



Annual Report | 2016-2017

Mobile Education Partnerships

Inspiring, training and supporting teachers
working in marginalised communities



Financial Statements and Trustees' Report
01.04.2016–31.03.2017

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Front cover:
Students at Children
Development Centre
(CDC), Mae Sot

'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 289 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.

Summary of Achievements 16/17

43

refugee and migrant
teachers took
Cambridge exams.

119

migrant teachers
benefited from
personalised training
and support.

31

students from
war-torn Kachin State
sat Cambridge exams
—a 'first' for this area.

89

trainee teachers took
the MEP TESOL course
in Kachin State.

3000

children in 29 migrant
schools benefited from
MEP training and support.

Comments from the Chair

This has been another very exciting year for us at MEP and we hope that we are moving forward into an equally exciting future. As always we have tried to build very carefully on our existing work in order to set down the firm and solid foundations that we now believe that we have. As a result, we have been able to take some important steps forward which we hope will be good for us as a Charity but more importantly, good for the new emerging Myanmar (Burma).

First of all we have been able to continue our work on the Thai Burma border, both in the refugee camps and in the migrant community in and around Mae Sot. We are pleased that we have been able to attract the funding that has allowed us to do that. It is important. So many NGOs have either chosen to leave or have had to leave and it has been a difficult and anxious time for those people who remain and still see an uncertain future. Children still need to go to school; they still need teachers and those teachers still need to be trained in a way which will inspire and encourage the generations of tomorrow. MEP wants to continue to contribute to this.

In addition to this however, there has been a new and important development in our work, and that is the work that we were invited to do in Kachin State in the North of Myanmar. We ran one of our Cambridge English courses there and, despite there being difficulties

and challenges, it became one of our most successful courses so far. Since then we have been invited to be involved in other projects across Myanmar. We have a Burmese Manager in place and she, together with our new General Manager work together to ensure the smooth running of our developments in that region.

“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.”

The principle that underpins all that we do is partnership. 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. In the past we have collaborated successfully with Save the Children and with World Education, and this coming year we plan another partnership with Safe Child Thailand. We are confident that this will help us to build on our achievements yet again and take forward this much needed educational work into other areas of Myanmar, a country which has endured so much over so many years.

The time for rebuilding has arrived and we hope that with the help of our partners and the funding upon which we are dependent, we can be part of that rebuilding process.

Jo Burton, Chair



Sheltering from the rain, Mae La Refugee Camp, Mae Sot

01 Context and Overview

Despite peace negotiations, fighting continued in many parts of northern Myanmar (Burma), although Karen State, the home of many of the refugees in the 7 camps located inside Thailand, remained peaceful.

MEP works in the Karen refugee camps and Burmese migrant communities of the Thai/Burma border. In 2016 it extended its work to war-torn Kachin State in northern Burma and to Mon State in the south of the country.

In 2016-17 despite peace negotiations fighting continued in many parts of northern Burma although Karen State, the home of many of the refugees in the 7 camps located inside Thailand, remained relatively peaceful. Repatriation from the camps has been very limited over the year and it now seems that 2019 may be the year in which movement back to Burma by refugees will really begin.

The girls' boarding house at The 'New' High School for Shan IDP Children, Mai Ja Yang





Naughty Boys at Champion School, Mae Sot



Teacher with baby at school in Mai Ja Yang

02 Projects

2.1 Project for Local Empowerment (PLE)

Working with World Education for two years, MEP have provided teacher training to 11 migrant learning centres and mentor training to 18 migrant learning centres. All teachers attended a pre-service training session to develop a core foundation of skills. Following this, MEP provided weekly workshops with trainers making follow-up visits to teachers within their schools. Teachers were able to discuss plans or concerns, practise practical skills and develop confidence under the guidance of the MEP trainer.

- In total 81 teachers have benefited from personalised support during this programme, with 78% of teachers showing improvement in more than 66% of all teaching competencies.
- 83% of all teachers demonstrated effective planning.
- 64% of all teachers demonstrated successful implementation of teaching techniques.
- 79% of all teachers worked with improved student assessment.

Key to the sustainability of this project was the training for Mentor Teachers from 18 schools. All mentors had identified mentees within their schools with whom they were continuing to work. Following follow-up support from MEP trainers 92% of mentors successfully demonstrated competencies in organisation, 100% demonstrating their ability to be professional and constructive, while 42% showed successful collaboration skills. The area most in need of development was the ability to give clear and specific feedback with only 37% of mentors demonstrating this.

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The Large IDP camp Laiza

Help Without Frontiers Schools Mae Pa and Phop Pra

MEP continued to provide an annual teacher training course for teachers in HWF schools in Mae Pa, near Mae Sot and in the outlying district of Phop Pra. Eight key training sessions were delivered to 32 new teachers in Mae Pa and 6 in Phop Pra. Follow-up was provided on a regular basis to ensure teachers were able to use the new techniques learnt in the training sessions.

Cambridge KET/PET Mae La Karen Refugee Camp/Migrant Community Mae Sot

Since 2011 MEP, with support from Harrow International School Bangkok, has delivered Cambridge Key English Test and Preliminary English Test courses to student teachers in Mae La refugee camp and to teachers within the migrant community in Mae Sot. This

has become an established feature of the MEP programme and has recently been extended to Kachin State, Northern Burma. In total, 289 teachers and trainee teachers have attended these courses. The course and the development from it which we call 'Cambridge Plus', is in great demand (see Future Developments) as it not only offers teacher training but an internationally recognised certificate.

In March 2017, 43 teachers from Mae Sot migrant schools and trainee teachers from Pu Taw Memorial Junior College, Mae La Karen Refugee Camp took the course. It was a very successful year with 31 gaining a full pass, 10 a Council of Europe grade and only 2 with an unrecorded score.

Kachin State Cambridge KET Exams

This was the first time that this project had been attempted in Kachin State which has been the scene of much conflict between Kachin and government forces. Two volunteer teachers, Rob Gordon and Ann Pearce, formed the MEP team based at Mai Ja Yang Institute of Education. They delivered the course in very difficult circumstances including a one month suspension of the course owing to an increased level of conflict in the area.

The Cambridge Programme in MJY was intended to be a pilot programme in which at least 30 student teachers would complete a certificated Cambridge English KET course over a 6 month period. The make-up of the student body is predominantly student teachers based at MIEd, but also included postgraduate teachers, serving teachers and volunteer teachers

from nearby IDP schools as well as local Kachin people who are working within the MJY community, such as a pastor and aid worker for IDPs in MJY. As MIEd is an English medium Institute, this supported the students' learning and access to the curriculum for the training courses they attended. The teaching and learning approaches used during the KET course are overtly shared with the students as demonstrating both good learning practice for them and also methods which they can adopt in the classroom. There was evidence of the serving teachers making use of these techniques with their own students, and of sharing the strategies with their colleagues who were not on the course.

Discussions have already been held with key local participants about the best approaches to embed this into longer-term KIO plans. These discussions involve further developing this pilot as an integrated programme of in-service



KIA Soldiers—Laiza Road



Mae La refugee camp, Mae Sot



Inside Pa Kahtawng IDP Camp Mai Ja Yang

training for teachers working in Maija Yang and nearby schools. This will increase the numbers of student teachers gaining the certificate in the future, building teacher capacity, developing teachers' leadership skills and improving the quality of education across Kachin State.

Of the cohort of 37 students, all the students completed the course although only 31 were able to take the exam. Owing to the increased conflict in Kachin the exam centre was moved to Myitkyina and five students were unable to travel. The final outcomes from the KET course were very good:

- 91% of students achieved A1 or better
- 58% of students achieved A2 or better
- 2 students achieved A2 with MERIT
- 2 students achieved B1 with DISTINCTION
- 3 students' scores were unrecorded.

Kachin State – Mai Ja Yang College **Teaching in TESOL and DIPLOMA in Education Class (January 2017)**

The students from this TESOL class will go on to become English subject teachers in KIOEd (Kachin Independence Organisation Education Dept) schools after this 2 year course. Wai Mar Phyo, MEP Programme Director, delivered a one month course on English Teaching Methodology to 25 students. The following topics (see below) were taught for one month.

Further to this course there were 64 students in the DipEd class and most of them are currently working as teachers in KIOEd schools. They come to MIED (Mijayan Institute of Education) to develop both general teaching skills and subject specific methodologies. They studied similar topics to the TESOL class.

Continuous Assessment was included in this course and grades were submitted to MIEd School Director after the course. The scope for grading covered Attendance, Communicative skills, Collaboration, Assignments, Demonstration and Creativity.

Topics

- Classroom Management
- Creating Materials
- Using Flashcards
- Lesson Planning
- Classroom Language
- Presenting Information
- Eliciting
- Reading Activities
- Listening Activities
- Communicative Activities
- Applying Bloom's Taxonomy in class
- Correcting Errors
- Assessing Learners' Progress

Mon State Monastic Schools

Monastic Schools in Myanmar cater for families who cannot afford to send their children to state schools. MEP has been invited by the National League for Democracy to set up a training programme for teachers in monastic schools in Mon State. In late 2016, in preparation for this project, MEP undertook an initial research and development phase in order to establish links with local schools and set up the programme to begin in May 2017 (see section 3).



03 Building the Charity

Growing our own staff and building links in Burma

The charity continued its policy of 'localising' the teams in Thailand and Burma with the appointment of Wai Mar Phyo as Programme Director (Thailand/Burma). This was a very important appointment as MEP moves more of its work inside Burma itself and has to work and negotiate directly with Burmese education authorities. Wai Mar's appointment is also indicative of the way the charity has developed 'home-grown' staff, with a number of trainers coming through our Cambridge exams and training courses and then taking up positions as MEP trainers themselves. Wai Mar, a graduate of Yandanabon University, Mandalay, worked as a teacher in the migrant schools, took the MEP Cambridge PET course and eventually joined our team of trainers. After working successfully as a trainer Wai Mar took on senior trainer and academic director roles and eventually became our Programme Director (Burma/Thailand).

The western connection

In order to deal with western NGOs and partners Emma Marsh worked as General Manager for most of 2016. MEP finally appointed Rob Gordon, a former head teacher from England, as Projects Manager for the beginning of the 2017 school year. MEP sees its programme and approach as embodying a synthesis of East and West and this is reflected within the management structure. To deal with the increasingly complex financial arrangements resulting from the growth of the charity, MEP appointed a British accountant, Ann Pearce, as Admin and Finance Manager.

Rob Whitelaw, who originally joined the charity straight from Durham University as an intern in 2015 and eventually worked in a number of mainly admin and finance roles for MEP, left the charity to take up a management position in March 2017.

Cambridge University Link/Yangon Cambridge Conference.

The Cambridge courses, KET and PET, have become increasingly central to our work as they are in great demand from teachers who have few recognised qualifications. Cambridge UK and Asia are aware of this and have provided MEP with excellent support during 2016 involving advice and materials. Further work together is planned in 2017-18 (see below). In March 2017 MEP representatives were invited to speak about the work of the charity at a Cambridge event in Yangon attended by delegates from education, politics and business in Burma.

Zwe partner teaching at Champion School, Mae Sot

Annual Report 2016-17



Football tournament at Morning Glory Migrant Learning Centre, Mae Sot

04 Future Developments

Monastic Schools, Mon State.

Following the research and development pilot (above) in 2016, in May 2017 Phase 1 of the Monastic Schools project will be launched with a pre-service training course. The goal of the five-day pre-service training will be to upgrade teaching skills for teachers who are working in Monastic schools in Mon State.

The invited teachers are from Monastic School, Mon State and include 58 teachers from 15 Monastic schools (Paung Township/Mawlamying/Thanphyuzayut Township/Chang-sonne Township/Mudon Township and Kamarwat Township) and 1 teacher from a private school.

Cambridge Plus – Creating a sustainable model.

MEP has brought together two elements in its training repertoire to form a coherent programme which we call 'Cambridge Plus'. This is a system of operating intended to create local teams of trainers who can build a sustainable programme of English teaching and teacher training.



Mixed age class in Min Htu Won Migrant Learning Centre, Mae Sot

The Cambridge Plus has two elements:

1. A Cambridge KET and/or PET course
2. Training of a local team to deliver Cambridge KET and related teacher training.

We have had requests to run this programme from educational bodies throughout Burma, including from those in some of the remotest areas of the country. They include:

- Kachin State—both Mai Ja Yang and Myitkyina areas
- Mon State—as an extension of the teacher training programme already in operation for the monastic schools
- Rakhine State—one of the most neglected areas in the country
- Karen State
- Mandalay and Magwe.

The Burmese migrant communities in the Ranong area of Southern Thailand have also requested similar support through the Foundation for Education and Development.

Safe Child Thailand and the Thai/Burma Border

MEP has been contracted to operate as a service provider in the migrant schools for the British based Safe Child Thailand. This is a significant project to establish a sustainable teacher training programme in the area.

It is expected that approximately 120 teachers will benefit from this training programme—60 from BMWEC schools, 40 from HWF schools, and 20 from independent schools supported by BMTA. By extension, this will lead to effective, student-centred learning environments for more than 3,000 Burmese migrant children living in Thailand. The project also aims to build capacity of local trainers and 'senior teachers' that can continue training with autonomy in future.

Cambridge Programme Mae La/Mae Sot

MEP will continue its work with Pu Taw Memorial Junior College in Mae La camp and the migrant schools of Mae Sot to provide the Cambridge KET/PET programme for about 40 teachers and trainee teachers.

Office in Mon State and registration within Burma and Thailand

In 2017 MEP will open an office in Mawlamyine, Mon State and seek official registration in Burma. This will facilitate all future projects within the country. The existing office in Mae Sot will continue its work as usual. It is also likely that MEP will apply for registration within Thailand as its work seems set to continue for some time.

Intern Programme

MEP has taken a number of interns from Durham University on longer term placements over the last 4 years. This has always taken place following their graduation. In 2017 MEP intends to run a pilot providing shorter term placements for students intending to become involved in education and/or development issues. The placements will be offered during a student's time at the university and hopefully augment their studies.

Administration and Finance Developments

In 2016 World Education sub-contracted MEP to deliver an extensive teacher training programme in the migrant communities. To help MEP develop its financial arrangements to accommodate increased financial reporting and accountability World Education provided a training course for MEP admin staff resulting in the embedding and implementation of up-to-date practices and procedures. This was further strengthened by the recruitment of a British trained accountant to take on the role of Admin and Finance Manager.



Inside Pa Kahtawng IDP Camp, Mai Ja Yang



Inside Pa Kahtawng IDP Camp, Mai Ja Yang

05 Building Partnerships

Harrow International School, Bangkok

Partnership has been at the centre of our work as a charity. Harrow International School Bangkok, staff, parents and pupils have provided MEP with immensely valuable support over the years and have continued to do so in 2016–17. Fundraising events and outreach work in the migrant and refugee communities were organised by Brian van den Berg who with his team has provided significant resources for the migrant and refugee communities. An extraordinary Sunrise to Sunset Bike Ride provided funding for MEP mobile units and a quite remarkable contribution was made by David Eastgate and his team leading to the success of the Kachin Cambridge Project. David and his team have helped to build Cambridge exams into our programme over a period of 6 years. This has been an outstanding contribution to education in the migrant and refugee communities. David has retired this year and all at MEP wish him well.

Durham University Charities Kommittee (DUCK)

Integral to the development of MEP since 2007 has been the support of the students of Durham University who every year cycle miles, bungee jump and stand on street corners with buckets to provide MEP with funds to deliver Cambridge exams to university age students in Mae La Karen refugee camp. DUCK has also provided interns for MEP for three years.

Cambridge University

As mentioned earlier the MEP Cambridge courses are in great demand within Burma. In 2016–17 MEP began to develop closer links with Cambridge University UK and Cambridge Asia who helped to facilitate and support our growing programme.



The first Cambridge English graduates from KIO controlled Kachin State, Myanmar



MEP Trainer A'du presenting teacher training certificates

06

Our office staff and team March 2017

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.



Ann Pearce
Admin and Finance
Manager



Mi Cho Oo
Teacher Trainer, Myanmar



Naw Nay Yu Paw
Teacher Trainer, Mae Sot
Thailand



Patsanan Sangiampun (Yin)
Logistics Officer



Wai Mar Phyo Programme
Director Thailand
and Myanmar



Hnin Wut Yi
Teacher Trainer, Myanmar



Nwet Nwet Win
Senior Trainer, Mae Sot
Thailand



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



Hsar Chris Paw
Finance Officer



Saw Shar Maung Daung
Lead Trainer, Myanmar



Rob Gordon
Projects Manager

07 Administration

Receipts and Payments Account for Period 1st Apr 2016 to 31st Mar 2017

	Unrestricted £	Designated £	Restricted £	Total £ 2017	Total £ 2016
Receipts					
Grants			73,817	73,817	35,314
Donations - Individuals	15,407			15,407	5,565
Donations - Companies	8,080			8,080	18,978
Gift Aid	1,478			1,478	128
Membership Fees				0	41
Insurance Contributions				0	0
Bank Interest	21			21	0
Total Receipts	24,986	0	73,817	98,803	60,026
Payments					
Project Expenditure	961		73,817	74,778	41,184
Office Running	61			61	940
Staff & Volunteer Expenses	2,213			2,213	737
Legal and Professional	5,078			5,078	5,702
Insurance				0	0
Fund Raising Expenses				0	216
Website				0	1,440
Miscellaneous				0	0
Total Payments	8,313	0	73,817	82,130	50,219
Net Receipts	16,673	0	0	16,673	9,807
Funds Brought Forward	13,214	36,000		49,214	39,407
Transfer between Funds					
Funds as at 31st March 2017	29,887	36,000	0	65,887	49,214

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.



Mae La Refugee Camp, Mae Sot

Administrative Information 16-17

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
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Thiri Mingalar Building
Thiri Mingalar Quarter
Mawlamyine

Directors

Bob Anderson, Programme Director

Jo Burton, Chair

Chris Crick, Treasurer

Sue Hawley

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



Homeward bound through the floods, Mai Ja Yang

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