



Mobile Partnerships Education Annual Report 2015

Financial Statements and Trustees
Report for the Period January
31st 2015 to March 31st 2016



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1 Summary of Achievements 15/16

1.1 MEP teams trained teams of Karen refugee trainers who in turn trained 1,000 refugee teachers

1000

Karen refugee teachers and trainers received training

40

Migrant teachers received training

3000

Children received literacy and numeracy programmes

1.2 40 migrant teachers received MEP training

1.3 Literacy and Numeracy Boost Programmes

MEP teams delivered Literacy and Numeracy Boost programmes for teachers of G1-3 in three refugee camps involving approximately 3,000 children.

1.4 Completion of the English Language Course Books

MEP teachers taught 46 teachers and trainee teachers who took Cambridge KET or PET exams.

1.5 Expansion of the programme

MEP opened a teacher training programme inside Kachin State, Burma.



2 Context and overview

2.1 Situation on the Border and inside Burma

Although a Nationwide Peace Process had been established in 2015-16 many major groups were not signatories to this accord. These included the Kachin, Wa and Shan. However, at the time of writing, there are major peace talks taking place involving all ethnic groups under the aegis of the Second Panglong Agreement.

2.2 A period of transition

The future of refugees on the Thai-Burma border remained uncertain during the period covered by this report. Approximately 120,000 refugees remain in the seven Karen camps.

2.3 Operations inside Burma

NGOs in general tended to move their focus towards establishing operations inside Burma. MEP continued its training in the refugee and migrant communities on the Thai-Burma border but it too began to establish projects inside Burma notably in Kachin State.

*Figures Thai Border Consortium





3 Rebranding

3.1 The decision to rebrand

In 2016, we began to work inside Burma/Myanmar, and it became increasingly evident that our name and logo contained controversial elements. “Burma” had become “Myanmar”, and the chinthe was the symbol associated with a major political party. In order to avoid possible controversy, we decided to rebrand the charity but still maintain a sense of continuity.

3.2 Renaming the charity

The decision was made to rename the charity “Mobile Education Partnerships”. This was a clear statement of what we do and how we do it. The word mobile speaks of our portable model that can be used anywhere where there are scattered schools.

3.3 Our new logo

The choice of the new logo for Mobile Education Partnerships was based on three requirements. We wanted something that had a blend of East and West, reflecting the make-up of the charity; we wanted a combination of symbols of wisdom and mobility; and we wanted a sense of continuity from Burma Education Partnership.

3.4 Logo symbology

With this in mind, we introduced the Pegasus figure as a classical Western symbol of wisdom, creativity and inspiration. Pegasus also added a sense of mobility and energy. The lotus was kept as the Eastern symbol of knowledge and enlightenment, with the red lotus in particular as the symbol of compassion.

3.5 Our ongoing vision and commitment

What does remain unchanged is our commitment to work with the people of Burma/Myanmar as we have done for the last twenty years.

We will continue to support teachers, and will strive to help build effective education systems to support the students of the future.



4 Maintaining Identity

Although MEP (BEP) has been through a period of transition we feel that this has reinforced our identity as an organisation dedicated to working at 'grassroots' level in disadvantaged communities. Our model of training has become well established and is now in demand inside Burma (see Future Developments). The model involves the use of mobile units of British and Burmese trainers to deliver training in:

- General teaching skills
- Subject-specific teaching skills
- First and second language literacy teaching skills
- Cambridge English Certificates, where required



5 Programmes

MEP projects aim to not only enhance the skills of teachers and teacher-trainers, but engage in capacity building within local organisations. The aims are to help to provide quality education for students and to enable the schools and teaching groups to eventually take responsibility for their own professional development.

5.1 Cambridge

Being able to speak, read and write English is a very sought after and valuable skill. Members of the migrant community come for lessons at MEP twice weekly and are entered for Cambridge English exams at KET or PET level. Mostly the students are teachers from our partner schools in the Mae Sot area, or workers in other local organisations.

We also deliver the Cambridge English course in Mae La refugee camp, to students at Pu Taw Memorial Junior College, who then sit the KET examination.

The benefits of obtaining an externally recognised certificate of English skills are immense in both employment and professional development. Good communication skills in English also allow students to converse with peoples from many nations, via the common core of English.

5.2 Basic Education Support Towards Transition

MEP worked with Resident Teacher Trainers in 7 refugee camps along the

Thai/Myanmar border. Skills such as preparation of resources and lesson planning were enhanced, but the main emphasis here was in developing sustainable capacity within the camps to take on the role of teacher training themselves. MEP worked on improving skills of organisation, record-keeping, observation and feedback for the trainers, and focussing on encouraging student-centred and participatory learning styles among the teachers. MEP expanded its capacity, including mathematics in its subject-based skills support programme, along with English and Burmese.

5.3 Literacy Boost in Emergencies (LBIÉ)

MEP was contracted by Save the Children International to deliver the pilot programme of its LBIÉ project in two refugee camps. This focussed on 'first language literacy' and thus delivered training and support directly to teachers of Karen. It also helped to set up programmes within schools such as 'reading buddies', to integrate Karen literacy skills into everyday life.

5.4 Numeracy Boost

MEP was contracted by Save the Children International to deliver a pilot programme of its Numeracy Boost project in three refugee camps. This followed a survey carried out by SCI that identified poor numeracy skills in the children in camps. It entailed 3-day intensive mathematics

teaching skills to teachers of early years, with classroom observations and feedback, resource preparation and planning workshops.

5.5 Project for Local Empowerment (PLE)

MEP is part of a large project enhancing the skills and viability of many local organisations. PLE has programmes within healthcare, entrepreneurial skills, human rights etc, and MEP is part of the section devoted to Education. We are working with migrant schools in Mae Sot, Mae Pa and Pho Phra areas directly training teachers of all subjects in grades 1-8. We provide pre-service training, ongoing classroom support and in-service training. The teachers we work with come from a wide variety of backgrounds and are enthusiastic to learn from us as most have no formal teacher training, other than that through MEP (or BEP previously). The schools have very little funding, and teaching resources are scarce. MEP thus works with the teachers to show them how to develop fun and effective teaching methods within their limited means.

5.6 Help Without Frontiers (HWF)

MEP is working with migrant learning centres that are supported directly by Help Without Frontiers. We offer in-service training through fortnightly workshops, classroom support and feedback directly to teachers.

Teachers are keen to learn and enhance their skills and the learning experiences of their students, but are facing issues with funding and resources.

5.7 Burmese Migrant Teachers Association (BMTA)

Following a successful weekend of teacher training with the BMTA last year, MEP was asked to conduct a larger scale project with them this year. MEP is working not only to train teachers directly, through in-service workshops, but is conducting Training of Trainers (ToT) similar to that undertaken by MEP in the refugee camps. This will enhance the capacity of BMTA trainers and enable these skills to cascade through the training and teaching staff in this organisation.

5.8 Maija Yang Institute of Education, Kachin State Burma

Our Academic Director was invited to travel to Kachin State and work with Maija Yang Institute on several of its teacher preparation courses. This became a month-long programme of teaching on TESOL and DipEd courses. The students on these courses come from local areas and the IDP (Internally Displaced Persons) camps, who then return on completion of their studies. Thus the benefits spread far and wide among the community.

6 Future Developments

6.1 What MEP can offer

MEP has transitioned from being an organisation solely delivering training in English Language, to one offering support in the teaching of English, Karen, Burmese, Science, Maths and Geography up to middle school level. MEP is now a fully rounded teacher training organisation able to offer help and advice to many more teachers and trainers.

6.2 Organisational Capacity

MEP is working on areas of operational development, including the separation of the roles of General Manager and Academic Director, the hiring of office administration and logistics staff, and now has a dedicated Development Officer working on future projects, staff development and communication.

6.3 Burma/Myanmar

At time of writing, the most significant development for all education organisations in this area is the opening up of Myanmar following the election of the NLD in November 2015. MEP has strong links in Myanmar and is pursuing opportunities to work with organisations both in Yangon and the ethnic states.

6.3.1 Kachin State

Our first project will start in September 2016 in Kachin State in partnership with Maija Yang Institute of Education delivering training for the Cambridge English exams and supporting the teacher preparation courses.

6.3.2 Mon State and Yangon

MEP has been invited by the National League for Democracy to provide teacher training for the Aung San Suu Kyi Community Schools Project in Yangon and in Mon State.

The Mon National Education Committee has also invited MEP to provide teacher training in the scattered schools of Mon State.

6.4 Pu Taw Junior Memorial College, Mae La Karen Refugee Camps

MEP remains committed to working in the refugee camps as long as there is a need. MEP not only teaches English to students at PTMJC (Mae La camp), but from September 2016 will contribute to, and support the courses in Teacher Preparation. Skills such as developing assessment tools, classroom management and preparation of resources, will be facilitated via both college lessons and observation and feedback to students on placement in various schools throughout the camp.



6.5 Localisation of MEP

MEP continues to invest in trainers from the local communities. There are now more local staff (from Burmese and Karen ethnicities) than there are UK staff working at MEP in Thailand. We aim to continue this goal of capacity building when expanding into Myanmar. Training of Trainers is thus a core aspect of all our work and is ongoing year on year.

6. Administration

Receipts and Payments Account for the Period 1st Apr 2015 to 31st Mar 2016

	Unrestricted £	Designated £	Restricted £	Total £ 2016	Total £ 2015
Receipts					
Grants			35,314	35,314	20,792
Donations - Individuals	5,565			5,565	2,690
Donations - Companies	18,978			18,978	15,600
Gift Aid	128			128	79
Membership Fees	41			41	47
Insurance Contributions	0			0	326
Bank Interest	0			0	81
Total Receipts	<u>24,712</u>	<u>0</u>	<u>35,314</u>	<u>60,026</u>	<u>39,615</u>
Payments					
Project Expenditure	5,870		35,314	41,184	39,135
Office Running	940			940	2,557
Staff & Volunteer Expenses	737			737	528
Legal and Professional	5,702			5,702	4,227
Insurance				0	0
Fund Raising Expenses	216			216	216
Website	1,440			1,449	1,216
Miscellaneous	0			0	237
Total Payments	<u>14,905</u>	<u>0</u>	<u>35,314</u>	<u>50,219</u>	<u>48,116</u>
Net Receipts	<u>9,807</u>	<u>0</u>	<u>0</u>	<u>9,807</u>	<u>(8,501)</u>
Funds Brought Forward	3,407	36,000		39,407	47,908
Transfer between Funds					
Funds as at 31st March 2016	<u>13,214</u>	<u>36,000</u>	<u>0</u>	<u>49,214</u>	<u>39,407</u>

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.





Responsibilities of the Management Committee

The Management Committee shall manage the business of the Charity and may exercise all the powers of the Charity unless they are subject to any restrictions imposed by the Act, the Memorandum, the Articles or any special resolution.

No alteration of the Memorandum or the Articles shall retrospectively invalidate any prior act of the Committee.

Any meeting of the Committee at which a quorum is present at the time the relevant decision is made may exercise all the powers exercisable by the Committee.

Company Law requires the Management Committee to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the financial year.

In preparation of the financial statements, the management committee should follow best practice and:

- 1) Select suitable accounting policies and then applying them.**
- 2) Make judgements and exercises that are reasonable and prudent.**
- 3) Prepare the financial statements on a going concern basis unless it is inappropriate to assume that the company will continue on that basis.**

The Management Committee is responsible for maintaining proper accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and to enable them to ensure that the financial statements comply with the Companies Act 2006. The Management Committee is also responsible for safe guarding its assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Administrative Information 15/16

Charitable Name: Mobile Education Partnership

Charitable Number: 1115837

Company Registration No: 5664251

Registered Office

16 The Green, Hett, Durham,
County Durham, DH6 5LX

Directors

Katharine May
Chair

Bob Anderson
Programme Director

Chris Crick
Treasurer

Ernest McNeil
Company Secretary

Sue Hawley

Jo Burton

Bankers

Cooperative Bank Skelmersdale

Independent Examiner's Report

Community Accounting North East
CIC, Pinetree Centre, Durham Road,
Birtley, Co.Durham, DH3 2TD

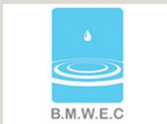
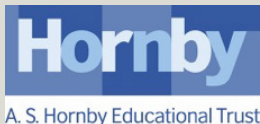
Insurers

Bridge Insurance Brokers



Charity No: 1115837 Company Registration No: 05664251

Sponsors & Supporters:



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