



Mobile Education Partnerships

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Financial Statements and Trustees' Report
01.04.2017-31.03.2018

Inspiring, training and
supporting teachers working
in marginalised communities



Contents

01

Context and overview

02

Types of Projects

03

Projects 2017-18

04

Conferences and presentations

05

Future Projects

06

Our team

07

Administration information



Front cover:
MEP trainers at work

'The names 'Myanmar'
and 'Burma' are
used interchangeably
in this report.

About Mobile Education Partnerships

MEP is a specialist educational charity working in communities affected by war, poverty and neglect. It was built from scratch by practising teachers and is dedicated to providing high quality professional support at 'grassroots' level based on teacher partnerships which bring together the best of East and West. Since 2011 MEP has been directly involved in the training of almost 2000 teachers, produced text books now used by up to 18,000 refugee children and in partnership with Harrow International School, Bangkok, has taken 351 teachers

through Cambridge exams. It has strong links with Cambridge University and has developed a sustainable, transferable model of teacher training using mobile units of local trainers. As indicated by the elements that make up its logo, MEP brings together both Eastern and Western approaches to education. Its view of teaching is essentially practical recognising that teachers need to be equipped with a range of skills to meet the purpose of a lesson and the needs of the pupils through training using mobile units of local trainers.

Summary of Achievements 17/18

62

Refugee and Migrant teachers took Cambridge exams

30

Monastic School teachers in Mon State received training

110

Migrant teachers received training

4000

Children in monastic and migrant schools benefited from MEP training and support

For the first time...

A local team of Kachin trainers received training in the delivery of Cambridge courses

Comments from the Chair

As always we can look back on another full and eventful year for Mobile Education Partnerships, both on the Thai Burma border, and in Myanmar itself where, thanks to the work of the fledgling democracy there, new possibilities are developing all the time.

The first thing I want to do is to pay tribute to the teams that have worked so hard in these two places to achieve results when things have not been easy. There is a small team in Mae Sot who, under the leadership of Rob Gordon our project manager, which has established itself as a key player in the provision of education in that area. We hope that will continue despite the fact that sadly, we have had to say goodbye to Rob Gordon and his partner Ann who did such sterling work there. We also want to say a big thank you to our overall Programme Director Wai Mar Phy who has recently set up the MEP office in Mawlamyine and started building up the profile of MEP in that area.

The registration of MEP as a charity with the right to work in Myanmar is an important part of this. We now have an Advisory Board there, and we are all keen to bring more opportunities to local communities. I have visited both of these areas in the last few months and I am impressed by how much has been achieved. I was there at exam time which can be a time of great anxiety of course, but is also a time of wonderful excitement and promise. Planned projects depend on our successful ability to fundraise, and our relationship with

local partners is crucial to the positive outcomes we all want to see. For example our long standing project with Harrow International School, Bangkok recently won the British International Schools Community Initiative Award 2018 for its scope and achievement in disadvantaged communities.

“Partnership with local people is crucial to any progress that we might make, and partnership with other NGOs help us all to work towards better outcomes.”

Entries came from British international schools in 38 countries making the project, in this context, the best in the world.

MEP has also developed a very productive partnership with Safe Child Thailand leading to significant work in teacher training in the migrant communities. We have continued our work in more difficult to reach migrant schools through our long standing partnership with Help Without Frontiers.

Importantly, partnerships with Burmese organisations are essential to any meaningful project development and MEP has close links with the Burmese Migrant Teachers Association, the Burmese Migrant Workers Education Committee, the Mon National Education Committee, the Kachin



Baptist Convention and the monastic schools network of Burma. So there are many things to celebrate for 2017/2018 and we are confident that with the commitment and dedication of our local teams and the hard work of everyone involved, we can move forward and deliver the results that local communities want to see.

Jo Burton, Chair, MEP



British International Schools Awards 2018: A World-class Project

In London on January 22nd Harrow International School Bangkok won the British International Schools Award for 'Outstanding Community Project'. The 'Community Project' was, in fact, the work done by Harrow in conjunction with MEP on the Thai/Burma border and inside Burma itself. One of its main features has been the award of Cambridge certificates to over 300 teachers in the migrant and refugee communities and inside Burma.

Since 2011 Harrow, Bangkok has provided vital support in the form of candidate entry fees for Cambridge students and material support for refugee and migrant schools. However, Harrow went much further than this and their staff provided their expertise as Cambridge examiners giving up their weekends to come to Mae Sot or into Burma to deliver exams. They also provided cultural events where their own pupils worked with refugee and

migrant pupils on joint projects. But in effect, the impact of the Cambridge went much further than this as the teachers, through their own studies, picked up new teaching techniques which they applied in the classroom. Eventually this led to the development of a new MEP initiative called 'Cambridge Plus' which incorporates Cambridge exams with the training of local mobile units of teacher trainers.

What has, in fact, been created is a system of cooperation in which a large well-resourced organisation can work with a small well-skilled organisation to create a working model which maximises the strengths of both. Harrow and MEP will continue to build this programme on the Thai border and inside Burma. Entries for the British International Schools Awards came from schools in 38 countries. In this context the award validates this project as being the best of its type in the world.



01

Context and Overview

2017-18 has been a difficult year for Burma. The Rohingya crisis is partly a result of the aggressive nationalism that has been instigated and nurtured by various bodies within the country. However, the sad fate of the Rohingyas is only part of an ongoing conflict within the country that gave rise to the work of this charity over twenty years ago.

There are now nearly 100,000 people displaced in Kachin State where armed conflict has intensified. The same situation is found in Shan and Chin States. The 130,00 Karen refugees on the Thai/Burma border are reluctant to return because of increased fighting and general concerns about safety. However, there are enlightened and progressive forces at work within the country. In the

coming year it will be imperative that MEP continues to identify, partner and support these progressive elements.

There are several key examples. The monastic schools, with whom MEP works, do their very best to support families who have fallen victim to internal displacement. The Kachin Baptist Convention will be a key partner to MEP in providing training to mobile teams of teachers in war-torn Kachin State. The Burmese Migrant Associations whom we partner on the Thai border work to achieve the best standards possible in local education; and the teachers in small refugee colleges such as Pu Taw, in Mae la camp, try to provide a better future for young people many of whom know little about life outside of a refugee camp.





02 Types of Projects

MEP works within a range of social, cultural and educational contexts. Over a number of years MEP has developed several models of teacher training which are transferable across a range of social and educational contexts. C.P. Snow said some sixty years ago, aid should be about people 'who will muck in as colleagues, who will pass on what they know, do an honest technical job, and get out.'

International Certificates

A number of MEP projects allow local teachers, some with no recognised qualifications, to gain an internationally recognised Cambridge certificate. These are highly valued as they offer the prospect of better life chances for many teachers.

Cambridge Plus

This is MEP's 'Flagship' project. Over three phases the project aims to establish local teams trained to deliver Cambridge KET and teacher training. Attendance at the Cambridge classes allows exposure to new techniques and therefore creates 'buy-in' from local teachers and prospective trainers. In this way a sustainable local programme is established and MEP can refocus its attention elsewhere.

Cambridge Exams

Teachers of English can attend Cambridge English classes and have the opportunity to gain an internationally recognised certificate at KET (Key English Test) or PET (Preliminary English Test) level.

Basic Training/Subject specific training

MEP mobile training teams train up local teachers in basic classroom skills and, where requested, subject specific skills. Training is delivered to small groups on a weekly or fortnightly basis and trainers then follow up with in class support.

Establishing a mentor system

Within the basic training programme specific training is given to senior/mentor teachers who can take on training of new staff when required.

03

Projects 2017-18

Mon State Myanmar **Project overview**

Project: Teacher Training

Location: Monastic Schools,
Mawlamyine area, Mon State, Burma

Partners/Donors: National League
for Democracy Education network,
Monastic Schools Authority, Mon
National Education Committee (MNEC)
/ Private Donations, Just Trust

Beneficiaries: Monastic Schools

Monastic Education in Myanmar

The monastic schools assist in providing basic education needs of the country especially children from needy families, and orphans — filling the significant gap in the education system. The primary school children of Myanmar attend the Buddhist monasteries to acquire literacy and numeracy skills as well as knowledge of the Lord Buddha's teachings. Thus, the schools provide curriculum education and ethics and a moral foundation. Their role as principal education providers may have ceased for many years, but their contribution is still significant in 21st century Myanmar. Supplementing the government elementary schools, they provide underprivileged children all the basic education needs exactly as it does in government elementary schools by using the same curriculum as government elementary schools.

Monastic schools are established and managed by monks and administered through the Ministry of Religious Affairs. They are located in every state and region, and provide education for over 150,000 children. Monastic schools follow the government curriculum, but until recently have received very little government support, and have traditionally relied on community donations. Monastic schools rarely charge fees, and are therefore accessible to children from disadvantaged backgrounds. Many of the orphans who attend monastery schools are from remote areas and have been sent by senior monks from their villages and small towns. Some operate similarly as boarding schools and some as day schools depending on the situation and support of the public.

Schools in Mon State working with MEP 2017-2018

In 2017-2018, MEP was working with 30 teachers from 11 schools in Mon State and 2363 students are benefiting. As mentioned above, most of children are from low-income families (agricultural workers, migrant workers, small-scale vendors), some come to monastic schools to escape forced portage in villages in Karen State. For others displacement of parents due to poverty and/or natural disaster is the main issue. Their parents may be working in

Thailand as migrants or in other parts of Myanmar.

In monastic schools, 50% of teachers have a University Degree and others have only passed high school. The level of their skills has been achieved through some training and assessment by the Ministry of Education, UNICEF and other NGOs. Twelve out of thirty teachers in our project are inexperienced and MEP training was their first experience of training. Some teachers who had already been assessed in the past stated that the training they had received was too theoretical and they didn't have enough confidence to apply the methods to their teaching practice. The Ministry of Religious Affairs' budget to support teachers has not been enough for teachers to support their families. The monks support the children and the teachers as they receive donations from other people and from private funds.

Kachin State Project overview

Project: Cambridge Plus (Cambridge courses and teacher training)

Location: Kachin State , Myanmar

Partners/Donors: Harrow International School Bangkok/Myanmar Education Consortium, Private donors

Beneficiaries: Kachin Schools, teachers and pupils

Outcomes: The creation of a mobile unit

of Kachin Cambridge trainers delivering Cambridge Courses and teacher training

Context: Kachin State is a war torn region of Myanmar. Due to the civil conflict there are approximately 100,000 IDPs (Internally Displaced People)

This is a pilot Cambridge Plus Project delivered over three phases.

In Phase 1 in 2016-17 MEP sent two trainers to Kachin State. Under very difficult circumstances due to the escalating conflict the MEP trainers delivered the course and exams were held in the state capital of Myitkyina. Out of the 31 students who completed the course 2 were selected for further training to form the nucleus of a local training unit.

In Phase 2 in early 2018 the two Kachin trainers were brought to Mae Sot to work with MEP teams and they then visited Harrow International School Bangkok to gain wider experience of education.

An MEP trainer was then sent with the two trainers to Kachin State to help them deliver a short Cambridge style course so that they could practise a range of new teaching techniques.

Later in 2018 the trainers will deliver a full KET course for local teachers and students with the exams taking place in February 2019.

Projects 2017-18 and Beyond

Chin State, Gangaw



Myitkyina
IDP Camp



Mon State
Teachers from
monastic schools
complete MEP course



Magwe

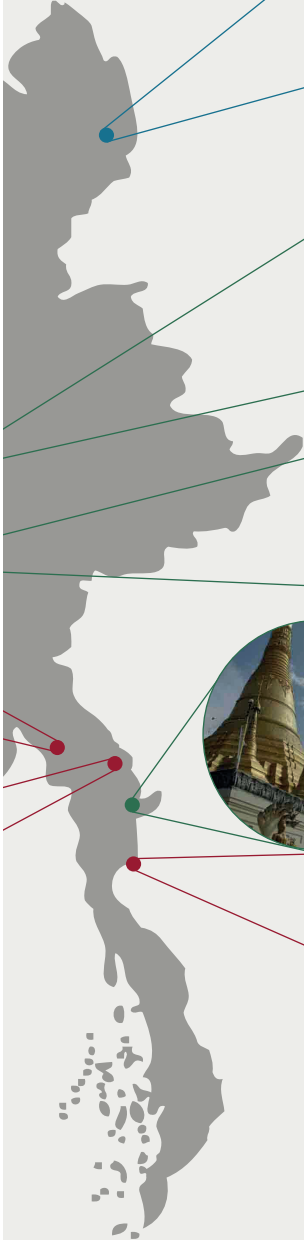


Mae Sot Thailand
Mae La Karen
Refugee Camp
(Population: 140,000)



Yangon





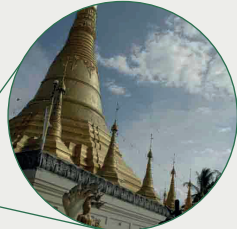
Kachin State
IDP Camp, Kachin State



Pyin Oo Lwin
Buddhist novices



Upper Burma
Monastic Schools
Network, Mandalay



Myawaddy



Migrant Communities
Mae Sot, Thailand

- 2017-18 onwards
- 2018-19
- Requested for 2019

Thai/Myanmar Border 1 Project overview

Project: Teacher Training

Location: Migrant Schools, Mae Sot, Tak Province, Thai/Myanmar border

Partners/Donors: Burmese Migrant Workers Education Committee (BMWEC) Burmese Migrant Teachers Association (BMTA)/ Safe Child Thailand, Help Without Frontiers

Beneficiaries: Migrant Schools

Outcomes: Teacher training for migrant teachers

Migrant Education on the Thai/Burma Border

Context: Over many years thousands of Burmese migrants have crossed the border into Thailand to find work. They form a cheap labour force for the factories and farms of the area. Dozens of small schools have sprung up to cater for the educational needs of these families.

Often the teachers lack training so MEP deploys a mobile unit of Burmese trainers to provide regular training sessions and essential follow-up in the classroom.

Project Description: The project has achieved the target of delivering training in all the agreed areas of teaching skills and provided regular follow-up support to all the new teachers on the programme. We have worked with 15 Migrant Learning Centres supported by BMWEC and BMTA (and a further 15 HWF schools funded separately).

There have been 56 teachers attending the workshops, which equates to approximately 1400 children benefiting from the training (based on an average class size of 25). In reality, due to shortage of teachers, each teacher on this project works with a number of different year groups and so the number of children benefiting is much greater. Follow-up in-class support has been provided for 34 teachers.

They have received regular support to apply the skills covered in the workshops. The development of teaching skills has been quite dramatic in some cases and examples of this are documented in the case studies.



Migrant community, Mae Sot

54 further teachers have attended the four one-day workshop in Mae Ramat and Phop Phra, designed for those schools which are too distant to be involved in the regular schedule of workshops and visits.

Thai/Myanmar Border 2 Project Overview

Project: Cambridge English

Location: Mae La Karen Refugee Camp/
Migrant Schools, Mae Sot.

Partners/Donors: Pu Taw Memorial College, Mae La Camp, Harrow International School Bangkok/ Durham University Charities Kommittee (DUCK)
Beneficiaries: Refugee students, Migrant teachers and pupils

Outcomes: Refugee students and migrant teachers gain an internationally recognised certificate

Context: There are approximately 140,000 refugees in 7 camps along the Thai/Myanmar border. Small colleges have been set up in the camps to serve the needs of young people who have

finished formal schooling. The colleges cannot provide their students with recognised accredited certificates.

Project Description: Since 2011 MEP, with the support of Harrow International School Bangkok and with funding raised by the students of Durham University, has delivered Cambridge KET (Key English Test) and PET (Preliminary English Test exams to the students of Pu Taw Memorial Junior College Mae La Karen Refugee camp (pop.40,00) and the teachers working in migrant schools. In March 2018, 62 students and teachers took the exams bringing the total since 2011 to 351.



Rob Gordon MEP Projects Manager



Lunch time, Monastic School, Mon State

04 Conferences and Presentations

MEP participated in the Aid and International Development Forum-Asia Summit in Naypyidaw in June. Rob Gordon facilitated a discussion group and presented the work of MEP.



Above: Yangon University November 2017-Progress Towards Myanmar's Sustainable Development Goals-MEP represented by Daw Wai Mar Pyo our Programme Director (Myanmar/Thailand) 2nd Left and Thein Naing (MEP Burmese Advisory Board).



In June 2017 MEP Programme Director (UK), Bob Anderson, was invited to speak at St Antony's College, Oxford University at 'The Karen in 2017 Resilience, Aspirations and Politics' workshop.



MEP participated in the Aid and International Development Forum-Asia Summit in Naypyidaw in June. Rob Gordon facilitated a discussion group and presented the work of MEP.



Above: November 2017 Ye, Mon State, Teacher Conference attended by Daw Wai Mar Pyo (4th from right) MEP Programme Director (Myanmar/ Thailand) and Then Naing, (2nd left) MEP Burmese Advisory Board.

Registration in Burma and MEP Burmese Advisory Board

In 2017 MEP became officially registered inside Myanmar itself. MEP now has its own Burmese Advisory Board. This is a major asset to the charity as the four board members provide a high level of local expertise.



U Min Aung Zay Advocacy
Team Leader MNEC



Daw Aye Aye Thin
Project Director Scholarship
Street Kids (S4SK)



U Aung Nyein Chann Project Director Capacity
Development Myanmar (CDM)



U Thein Naing Academic Support Coordinator
Myanmar Scholarship Programme Open
University Australia

Registration in Burma and MEP Burmese Advisory Board

In 2017 MEP became officially registered inside Myanmar itself. MEP now has its own Burmese Advisory Board. This is a major asset to the charity as the four board members provide a high level of local expertise.

Registration in Thailand

MEP is currently in the process of registering in Thailand. This should be complete before the end of 2018. This will mean that MEP will have the opportunity to work more extensively within the country with a range of projects and partners.

In June 2017 MEP Programme Director (UK), Bob Anderson, was invited to speak at St Antony's College, Oxford University at 'The Karen in 2017 Resilience, Aspirations and Politics' workshop.

Durham University Short Internship

MEP provided a two week pilot internship to Beth Weston, a student at Durham University. Beth is interested in becoming involved in development work and as well as visiting migrant and refugee schools this short placement provided her with an experience of the day to day life of a small NGO working in this field. MEP intends to build on this pilot next year. Harrow Support for Migrant Schools MEP facilitated two annual visits by pupils and staff from Harrow International School, Bangkok. The first involved a cooperative project with migrant pupils called 'Play in a Day' in which Harrow and migrant pupils create a play, performed for parents, based on a Burmese folk tale. In the

second visit Harrow pupils work with refugee pupils for a day in order to improve their English skills in advance of the Cambridge exams.

Furniture drop

Harrow School provided a truck load of furniture for use in Burmese schools. Some was transported across the border to needy schools.



Mobile Unit Mon State



Mobile Education Partnerships



Harrow Examiner Team March 2018



Mae Sot Municipal Rubbish Dump - Home to hundreds of migrants

05 Future Projects

There is great demand for our work inside Burma and our challenge is always to find funding to meet these demands. In order to do this MEP has appointed a Funding Manager. In the coming year MEP will continue its current work in Mon State and on the Thai/Burma border. It will also add a very important project in Kachin State and has a range of requests for its support.

Kachin State

In 2018 with support from the British and Foreign Schools Society MEP will begin a three year programme of teacher training in Kachin State in collaboration with local partners. One of the main partners will be the Kachin Baptist Convention. The KBC specialises in sending small groups of teachers into rural, often war-torn, areas to support marginalised communities. MEP will be involved in the training of these teams and in delivering a Cambridge Plus programme to Kachin teachers.

We currently have requests for MEP training projects from the following (a teacher pupil ratio of 1:40 is assumed throughout):

Myanmar Chin State Schools: 30 teachers to receive basic training; also a request for a further 30 teachers for the Cambridge course year-on-year. This would reach about 1200 children

per year. By phase 3 of Cambridge Plus this could reach 90 teachers and 3600 children.

Upper Burma Monastic Schools Network: (Mandalay, Shan State): 50 student teachers require basic training reaching 2,000 children

Pyin Oo Lwin Monastic Centre: 20 teachers per year reaching 800 children. By phase 3 of Cambridge Plus this could reach 60 teachers and 2400 children.

Yangon Vocational Centre: a Cambridge course is possible: participants would be university students/ unemployed young people (a minimum of 50 students).

Mon State Monastic Schools: 40-50 participants per year for the Cambridge Plus Programme. Each year, both of these programmes could reach 5,000 children. By Phase 3 of Cambridge Plus with more local trainers, we would be working with 120 teachers reaching an extra 4,800 children.

Magwe: we have 60 teachers per year wishing to participate in basic training. This would reach about 2400 children.

Kachin State: basic training for 20 trainers every year

Thailand Ranong Migrant Community: FED (Foundation for Education and Development.) 35 teachers for the Cambridge course (FED schools), reaching about 1000 children a year. By phase 3, this would be 105 teachers and 4,200 children.

The establishment of a network of Social Enterprises

MEP needs to vary its sources of funding and is looking to set up educational social enterprises in Myanmar and Thailand. The social enterprise element of the charity would provide financial support for projects in more needy areas.

Social Enterprise, Myanmar

The first would be in Myawaddy, Karen State catering for 20 students over 6 months. Working in partnership with Stay in School (Burmese CBO) the programme could be extended to other centres in Shan State, Bago, Yangon and Mandalay.



IDP Camp in Kachin State

06

MEP Team Thailand/Myanmar March 2018

MEP Myanmar (Burma) and Thailand— bringing together East and West

We are an international team from a range of cultural and ethnic backgrounds. We come from five countries, speak seven Languages and follow three Religions. Our diversity is our strength.



Wai Mar Phyo Programme Director, Thailand and Myanmar



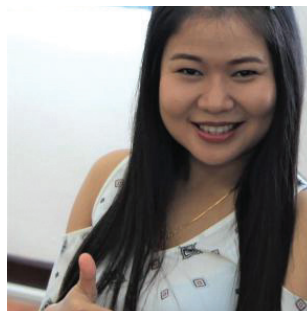
Rob Gordon Projects Manager



Ann Pearce Admin and Finance Manager



Nwet Nwet Win Senior Trainer, Mae Sot Thailand



Hsar Chris Paw Finance Officer



Saw Shar Maung Daung Lead Trainer, Myanmar



Naw Nay Yu Paw
Teacher Trainer,
Mae Sot Thailand



Patsanan Sangiampun (Yin)
Logistics Officer



Mi Cho Oo
Teacher Trainer, Myanmar



Hala Saleh
Cambridge English Teacher
Mae Sot, Thailand



Khin Maung Aye
Teacher Trainer
Mae Sot, Thailand



Emma Valls
Lead Cambridge English
Teacher, Mae Sot, Thailand



Hnin Wut Yi
Teacher Trainer, Myanmar

07 Administration

Receipts and Payments Account for Period 1st Apr 2017 to 31st Mar 2018

	Unrestricted £	Designated £	Restricted £	Total £ 2018	Total £ 2017
Receipts					
Grants			32,600	32,600	73,817
Donations - Individuals	1,092		18,914	20,006	15,407
Donations - Companies	3,467			3,467	8,080
Gift Aid	4,920			4,920	1,487
Other	1,204		3,273	4,477	0
Insurance Contributions				0	0
Bank Interest				0	21
Total Receipts	10,683	0	54,787	65,470	98,803
Payments					
Project Expenditure	954		84,063	85,017	74,778
Office Running				0	61
Staff & Volunteer Expenses	1,128			1,128	2,213
Legal and Professional	425			425	400
Insurance	4,807			4,807	4,678
Fund Raising Expenses	9,253			9,253	0
Website	354			354	0
Total Payments	16,921	0	84,063	100,984	82,130
Net Receipts	6,238	0	29,276	35,514	16,673
Funds Brought Forward	29,887	36,000		65,887	49,214
Transfer between Funds	6,960	36,000	42,960		
Funds as at 31st March 2018	16,689	0	13,684	30,373	65,887

MEP is aware that there is an overspend this financial year of £35k. MEP had to fall back on core funds to cover shortfalls in funding of projects to which the charity was committed. In addition MEP invested, for the first time, in the services of a professional fundraiser which, although adding to the overspend in 2017-18 has brought in vital project funding for 2018-19.

Reserves Policy

The Reserves Policy is to ensure a free reserve which equates to three to six months of resources expended. This is currently a small amount but as the organisation develops the amount will need constant review.

The Management Committee has conducted a review of the major risks to which the Charity is exposed. Where appropriate, systems and procedures have been established to mitigate the risks the charity faces.



Pa aye Heh is a former Karen Soldier who fought for the British in WW2. The Karen were allies of the British in WW2.

Administrative Information 17-18

Charitable Name

Mobile Education Partnerships Ltd

Charitable Number

1115837

Company Registration No

5664251

Registered Office

16 The Green
Hett, Durham
County Durham
DH6 5LX

Thai Office

9/243 Intarakiree Road Mae Sot Villas
Mae Sot
Tak 63110
Thailand

Myanmar Office

No (003), Ground Floor
Building K
Thiri Mingalar Building
Thiri Mingalar Quarter
Mawlamyine

Directors

Bob Anderson, Programme Director

Jo Burton, Chair

Chris Crick, Treasurer

Katharine May

Graham McNeil, Company Secretary/Web Manager

Bankers

Cooperative Bank Skelmersdale

Independent Examiner's Report

Community Accounting North East CIC

Pinetree Centre, Durham Road

Birtley, Co.Durham, DH3 2TD

Insurers

Bridge Insurance Brokers

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