust's Mission to the Unreached!

Cho Cho Lwin

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 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.

Studer Trust's vision is to ensure that every child has access to a quality education. Since 2005 we have helped build the needed infrastructures, such as school buildings, at both monastic and government schools in Myanmar. One of Studer Trust's (ST) wishes is to support the regions which have historically experienced social strife and have remained isolated from the rest of Myanmar. This wish became a reality when Abbot U Wimala from Kengtung area contacted Studer Trust in 2015. Abbot U Wimala is originally from Mandalay and now lives in a village about 2 and half hours drive from Kengtung. He came to the Kengtung area in 2010 and discovered many villages were still experiencing poor living conditions and had benefited from little infrastructure development. He decided to stay in the area and help to promote educational opportunities in the surrounding area.

In early March 2017, the Studer Trust team set out on a mission to visit and learn more about the isolated communities near Kentung. All seven schools which the ST team visited are situated in extremely remote villages, requiring several hours of travel by motorcycle and all-terrain vehicles. These villages are one of the few places left in Asia where it's possible to see local hill tribes, such as the Akha, Ann, Lahu, Lahu Shi, Wa and Palaung wearing their traditional clothes and embracing their tribal culture.

As we headed by motorcycle deeper into the Shan mountains, about 4'000 to 6'000 ft above sea level, we occasionally passed a number of remote villages. We saw bamboo huts on the slope of the mountains, villagers at work, and a few opium and beautiful rice fields. We traveled on unmarked dirt roads, with no map and little mobile signal, but we consistently felt the warm welcomes and generosity of all the local communities. We were a little nervous when our four-wheeled vehicle broke down when it was beginning to get dark. The brakes were not working properly as we drove on the way back to Kengtun town. The abbot U

Winmala was our designated driver and we thanked him for his careful driving. We had no choice but use very narrow trails, crossing a few creeks to commute from one village to another; yet we were constantly amazed by the beautiful scenery. There were altogether six motorcycles set aside for traveling. Four of us were assigned to sit tight at the back of the each motorcycle, and without our wonderful drivers we could not have completed this important mission.



During our two-day trip, we witnessed that the existing buildings were largely dilapidated and often did not meet basic health and safety standards. The hunger for education we experienced was astounding. We strongly believe that investing to promote the education in this villages will reduce poverty and inequity, increase household incomes, improve individual and family health, strengthen the communities, and expand economic development. It will also promote lasting peace by helping to build national unity in area that has a long history for fighting and civil strife.

After the visits, Studer Trust decided to support two new school buildings at Tar Pha' and Wunn Khall schools. We plan to work in full partnership with local community leaders, the schools, and abbots while seeking the support of district authorities and agreement with national government. Furthermore, the teachers from Tar Pha' and Wunn Khall schools will have opportunities to participate in a 10-week teacher training at the Teachers Training Center (TTC) in Mandalay, a program of Studer Trust. TTC exists to equip teachers and school leaders with the knowledge, skills, and tools to provide a transformative quality of education for children studying in Studer Trust affiliated schools.

Mission accomplished!

Myanmar

Peace Knitters at Work

Kathi Wood

Every Tuesday afternoon from 1-3 pm a group of knitters meet at the Jeannette Rankin Peace Center (JRPC) in Missoula Montana. They knit, they talk and they share stories and (sometimes) food with each other. This group has been knitting together for years. They are addressing both local and global needs, and Myanmar and especially the Studer Trust Foundation is one of these groups. Co-Founder and Director, Cho Cho Lwin, joins us when she is stateside which is how we learned about the work of this wonderful foundation.

As a Peacemaker and an avid knitter, I have been part of this group since its inception. Our first project for Myanmar was to knit a Teddy Bear for each child (35 at the time). They were well received by all.

Both my husband and I have a special interest in Myanmar. This began when we were introduced to Wai Wai Tun, the first Myanmar student to attend the University of Montana. Through Wai Wai we were introduced to Cho Cho and our journey begins there. In 2013 we visited Myanmar for the first time. This trip included a visit to the Pauk Par School on Inle Lake, where we distributed knitted toys made by our JRPC Peace knitters. There were fish, snakes, puppies, bowling pins, etc. We also distributed a play outfit to each preschooler, which were made by a local Missoula church group. This visit created a lasting love affair between the school and my husband and me. We have since been able to raise funds for other special needs at the school. They now have their own boat to bring more children to the school, and they also have a newly covered walkway between their two buildings. These items were on their "Wish List". The beauty of all of this is that we can send donations and items directly through Cho Cho, and in return, we receive an acknowledgement and photos (for all gifts) from the Foundation and, of course, a big Thank You! One hundred per cent of all donations go directly to Studer Trust projects, as set up by the Founder, Peter. Salaries and administrative costs are a separate account.

In March 2017 we returned to Myanmar and visited the Pauk Par School once more. Upon our arrival in the classroom, we saw the toy cabinet with some well-worn Teddy Bears and other toys looking through the glass at us. I asked the teacher if they were in need of some new toys and of course she gave us a big smile with her "Yes!" So, once again, we are making lots of teddy bears and lots of other toys to send in the near future. This is only one of the many projects undertaken by our Peace Knitters. Each knitted item is a labor of love sent to others in the name of Peace.



Myanmar

Teacher Training Center Alumni Support Their Schools

Kolter Kiess

Every year, the Studer Trust Teacher Training Center (TTC) holds 2 10-week trainings for teachers from our partner schools located throughout Myanmar. During this in-service training, teachers work to improve their fundamental teaching knowledge by participating in a variety of training sessions on methodology, teaching strategies, and engaging in various projects. Furthermore, participants commit to teaching at their school for at least 2 years after completing this training. In this way, TTC's alumni not only contribute to Studer Trust's goal to ensure every child in Myanmar has access to quality education but also embody its slogan "Respect the Spirit of Helping" as well.

However, once teachers return to their schools, they continue to face a number of challenges in their efforts to provide their students with the best education possible. Many of their schools lack the funding necessary to provide their classrooms with the teaching materials, such as school supplies, and other resources necessary to support their students' learning. Moreover, due to the difficulty of recruiting individuals to teach at their local monastic schools, teachers are often required to teach throughout the entire day, providing them with little to no time to either prepare lessons and classroom materials or support their school efforts to foster their children's development outside of the classroom. This is only compounded by the fact that teachers are often required to teach multiple grades of students, sometimes inside the same class. Finally, due to the limits in their schools' funding, teachers often receive salaries or stipends well below the level required to support all of their expenses and those of their peers working in more publicly supported government schools. Teachers at TTC's partner schools, on average, receive 60,000 kyats (approximately \$40 USD, ranging from \$26-\$74) a month, while teachers at government schools often earn more than twice that amount (approximately \$111-\$148).

Even while facing these challenges, TTC alumni are confident in the positive impact they can have on the lives of their students, schools, and communities as well as the support that TTC's trainings provide. Daw Win Win from Chaung Gyi Monastic Education School stated, "In my childhood, we didn't have access to good teaching methodologies. Now [students] have those, and they learn the lessons easily. I learned good teaching methods from TTC, and I want other teachers to learn them too, so students have a much easier time learning their lessons."

Daw Aye Aye Su from Tadaoo Monastic Education School completely understands how her commitment to her school and community directly impacts the learning and lives of her students: "Nowadays, no one wants to work for 40,000 kyats [approximately \$30 USD] per month since they can find a job easier than before. So, it's hard to find a teacher. I don't get much money, but I thought 'if I left school, would it be okay for my students?'"

And U Ye Ko Ko from Bon Pyan Monastic Education School in Mandalay directly relates his efforts as a monastic school teacher to the development of Myanmar as a whole. He stated, "Monastic education was founded a long time ago, and we are one of the supports in a developing country. We monastic school teachers are taking that role in supporting the country. We can create the opportunity for the children who may have ended up "on the street" without the opportunity to attend monastic schools.

Even though participants are only required to commit to teaching at their schools for 2 years after graduating from TTC's training program, many teachers continue to work at their schools in order to provide their students with the best education possible and to continue to support Studer Trust's efforts in Myanmar. Thus far in 2017 Studer Trust has trained 56 new teachers and invited 7 new schools to participate in our programming. Through the continued support of our generous donors, the Wai Yin Association, we are confident TTC will be able to continue providing such necessary trainings in the future as well.



Myanmar

Reading English at Teacher Training Center

Kolter Kiess

Over the last year, the Studer Trust Teacher Training Center (TTC) has been able to make a number of upgrades to our facilities and programming due to the generosity of our donors, the Wai Yin Association.

We have been able to install flooring, a garden sitting area, and upgrade our electrical systems; however, one of the most popular additions to our programming is the purchase of an English language library. The new library contains over 200 titles in English in 7 different language levels. The books are simplified versions of new and classic works of English non-fiction and literature, such as biographies of Gandhi or Martin Luther King, Jr. and The Adventures of Tom Sawyer. Each book is accompanied by an audio book, so teachers can listen to the books while reading along.

This library is an integral part of our English Teacher Training (ETT). Along with 3-5 hours of direct English instruction each day, teachers also have the opportunity to participate in sustained silent reading (SSR) 2-3 times every week, which serves to reinforce the language they are learning in their English classes. One teacher noted, "I have improved my reading skills, knowledge of the usage of tenses, and my listening skills because of SSR" while another stated, "Reading books has improved my reading and writing skills."

By the end of this 10-week training, 21 teachers read over 350 English books, an average of 35 books a week. Participants were assessed at the beginning and end of training to track their reading development. As a result of ETT, 18 teachers advanced at least 1 reading level, 12 teachers advanced 2 or more reading levels, and 1 teacher advanced 3 reading levels by the end of training. Moreover, 7 teachers loved reading in English so much that they read over 20 books!

We are incredibly proud of their hard work and dedication to their language learning and are looking forward to the positive impact ETT will have on the instruction they provide their students as well as observing how their English language proficiency continues to grow.



Myanmar

Myanmar School Opening Ceremonies in 2017

Cho Cho Lwin

In 2017, the Studer Team organized 6 School Opening Ceremonies in Myanmar. Together with some of our kind donors, our teams from Hong Kong, Singapore and Myanmar as well as our construction crews attended all ceremonies.



They were fruitful and memorable openings. The teams traveled by bus, boat, motor bikes, and on foot!! Hundreds of community members welcomed us and participated. We were often welcomed by students'



traditional dancing and once a local student band! During the ceremonies, a few schools raised some funds for their operational costs.

100 teachers and 2,385 students from 6 different



schools are directly benefitting from 6 new school buildings. More than 30 local communities are also benefitting by the new schools facilities. Zaytawon, Le Paw and Sandar Yar Ma schools received their 2nd

school buildings after they received the first ones from us and our donors in 2006, 2012 and 2015 respectively.

All of this important work would not have been



possible without the advice, support and hard work of many people. First and foremost, Studer Trust would like to thank our donors for their kindness and generosity. Many thanks to the abbots, principals for their guidance throughout the projects. Special thanks to the teachers, students and all the communities for their help with transporting, carrying, and loading all the construction materials. And also many thanks to Studer Trust operation team and construction crews for their wonderful work in successfully completing each project in a timely fashion and within the project budgets.



Our late founder, Peter Gautschi said, "We must continue to build our school. When the building is up it's only the beginning of the School's life. We have to keep it new and fresh for a long time. Whilst it will be relatively easy to organize and implement a way to help maintain a building it may not be easy to create and invent a way to and help needy young people getting proper education. But it will be worthwhile to be innovative and if we are convinced on what it's all about and take a 'can do' approach we'll succeed. But it can only be done if we, Studer Trust, the local community and the school are fully committed and work together!"

Myanmar

Studer Trust's Paths to Improve Computer Literacy

Cho Cho Lwin

The computer literacy rate for underserved communities in Myanmar hasn't improved yet even though Myanmar is in the middle of a number of exciting developments and transitions. Most rural communities currently don't have access to computers and other kinds of technology they will need to be competitive in today's job market.



Furthermore, many of the young rural people can't afford the high fees charged by many computer training courses, which are often only available in urban areas. In light of this, the Shwe Ku school abbot, U Wai Ponla and his brother, U Wi Thoke Darsara, the abbot of Phalankone school, shared a concern that the children in their care were missing out on learning important technological skills and decided to introduce computer education at their schools in 2005. To start, U Wai Ponla received an old desktop computer from his brother, and he began to teach himself the basics of MS Office, graphic design and page layout. After improving his own computer knowledge on this computer for a few months, the so called Shwe Ku computer center was founded. Then, he began teaching others what he learned on one computer!



One of Studer Trust's core initiatives, the follow-up program, allows us to see the progress of the operations of Shwe Ku school. We have followed the progress of the computer lab and classes during our regular follow-up visits to Shwe Ku school. Studer Trust's experiences with Shwe Ku demonstrated the desperate need for this computer knowledge and a well-equipped computer lab



as well as structured courses and well-trained computer teachers. In 2011, Studer Trust decided to launch a pilot program centered around developing a computer center at Shwe Ku school. It was successfully launched in 2012. Since that time, Studer Trust has established 4 Computer Centers in Myanmar. Thanks to the continued support and generosity of our donors, the Wai Yin Association, MGB METRO Group Buying HK Limited and Gammon Construction, Studer Trust has been able to support the development of technology knowledge and skills to more than 1000 students. Now they have the knowledge that they need to compete in a country that is rapidly developing and has recently catapulted into the international community.



Myanmar

Story of Gammon Construction Ltd Donation of computers

Cho Cho Lwin

After Studer Trust started a pilot project to start a computer center at Shwe Ku school and it was successfully launched in 2012, we decided to support more computer centers at select partner schools which had consistently been in good standing and received excellent marks in our follow-up check list, which evaluates them in a variety of categories, such as teaching quality and co-operation in school building maintenance.

In 2016, a Hong Kong based corporation, Gammon Construction Ltd, informed us that they were interested in contributing to our charitable work. In particular, they wanted to learn more about computer centers in Myanmar and possibly donate a number of computers to Studer Trust. We felt like we won the lottery when we heard the news because we just happened to be looking for computers for our computer center projects at that time!

We didn't hesitate to seize this amazing opportunity. We arranged an appointment with the Gammon Construction Ltd team and we introduced them to the great work Studer Trust has been doing in Myanmar by sharing a short presentation. They were very happy to learn more about our projects and programs. They were also very interested in the idea of supporting the improvement of technology knowledge and skills to many underserved students in Myanmar. During this meeting, Gammon Construction Ltd informed us that they would be very happy to make the donation of 90 sets of computers to Studer Trust.

The large numbers of donated computers were installed and continue to be used at newly set-up computer centers for Le Paw school, our 4th Computer Center and for Kyauk Tan school, the 5th Computer Center. Other small numbers of donated computers supported the creation of computer centers at Sakar Inn and Ma Lawt Kyaung Su Schools.

Today there are still over one million children in Myanmar who are out of school despite the valuable efforts that Myanmar Government started in 2012 to strengthen the education sector. With this donation from Gammon Construction Ltd, Studer Trust is able to continue to support the development of technological skills of many students and ensure they have the necessary technological knowledge in the future.



Myanmar

Studer Trust's 4th Abbots Meeting

Cho Cho Lwin and Kolter Kiess

On June 20th, 2017, Studer Trust hosted its 4th Abbots Meeting at Zaytawon Monastic Education School in Nyaung Oo. 28 abbots and 59 teachers from our partner schools attended this year's meeting to share best practices and news about their schools as well as learn more about Studer Trust's current and future projects and programming.

In the morning, these school leaders met with the Studer Trust Teacher Training Center (TTC) team. TTC team members shared updates on its current and upcoming programming, and the abbots, in turn, had the opportunity to share the many ways that they felt TTC's training has impacted their students, schools, and community. Studer Trust is happy to report that 96% of abbots stated they felt that teachers who attended TTC training improved their teaching practice and the education of the students in their school.

However, even after the continued support of Studer Trust and its donors, several abbots described two challenges they felt impacted the success of their students and schools. First, they noted that a lack of teaching learning aids and materials negatively impacted their student's ability to learn important lessons and second, that the challenges that students face in learning English negatively impacted their success in school.

Thanks to the generous support of our donors, the Wai Yin Association, TTC is happy to report 2 initiatives that will help address these issues. To begin with, TTC will host its 2nd English Teacher Training (ETT), which will start in September 2017. During ETT teachers will participate in over 135 hours of English language instruction while also improving their knowledge of teaching English as a Foreign Language as well. Furthermore, each school that sends a teacher to attend ETT will receive at least 1 teaching material box, which will include supplies for their classrooms and other learning materials, such as English picture dictionaries

and story books, in both English and Burmese. TTC is confident that both of these initiatives will, in part, help our partner schools begin to successfully address these challenges.

In the afternoon, the Studer Trust operation team informed the those attending on how the team addressed the feedback from the 3rd Abbots meeting. All of the participants at the meeting discussed about the great need for school facilities in many of the monastic schools. Studer Trust shared the 2017 projects plan along with a draft plan for the 2 upcoming years which would support 6-18 new school buildings for the poverty-stricken.

The team educated the abbots that the quality of a school measures not only on the school facility standards but also on its teachings and school management. All of the participants agreed that the school's sustainability involves a great deal of co-operation between the principals, teachers and parents. The team also explained and discussed about one of Studer Trust's core initiatives, the Follow-Up Program. With our Follow-Up Program, we will continue our support and hard work with the communities and further build a long-term relationship while emphasizing an important concept of "Helping" over "Giving".

There were panel discussions about solutions to rising teachers turnover rate, the challenges of Monastic schools under the new national education strategic plan and goals, updates from Monastic Education Development Group, how to create a good school campus, etc. Thanks to our moderators: the Inn Jell abbot, Zaytawon abbot, Sandar Yar Ma abbot, and Taung Ywa Thit abbot for their contributions. We also conducted a successful Q&A session. All the participant agreed to hold the next 5th Abbots Meeting at Inn Jell school thanks to his kind invitation.

We thanked the abbots for their dedication by working daily to continually solve the needs of the unfortunate.



Philippines

Scholarship Program - Educational Activities

Lennie Villasper

After taking their summer classes for 2 months last April and May 2017, our 3 scholars just took a one-week break. They enrolled again for the school year 2017-18. Carmela is already in her fourth year of college and it is her last semester in school. She will be graduating in March 2018. while Aljane and Rogielyn are in their third year in Negros College, Inc. They are enrolled for the second semester, which started in November 2017. They have 1 more year in college.

There were lots of fun activities which were held in the school, building memorable moments with fellow classmates, friends and teachers. Among their activities was the acquaintance party in which new students were welcomed by the senior students in the school. An intramural competition was their biggest event which resulted in 4 days of celebration. There were competitions in singing, dancing, sports and a beauty contest. Students also wore their indigenous attire and cheered for their team. Trophies and certificates were given to those who won the competitions.



Philippines

Technical Vocational Education and Training

Carmelo Jesus Camon

Overview

Sun Star Manila, Monday October 23, 2017

3.8M out-of-school children, youth in PH – survey

MANILA -- One in every 10 Filipinos aged 6 to 24 years is an out-of-school child and youth, a survey of the Philippine Statistics Authority showed. The 2016 Annual Poverty Indicators Survey (APIS) showed the country has about 3.8 million out-of-school children and youth or about 10 percent of the 39 million Filipinos with an age range of 6 to 24 years old. APIS is a nationwide survey that presents data on the socio-economic profile of Filipino families, and other information that relates to their living conditions. The report indicated that of the total out-of-school children and youth (OSCY), 87.3 percent were 16 to 24 years old, 7.7 percent were 12 to

15 years old and 5.0 percent were 6 to 11 years old.

OSCY refers to family members 6 to 14 years old who are not attending formal school; and family members 15 to 24 years old who are currently out of school, not gainfully employed, and have not finished college or post-secondary course. According to APIS, the most common reasons among OSCYs for not attending school were marriage or family matters (42.3 percent), high cost of education or financial concerns (20.2 percent), and lack of personal interest (19.7 percent). Among females, marriage or family matters were the main reason for not attending school with 59.3 percent; while it was the lack of personal interest among males with 36.5 percent. Nationwide, about 53 percent of OSCYs belong to families whose income fall at the bottom 30 percent based on their per capita income.



Philippines



(PNA)

The Beneficiaries

As a response to the out-of-school children and youth situation, Studer Trust introduced a multi-stakeholder strategy that integrates into the project the roles of Industry, Community and Government.

The spirit of helping lives on! Studer Trust's technical vocational education and training projects offer a strategic opportunity for the Philippine youth. From training to employment, this niche project has achieved the core mission of Studer Trust for the Philippine youth.

The multi-stakeholder strategy seeks to provide intervention and opportunities to benefit the project beneficiaries. The strategy consolidates resources from different sectors of society to address a community concern. As a catalyst, Studer Trust plays a vital role in the realization and fulfillment of the project.

Where they are now...

To date the Technical Vocational Education and Training project of Studer Trust has produced a total of 85 graduates with a 100% passing rate for the National Assessment takers. 45 beneficiaries are successfully employed and the other 18 have employment opportunities waiting when they pass the National Assessment by November.

The remaining number of beneficiaries who completed the program but are not currently employed will receive an earned income stipend from the enterprise shelter, which is currently being pushed so that no one will be left behind in achieving resiliency.

The West Bajac Bajac Training Center launched by Studer Trust on September 14, 2017 started with its recruitment with the intended target of 25 beneficiaries each for the Motorcycle and Small Engine Servicing, and Call Center Agent Trainings.

Philippines



Training started on September 25, 2017 with an overwhelming amount of applicants and enrollment: 55 men with 4 female beneficiaries for Motorcycle and Small Engine Servicing and 27 men with 18 female beneficiaries for the Call Center Agent Training.

2017 Status and Profile of Cavite Project

The Paliparan, Cavite Community and Studer Trust Technical Vocational Education and Training Project aims for 50 beneficiaries to graduate from the program every year. Beneficiaries in the Motorcycle and Small Engine Servicing Course also have the opportunity to be employed with Yamaha Motor Philippines, Incorporated and with its different Sales and Service dealers nationwide.

2017 Status and Profile of Zambales Project

The West Bajac Bajac, Olongapo City Community and Studer Trust Vocational Education and Training Project aims for 75 beneficiaries to graduate from the program yearly from the Call Center Agent Training in partnership with Play-Asia.com and another 50 beneficiaries yearly from the Motorcycle and Small Engine Servicing in partnership with Yamaha Motor Philippines, Incorporated.

Project Future

Current Studer Trust projects are getting due recognition from the Technical Education and Skills Development

Authority of the Philippines, and as a result, participants may qualify for scholarships once the courses are accredited. Assistance will be offered for the accreditation and registration process not only from the Authority but also to include members from the industry community to ensure programs are in compliance.

The Enterprise Shelter strategy is starting to gain grounds. The program aims to provide beneficiaries the opportunity to earn income in order to support their needs while in training.

This unique strategy is being introduced by Studer Trust to prepare beneficiaries for the world of self-employment using the vocational skills learned through the project.

Studer Trust hopes to develop projects for communities challenged with limited access through the intended "TVET to Go!", a project that is bringing training opportunities to communities' doorsteps through the use of a mobile training van in the different areas of the Philippines.

Also, another area of concern is to help improve opportunities with the Alternative Learning System (DepED) of the Department of Education that targets the bottom sector of society to achieve a Secondary School Diploma and incorporate livelihood and sustainability of the ALS beneficiaries.

The Spirit of Helping Lives On!

Philippines



Philippines

Assistance given to 3 NGO-Learning Experience

Farisa Ekander

A lot of interesting developments took place in the Philippines during 2017 for Studer Trust, details included in this Annual Report. We are very proud of our Youth Program for High School Graduates in Technical Skills Development as well as Livelihood Training.

Since I joined as a Team Member in January 2017, we have carefully diversified into support of children's educational requirements up to the high school level. We have tried to do this through non-government organizations that already have a schooling program up and running, either in-house or with educators out in the field. This has required close monitoring of said program to make the right selection of beneficiary organizations, as well as a legitimacy check regarding Government Certification and Approval from relevant departments. This made it easier for us to target a larger number of organizations that fulfill Studer Trust's criteria and also to continue to monitor them in the future, with regular contacts or even a visit.

In this connection, I recall an overnight visit I made to a neighboring province, invited by the founders and caretakers of a children's residential facility out in the countryside. It was a wonderful place with 35-40 children in residence, living and learning together, sharing the daily chores, helping each other and always remembering to give thanks for the simple pleasures they enjoy. Many of them came from very difficult backgrounds, I was told, abandoned, wandering in the streets, barely escaping accidents, hungry, desperate and confused. Theirs is a different story now, as I gathered from my talks with them. Most of them have become bilingual, Tagalog and simple English.

After evening prayer, we all sat around chatting away, a young girl of 7-8 years came up to me with a big smile and a sparkling tiara on her head. She gave me a hug and said, "Thank you for your visit, my name is Princess, and this tiara really makes me feel like one!". Mhm, I thought, perhaps I should get one too!

Soon after, a teenaged boy also came up to greet me with a shy smile and politely asked permission to sit beside me to talk, which we did. Then he took out a piece of paper on which he had copied his favorite lines to present to me on my visit, hoping I would like them too, he said. This is what I read on the paper:

Courageous

Take courage when you are afraid to go ahead -

When you are thinking of turning back instead -

Courage is doing what you have come to dread -

See it through.....God is on your side

As per the latest news, this courageous boy with a deeply traumatic past is doing so well and with his paper as a constant up-lifting reminder, so am I!

We extend our heartfelt thanks to our readers, well-wishers, generous donors and colleagues, as we continue to respect and enhance "The Spirit of Helping."

Studer Trust has given assistance to 3 NGOs in the Philippines

• **Faith, hope and love kids ranch orphanage**

FHL is a Residential Care Center that caters to the needs and welfare of children from age 0-17 years old, abandoned, orphaned, surrendered, neglected and physically abused children. This serves as a family-based center for children as their home until they have the qualifications needed to integrate into society. They are teaching children spiritual, moral and ethical values, providing Christian Education, health and dental care along with the basic necessities such as food, clothing and shelter. The Center has now 27 children under care, 4 of them are below 1 year old and 3 college students.

• **Tulay ng kabataan (a bridge for the children) foundation, inc.**

TNK's mission is to help the most unfortunate street



Philippines

children of Metro Manila and has recently been extended also to those abandoned elderly on the street.

The foundation decided recently to change the format of the 'Big Nights'. Instead of going by nights to specific places, the teams make tours in the streets from 3 pm to midnight. They are encouraged to vary the areas they are visiting in order to reach as many kids as possible. This strategy seems to be fruitful as many kids are entering our Drop-in Centers, but we need to consider the results on a long-term basis, so a real assessment of this change will be held in a few months.

• **Fairplay for all foundation, inc.**

The Fairplay for All Foundation is a charity working in sports, education and sustainable

Nutrition in the vicinity of Payatas dumpsite. Payatas dumpsite is one of the biggest and poorest slums in the Philippines. It is located on the outskirts of Quezon City, the largest city in Manila.

Conveyed in their website below is a message of thanks to Studer Trust:

"We'd also like to take this opportunity to thank Studer Trust for their kind donation so we can upgrade some of our equipment (including buying a projector and screen), get school supplies, build a new bookshelf for the library and more.

With their support we were able to buy a lot more tables and chairs and globes, so the kids could see more of the world there. Studer Trust [funds] education in several developing countries in Asia and [aligns] with our vision for improving access to and the quality of education for the poorest." (FFAF Website). Water storage tank as part of the donation was also purchased which can be an alternative supply during water cut-off.



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
Total	30,363	26,681

Investments by Country

Myanmar	17,244	65%
China	8,755	33%
Philippines	341	1%
Others	341	1%

Nature of Investments

Schools	14,954	56%
Education	3,532	13%
Maintenance	2,266	9%
Scholarships	1,581	6%
Water	1,463	6%
Rescue	1,115	4%
Medical	519	2%
Walkways	340	1%
Vocational	321	1%
Aged Homes	211	1%
Others	379	1%

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.

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: HSBCHKHCHK
US Dollar Account: 808-049431-274
HK Dollar Account: 808-049431-001

By check:

42GB, Crestmont Villa, Discovery Bay, Hong Kong

Donations in Switzerland

Beneficiary: SYMPHASIS, Zurich

Credit Suisse AG, 8001 Zurich, Switzerland
Account: 0539-1809812-31
SWIFT Code: CRESCHZZ80A
IBAN: CH96 0483 5180 9812 3100 0

Text: In favour of Margaretha Studer Charitable Foundation.

Building a Future with Us

Studer Trust, also known as 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.

Today, Project Management Limited, fully financed privately by Mr. Gautschi, has been formed solely for the purpose of running Studer Trust and to absorb all operation costs. This guarantees that 100% of all donations received will reach 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 nearly 150 schools and other community based projects since 2002. 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 Objectives

- To provide education facilities and equipment, emergency relief and other community based development projects.
- To operate within the territory of Hong Kong, the People's Republic of China, Myanmar and The Philippines.
- The Studer Trust team lives gender quality every day.

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

Studer Trust has built about 150 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.





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

