



# Mobile Education Partnerships

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Financial Statements and Trustees Report for the Period:  
1st April 2018 to 31st March 2019

Inspiring, training and supporting teachers working in marginalised communities



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Front cover:  
MEP trainers at work

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

# About Mobile Education Partnerships

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**MEP is a specialist educational charity working in communities affected by war, poverty and neglect.**

It was built from scratch by practicing 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 414 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 2018-19

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**29**

Teachers and education workers from Kachin State took Cambridge Exams

**33**

Refugee and migrant teachers took Cambridge exams

**Training of trainers provided...**

training for 40 Community Volunteer teachers to work in remote areas of Kachin State

**91**

Migrant teachers received training

**4000**

Children in migrant schools benefited from MEP training and support

**Teachers in 8 monastic schools...**

providing education for 1200 children in Mon State received basic training.

**In a rigorous and competitive process, out of 500 applicants...**

MEP was chosen with 4 other charities for a transformational grant of £30,000 from the Fore.

## Will Millard, MEP Patron and BBC documentary maker, comments on the work of the charity.

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**“The pioneering spirit at the heart of the Mobile Education Partnership (MEP) and their remarkable tenacity in establishing teacher training facilities and educational resources within Myanmar, and on the Thai-Myanmar border, makes me extremely proud to be named as their Patron.**

The innovative use of mobile teacher training units to establish a core of locally trained teachers with internationally recognised qualifications and an education of the highest quality, has exponentially improved the quality of life of those who have received teacher training, allowing them in turn to educate children within their own communities, who almost certainly would not have received any formal education otherwise.

Through my work as both a BBC Television presenter and as an expedition leader it is abundantly, and tragically, clear that communities that do not gain opportunities to receive an education represent some of the most vulnerable people on earth.

Combine that with the twin pressures of geographical isolation and conflict and a perfect storm for the creation of some of the most marginalised groups on earth emerges. Reaching out to effectively help and empower these communities requires extreme commitment and bravery, both qualities that MEP exudes, and gives me absolutely no hesitation in endorsing their brilliant work”.

**Will Millard**  
[www.willmillard.com](http://www.willmillard.com)  
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**f.** [facebook.com/willmillardpage](https://facebook.com/willmillardpage)



## Chair's Comments

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**2018/19 has seen another raft of steady but secure achievements for MEP to celebrate. In particular the Cambridge English results this year have been excellent.**

The consistent high quality of the teaching in both Mae Sot and Myitkyina (by Zsofie Tajarni and Caroline Salvin) meant that some unexpected setbacks in the examinations process itself could not dent the enthusiasm and determination of the students.

Many of the students are from very challenging backgrounds with little opportunity to practise their English, such as the rural communities of Kachin, or Mae La refugee camp and it is to their enormous credit that they have done so well. Also, adding to the quality of what is on offer is the beginnings of an embryonic short term volunteer programme. This year a retired ex teacher went to Myitkyina to work with the students for two to three weeks in a schedule designed specifically to support them.

We hope to expand this kind of structured volunteering in a way which will enhance the experience for students and volunteers

Inevitably the reputation of MEP has spread into the nearby regions, and requests have already come from Chin State amongst other areas, to help them set up some basic teacher training initiatives in the most remote locations.

Most of the areas that want our help are areas where education has suffered over recent years, and this is work to which MEP feels extremely committed.

We hope very much to be able to take up some of these opportunities, and we feel some confidence in the fact that local organisations want to start working in partnership with us. We are keen to ensure that those organisations tell us what they need.

We also take confidence from the fact that people who have worked with us in previous years want to continue working with us such as Harrow International School in Bangkok, while others would like to come back and use their experiences with us to help others. Rob Gordon for example, who has twice worked with us in the past, in Mae Sot and Mai Ja Yang will be returning as Education Liaison Officer to help new staff and volunteers to settle in and work as effectively as possible whatever they choose to do.



Of course all this needs a strong organisation and some steady funding, and we are lucky in that out of 500 applicants we were 1 of 5 charities to attract a grant from the Fore specifically to transform the organisation, and make sure that it is strong, responsive and resilient.

Finally, we are absolutely delighted to welcome Will Millard into MEP as our first ever Patron. This a new direction for us and we feel very pleased and honoured that Will has agreed to do this.



Jo Burton, Chair MEP

He is well known to many as a broadcaster and explorer and he has done great work in some less well known areas of the world such as Papua New Guinea.

We are sure he will be an asset to MEP, and will help us move forward in all that we do both on the border and in Myanmar itself, and also in ensuring that the work we do continues to be sustainable.

## 01 Context and Overview

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**2018-19 has been a difficult year for Burma. MEP has continued its work with the Karen, Kachin, Mon and Burman groups in situations which receive little international coverage.**

The Rohingya crisis has received much media coverage showing that it is partly a result of the aggressive nationalism that has been instigated and nurtured by various bodies within the country.

However, the plight 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 continues. The same situation is found in Shan State. 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 groups and individuals.

For example 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.

Politically, there appears to be a regrouping of ethnic parties as they gear up for the 2020 elections. For example, in Kachin State the smaller local parties who fought the last elections are now consolidating into one ethnic Kachin party to contest the 2020 General Election.

The NLD and Aung San Suu Kyi, winners of the 2016 elections, have faced increasing criticism at home and abroad as they encounter the world of 'realpolitik'. How the rise of ethnic parties will affect support for the NLD remains to be seen

## 02 Types of Projects

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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."*

Over the years MEP has developed several models of teacher training which are transferable across a range of social and educational contexts

### **Cambridge 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 Key English Test (KET) and teacher training. The much valued KET is an internationally accepted certificate which recognises achievement in English Language.

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.

### **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 can be given to senior/mentor teachers who can take on training of new staff when require

## 03 Projects 2018-19

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### **Kachin State Cambridge Plus Project**

In August 2018 MEP began a three year project based in Myitkyina, Kachin State. The aims of the project are:

1. to provide Cambridge certificates and training to teachers in schools in Kachin State.
2. to establish a local training unit which can provide a sustainable programme of Cambridge KET training

In 2018-19, 29 teachers and management and auxiliary staff from the education sector in Kachin State attended a Cambridge Key English Test ( KET ) course. Candidates came from communities across Kachin State, including those from IDP camps, to attend a Cambridge KET course. The course was delivered in the state capital Myitkyina.

For part-time students the course lasted 6 months and for full time attendees, four months. The part time students came from the Myitkyina area while the full-time students came from further afield, many from the more remote parts of the state where schools serve some of the poorest sections of Kachin society.

The course was delivered by a very experienced teacher, Zsofi Tarjani, who had formerly worked for the British Council.

Exams were taken in March 2019 and delivered by examiners from the British Council in Mandalay. Harrow International School Bangkok generously provided candidate exam entry fees as well as the costs for delivering the exam in Myitkyina including examiner fees.

Further to this the MEP trainer provided a teacher training course for local teachers. As well as formal training sessions our trainer followed up but making classroom visits. This is a key element in all of MEP's work.

### **Kachin Baptist Convention (KBC) training**

In addition, MEP trainers making up the Mobile Training Unit which is required to work in different parts of the country delivered a training course to trainers of the Kachin Baptist Organisation (KBO). In turn the KBO trainers will train 40 Community Volunteer teachers who work in the most remote and inaccessible areas of Kachin State.





Teacher training group Myitkyina



End of Cambridge exams -Myitkyina



MEP trainer Zsofi Tarjani with Cambridge class, Myitkyina

### Migrant Teacher Training, Mae Sot, Thai/Burma border.

This project is funded by Safe Child Thailand. The aim of the project is to provide training for new teachers and for those who wish to improve their skills.

The course focused on :

- Classroom management
- Developing classroom materials
- Teaching and learning styles
- Lesson planning and structure
- Positive reinforcement

It must be noted that MEP provides group training for the above topics but our trainers form a mobile unit which provides regular follow-up in-class support. This is vital if new teachers are to develop skills and confidence and is a key element in the MEP model of teacher training.

For this project MEP has worked with 34 migrant learning centres supported BMTA and BMWEC (and a further 11 Help Without Frontiers schools funded separately). There are 54 teachers that completed the workshops, which equates to approximately 3400 children benefitting from the training.

24 teachers received regular follow-up in class support. Extending the project to remote schools and IDP schools. 37 additional teachers have attended the first of one-day workshop at IDP school inside Karen State and in Phop Phra town,

40 kms from Mae Sot, designed for those schools which are too distant to be involved in the regular schedule of workshops and visits.

The project was delivered by our two Burmese Trainers, Nyi Zaw and Nay Yu Paw, and managed by Tony Deen.



Nyi Zaw (left) - MEP mobile trainer providing classroom support



Not all work- MEP team on a break



Migrant Teachers with Cambridge Certificates March 2019

## Mae La Refugee Camp

The project is funded by the Evan Cornish Foundation.

The aims of the project are :

1. to improve English Language levels amongst trainee refugee teachers and in-post migrant teacher
2. to develop teaching skills
3. to provide teachers and others with an internationally recognised certificate

The course focused on the delivery of the Cambridge Key English Test and involved 33 refugee and migrant teachers and trainees.

Caroline Salvin MEP's Cambridge trainer 2018-19 writes about her experience in Mae La Camp. The project, aimed at providing internationally recognised certificates for refugee students, was supported by the Evan Cornish Foundation. In March 2019, 33 migrant and refugee students took Cambridge exams.



Caroline, Cambridge class and Buddy the college dog.

When I first arrived at Mae La Camp I had to ditch any preconceptions about refugee pretty quickly! In my defense, I, along with the almost entire British population, had only sensational news reports on the plight of refugees globally to inform my ideas.

My first pleasant impressions were of a leafy, sunny, almost idyllic mountain settlement. There is a sense of peace, calm and order in the area of the camp where I was fortunate enough to be teaching, due, I've no, in large part to the influence of the indefatigable Khu Paw and her team of refugee teachers.

My second impressions were equally heartening. A large room full of students, who had just been given a "test" by a western woman they had never seen before, sat diligently working, in silence and with obvious concentration without a single complaint! Given that my teaching background is in FE Colleges with sometimes recalcitrant teenage learners, you can understand why I felt that I'd stumbled upon a small miracle.

I am happy to say that my impressions did not change. The students, the environs, the staff, all of them contributed to my experience, making it one of the best I have ever had.

On leaving, Caroline commented:

The confidence they were acquiring in the classroom was obviously spilling out into their daily lives, and by the end of the course one of the girls, who had told me at the beginning that she was happy to settle for a life spent at home, confided that she now had ambitions to start her own business in selling handmade furniture.

She had given this a lot of thought and already had plans to tap into her grandparents' knowledge of traditional bamboo crafts, as well as assuring me that she felt confident enough to deal with prospective buyers in English.

Many of the other students were equally ambitious for themselves, and were looking forward enthusiastically to applying for University and higher Education courses. I feel that this was the result of their increased self-confidence and indeed self-worth. I like to think that my mantras helped with this process.

An example of the response I always give to any student who doubts themselves and uses phrases like "I can't do it" or "I'm no good at..." is to remember the little word "yet".

There is no doubt in my mind that this course, with its prestigious Cambridge accreditation, is invaluable to these students.

They all feel privileged to have the chance to study for it, and they all take their learning very seriously. It would be a tragedy if we were prevented from bringing this opportunity to these refugee students for whatever reason, so I really hope that we can continue to enrich lives, build confidence and award certificates that enable young people to soar as they enter adult life.

Caroline Salvin



## Harrow International School Bangkok

In 2018 Harrow International School, Bangkok won the British International Schools Award for its work with MEP.

In 2019, once again, Harrow provided vital support for the charity. Harrow sent a team of their students to meet the refugee students from Mae La Camp on what we have come to term as a 'cultural exchange'.



End of exams Cambridge exams - students from Mae La Refugee Camp

These are invaluable events which bring young people from totally different backgrounds together and provide mutual enrichment. In addition Harrow sent a team of Cambridge qualified examiners to Mae Sot to assess the students and Harrow also kindly provided funding for all candidate entries in Mae Sot and Myitkyina and for the fees for examiners from the British Council to assess the students in Myitkyina.



Harrow International School, Bangkok and MEP British International Schools Award winners 2018



Harrow Exam Team - March 2019

## Monastic Education in Myanmar

Although basic education is officially free in Myanmar, many families in marginalised and remote areas cannot afford the cost of essential items such as exercise books and stationery, uniforms and unexpected fees.

This means that government run schools remain inaccessible for children from the poorest sections of society. Monastic schools, providing free tuition, food and accommodation fill a significant gap in the education sector providing education primarily for children from migrant families, conflict areas and remote communities.

Monastic schools also provide valuable ethical education based on Buddhist teachings.

Monastic schools, which follow the government curriculum 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

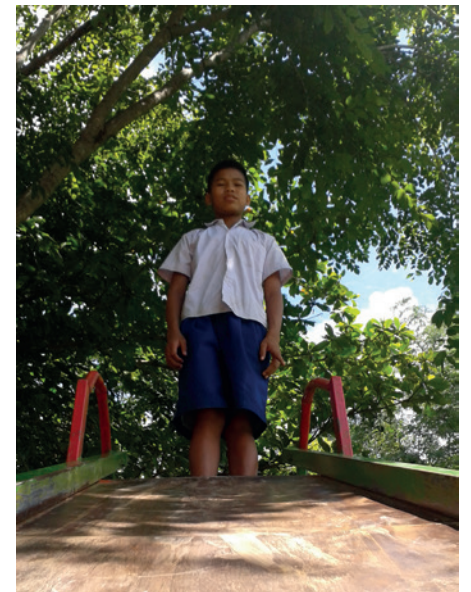
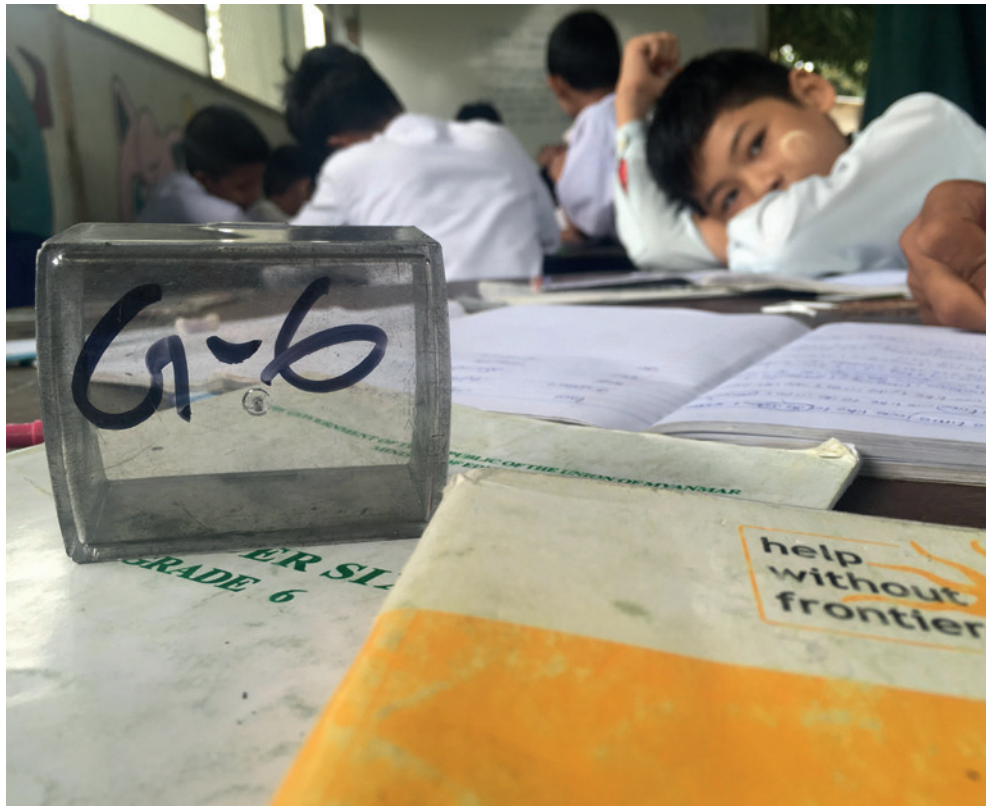
MEP has been involved in the training of monastic school teachers in Mon State, southern Burma, for several years.



Monitoring group work following training.



MEP Photo Project 2018 - all photos taken by migrant pupils





## Mon State Project

Donor: Gilchrist Charitable Trust  
8 Monastic Schools participated

Training focused on 1 key teacher per school. Initial training was provided in:

- Classroom management
- Teaching and learning styles
- Production of low cost materials
- Constructive questioning
- Assessment

The group training was followed up by weekly visits by a mobile trainer from MEP to support teacher development and delivery at classroom level.

The follow-up is essential if new skills are to be effectively developed.

Adu, the MEP mobile trainer, commented in his report:

'A significant change has been the number of teachers showing growing confidence to practise the new techniques and strategies. Teachers are beginning to take risks and try out new ideas.'

'Teachers are able to control the class properly by using simple strategies such as eye-contact to control behaviour, different grouping styles to encourage students' participation and delivering lessons in more attractive ways to gain and maintain the learners' interests.'



Monastic school pupils engage in group work



MEP Mobile Trainer, Adu (right), with Mon trainee.

## Short Term Volunteer Placements

MEP started almost 20 years ago as a purely volunteer based organisation giving short term courses in the Karen refugee camps.

In 2018 MEP revived this short term volunteer programme but with a focus on support for its long term projects.

Steve Newman, a retired secondary school head of history recently now retrained as an EL teacher, spent 2 weeks in Myitkyina Kachin State, supporting the MEP Cambridge Project delivered by Zsofi Tarjani. Here is Steve's short report:

Wisdom Palace, February 2019

Heathrow, Bangkok, Yangon, Myitkyina... now that should have been the line in the old M People song "Pop Musik". Myitkyina Airport distinctly small scale, but the "Mr Steve" sign held aloft by a teenage boy indicated that I was in the right place, at least.

The boy was driving for Mr Khun Seng -charming, friendly, quietly- spoken, perhaps not quite in the mould of a headteacher back home.

I met Zsofi at Wun Tawp (hotel): she had been punctilious in responding to my emails and now she eased me smoothly into the teaching: 2 KET classes and 2 of Khun Seng's. 21.5 hours in the first week, 25 in the second week never seemed onerous.

Lesson prep for the KET classes required little imagination, given the brief to stick closely to the textbook in preparation for the KET exam. The other 2 classes required more thought and input: a data stick with resources from home and a range of tourist and travel leaflets served well (even more so if any of the students ever go to Sunderland, which they now imagine is the garden city of the UK, an impression I did nothing to correct).

Wonderful students, with superb work ethic and learning strategies, great hospitality from Khun Seng and his family, and great support from Zsofi. Who could ask for more?

MEP is now looking for short term volunteers to support all its mainstream projects. We hope this will be a significant development in 2019-20



MEP Volunteer Steve Newman with Khun Seng (2nd L) and family by the Irrawaddy River



## Durham University Charities Committee (DUCK) Summer School

The aim of this short project was to introduce a creative extra curricular activity through which students could begin to question how 'reality' can be interpreted through media representations according to author, purpose and audience. In addition the students could begin to learn how to use photography as a medium to present their own view of their world.

In September 2018 12 students from Durham University travelled to Thailand to deliver a 'summer school' for MEP. Over a number of years DUCK (Durham University Rag) has supported the work of MEP on the Thai border and this was an opportunity for their 'Thailand Expedition' team to actually participate in our programme.

MEP has for many years wanted to extend its work into other areas of communication and education and the Durham students enabled this to happen by delivering a unit on photography to children in 7 migrant schools.

This was the first time that such a project had been carried out in this area and was a welcome extra-curricular activity for the Burmese pupils.

It turned out to be hugely successful with the Durham students warming to their role as instructors and the Burmese pupils quickly picking up rules of composition and some useful techniques for creating images which capture much of their everyday lives.



DUCK team leader, Isabelle Wilson, (left) with MEP and Karen staff. Pu Taw College, Mae La Karen refugee camp.



Durham University students delivering photographic course in migrant schools Mae Sot



# 04

## Broadening the Programme and Transforming MEP 2019-2020

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**In December 2019 MEP, due largely to the efforts of its new Funding Manager, out of 500 applicants was awarded a grant from The Fore to transform the charity.**

Support from The Fore will help us develop the capacity of the charity as well as increasing the scope and impact of our programmes.

Here are some of the elements of that transformation:

### 1. Expanding the scope of the programme- a transferable model

The MEP model of training has been developed over a number of years and has been applied effectively in a range of circumstances. Our identity is built on working with communities suffering the effects of poverty, neglect and conflict. With all of this in mind we are looking to use this transferable model in other parts of Burma and possibly elsewhere in the world. We are currently looking at opportunities to work with the Rohingya in Bangladesh and the Chin in northern Burma as well as continuing projects with the Kachin, Karen, Burmans and Mon.

### 2. Broadening the content and increasing impact.

In addition, we are looking to broaden the content of the programme to include courses which lead to entry to further education institutions. These could include IELTS ( International English Language Testing System)and/or similar. This would be a major contribution to the lives of the young people in those marginalised communities in which we work.

At the same time we will continue to provide teacher training alongside Cambridge KET and PET courses with the addition of the Teaching Knowledge Test (TKT). This is an internationally recognised teaching qualification which is much sought after by local teachers.

A critical understanding of the media is important in democratic life.

Short courses based on critical thinking skills especially linked to textual analysis and production in various media are planned.

### 4. Staff development

MEP's Programme Director for Thailand & Myanmar, Wai Mar Phyoo, recently gained a Cambridge Assessment English CELTA (Certificate in Teaching English to Speakers of Other Languages)

This will be invaluable to our work as it will add to the capacity of MEP to provide high quality in-house staff development, general teacher training and delivery of Cambridge exams.

### 5. Developing Financial Stability

The Fore grant has allowed MEP to bring in an experienced Funding Manager. Julie Anne Smith has over 20 years experience of working with NGOs and will be building and diversifying the fundraising capacity of MEP and raising awareness of our work more widely, including on social media.

### Social Enterprises

As part of MEP's strategy to strengthen its long-term organisational capacity, we are currently looking at establishing social enterprises in Mae Sot, Thailand and in Mawlamyine, Burma.

There is a great demand for Cambridge and other courses from those working in the private and public sectors in both of these areas. This is especially relevant as Mae Sot has been designated as an Economic Development Zone by the Thai government. MEP has recruited a specialist adviser to help us to develop this initiative which can be adapted to local circumstances.

# 05 Projects 2019-20

## Kachin State

MEP will launch Phase 2 of the Cambridge Plus project in August 2019. It is expected that two Kachin interns will join the programme to form the nucleus of a Kachin Cambridge Teaching Unit. Throughout Phase 2 they will work alongside and MEP trainer to deliver the KET course to local Kachin teachers and, in so doing, develop vital teaching skills for the future.

In addition to an MEP Cambridge trainer there are plans to extend the project into more general teacher training in local schools. There is a great need for this as well as for subject specific English skills for teachers. In Kachin National Schools on one day of the week all lessons are delivered in English. MEP is looking to address this issue by the possible introduction of an extra trainer and the delivery of a specialised course in Content and Language Integrated Learning (CLIL). This is training in subject specific use of English.

MEP will continue its support for the Kachin Baptist Convention's training for Community Based Volunteers who work in the remoter areas of Kachin State.

## Chin State

Chin State and in particular the Chin Hills region is possibly the most neglected area in Burma. This area is one of the least developed areas in the country and is home to some of the

most remote and isolated communities. In addition to having the highest poverty rate among all states and regions (73%), nearly double that of neighbouring Rakhine State, 52% of children do not complete primary school on time and almost 15% of children do not have access to primary education.

Visits have been made to the area by a UK Director and the Programme Director ( Myanmar). The project would involve the delivery of a Cambridge KET course and the development of a local unit of Chin trainers to work in the remote villages of the Chin Hills. It is likely that in late 2019 a 'scoping' visit will be made followed by a pilot project. At the time of writing MEP is launching an appeal for funding for this project.

## Mon State

Chin State and in particular the Chin MEP has secured funding to begin a Cambridge Plus and general training course in Monastic schools in the Mawlamyine area. MEP has much experience of working in this area within the monastic school system. At the same time as. Delivering Cambridge courses our project manager will be looking at an opportunity to develop a social enterprise in Mawlamyine to complement our charitable work.



Bob Anderson (MEP) and Pastor Pezamaung (Zotung Chin Organisation), Kaleymyo, Chin State.



Wai Mar Phyo (MEP-left) and Zotung Committee in the southern Chin Hills.

## Mae La Refugee Camp and Mae Sot Migrant Learning Centres

MEP will continue its work with Cambridge courses and teacher training in Mae La Karen Refugee Camp. MEP has developed a long standing relationship with Pu Taw Memorial Junior College.

## Rohingya Refugee Camps Cox's Bazar, Bangladesh

Over one million Rohingya have fled Myanmar in the wake of violence and oppression. They now live in refugee camps just inside Bangladesh. Conditions are very basic and lack of opportunities for education and its consequences are a serious concern. MEP has been asked by the Rohingya Education Development Association (REDA) to provide a preparatory course to help students gain a place at universities which specialize in supporting students from displaced communities. The Asian University for Women (AUW), Chittagong, is one such. University courses of this nature are generally delivered in English but also require a background in critical thinking skills and a broader knowledge of world affairs. MEP could provide an 'IELTS Plus' course to cover these requirements. In addition, lower level Cambridge courses and teacher training may be provided.

## 06

# George McNeil Memorial

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**MEP would like to commemorate the passing of George McNeil, a former MEP volunteer, who worked in Mae Ra Ma Luang Karen Refugee Camp in 2008.**

George, a language teacher and long term member of the choir at St Giles' Cathedral, Edinburgh, kindly and generously remembered MEP in his will.

The legacy George left has provided financial stability for the charity and over the years will contribute to the improvement of the life chances of many people in marginalised communities. We will remember George with affection and gratitude and ensure that his memory is kept alive in the work of the charity.



## 07

# Teams

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Myanmar and Thailand Teams  
March 2019

### Thailand Team

Tony Deen - Project Manager,  
Mae Sot Migrant Project

Nyi Zaw - Teacher Trainer, Thailand

Nay Yu Paw -Teacher Trainer, Thailand

Caroline Salvin - Cambridge Teacher Mae  
La Karen Refugee Camp

Patsanan Sangiampun ( Yin) - Logistics  
Officer

Flordeliza Lopez - Finance Manager

### UK Team March 2019

Julie Anne Smith - Funding Manager

Natalie Smith - Social Media Manager

Website - JUMP Newcastle

### Myanmar Team

Wai Mar Phyo - Programme Director  
(Myanmar/Thailand )

Saw Shar Maung Maung (Adu ) -  
Lead Teacher Trainer, Myanmar

Zsofi Tarjani- Project Manager, Myitkyina  
Cambridge Project

Burmese Advisory Board

U Min Aung Zay- Advocacy Leader  
MNEC

Daw Aye Aye Thun -Project Director  
Scholarships for Street Kids

U Aung Nyein Chan - Project Director  
Capacity Development Myanmar ( CDM)

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



# 08 Accounts

## Mobile Education Partnerships

(a company limited by guarantee)

### Notes to the financial statements

(INCLUDING SUMMARY INCOME &  
EXPENDITURE ACCOUNT)

For the year ended 31 March 2019



	Unrestricted Funds £	Restricted Funds £	Total 2019 £	Total 2018 £
<b>Income from</b>				
Donations and legacies	4,070		4,070	13,956
Charitable activities				
Grants and contracts	41,061	55,508	96,568	51,514
Other trading activities	542		542	
Investments	33		33	
<b>Total income</b>	<b>45,706</b>	<b>55,508</b>	<b>101,214</b>	<b>65,470</b>
<b>Expenditure on</b>				
Raising funds	16,839	(4,780)	12,059	9,253
Charitable activities				
Operation of the charity	31,865	61,685	93,550	91,731
<b>Total expenditure</b>	<b>48,703</b>	<b>56,905</b>	<b>105,609</b>	<b>100,984</b>
Net income (expenditure)	(2,997)	(1,398)	(4,395)	(35,514)
Transfers between funds	(730)	730		
Net movement of funds	(3,727)	(668)	(4,395)	(35,514)
<b>Reconciliation of funds</b>				
Total funds brought forward	22,220		22,220	57,734
Total funds carried forward	18,492	(668)	17,825	22,220

The Statement of Financial Activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities

# 09

## Mobile Education Partnerships Legal and Administrative Information

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Charitable Name: Mobile Education Partnerships  
Charitable Number: 1115837

Company Registration No: 5664251

Registered Office and Correspondence Address

16, The Green,  
Hett Village,  
Co. Durham  
DH6 5LX

### Directors

- Jo Burton- Chair
- Chris Crick - Treasurer
- Graham McNeil - Company Secretary
- Bob Anderson - Programme Director (UK)
- Katharine May - Board Member

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