Welcome to the second issue of Mote Oo’s quarterly newsletter, Get Moteoovated. Four times a year, we will bring you updates on our activities, introduce you to our staff and partners and give you teaching and training advice. We welcome your suggestions, contributions and feedback - email Poe Pyit at: borderadmin@moteoo.org

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Each issue we will introduce two of Mote Oo’s staff, volunteers or consultants who train, administer, curriculate, illustrate, clean, design, distribute, account, layout or report for us. The lucky pair this month are May and Morgan.

**May** finished high school in 2009 and a Bachelor in Myanmar Literature at Dagon University in 2012. She also studied and volunteered at American Center. When she finished her studies, she got an internship with Educasia.

In 2013, she became one of Mote Oo’s founders. She started by doing design and layout but slowly expanded her knowledge and skills in different areas of design and publication. She is now Mote Oo’s Myanmar Publications Manager.

As the Myanmar Publications Manager she manages the publication process for Mote Oo textbooks. She manages the drafting, editing, translating, proofreading, layout and printing processes and coordinating with all the different people involved in this process. She has to coordinate and direct different people Mote Oo staff and service providers that help us get out books printed. She works with MO layout team to ensure quality and accuracy. She works with translators to get English versions translated into Burmese. She works with the printers shops that take the digital copy of our books to develop draft/sample that May then does final checks on before they get printed by the thousands. She also provides technical design and management support for special projects including Mote Oo events and promotional material.

May’s favourite part of work is networking for the organisation where she gets to meet other dedicate and passionate people working in Myanmar education and learning sector.

Her drive to expand her networks and learn more about issues has lead her to join leaderships programs in the ASEAN region. In 2015 she joined the first ever ASEAN model meeting held in Kuala Lumpur in Malaysia. She also joined the ASEAN Youth Lead program in 2015 in Bangkok that was hosted by Chulalongkorn University, Asian studies department. She also one of the working group member of Myanmar Youth Forum 2016.

In her spare time likes to paint and write and explore works produced by other Myanmar painters and writers. She’s interested about women issues and gender studies.

**Morgan Macdonald** first started working with Mote Oo in October 2013. He has held a number of different positions with the organisation including monitoring and evaluation volunteer and systems advisor.

However, the part of Mote Oo’s work that interested him the most was curriculum development. By 2015, he slowly learnt from the curriculum development team about the principles and practices of curriculum development and built his skills by making himself available to do small curriculum tasks.

He was very happy to be involved in developing the ASEAN: A Beginners Guide and didn’t hesitate to brag when the book was finally published and his name was on the cover.

His previous experiences in education include working part-time at Build Bright University in Phnom Penh where he taught a range of different social studies subjects including Culture Studies, History and Debate. Before that he facilitated a course of refugees in Melbourne with the Melbourne Free University. The last class he taught was just before Thingyan in 2015 when he finished teaching pre-elementary level for British Council’s English Program for Social Activists (EPSA). He hopes he will find time in the future to apply all the interesting teaching skills he’s picked up from talking with Mote Oo’s teacher training team.

His favourite parts of work are coming up with fun variations on reading comprehension activities and having multiple desks.

When he’s not at work he’s usually playing facebook at the gym or writing detailed evaluations of Yangon buses.

He's really excited about the Mote Oo’s upcoming Annual General Meeting. Seriously.
Third Story Project

Third Story is a small community organisation, founded in 2014, that distributes children’s books across Myanmar. So far they have donated over 80,000 books to children, libraries and schools across Myanmar. It is a collaborative effort between Myanmar Storytellers and the Benevolent Youth Association.

The Third Story Project creates story books designed for children under the age of 12. These cover topics that include issues such as peace, diversity, tolerance, gender equality, disability, environmental issue and children rights. The stories come from young Myanmar authors and illustrators.

Their process is that Burmese versions of stories are produced and they are subsequently translated into different languages for audiences in Myanmar. So far, they story books in eleven different ethnic languages. Books are also translated into English for young English language learners.

They also create teacher guide books which can help the teachers to create new methods of teaching and the activity sheets for each of the stories they produced.

Their Library in a Box project which send book packs to schools across Myanmar. The book packs are sent to schools so that all children and teachers have access to books. The packs include eighteen Burmese version books, eighteen English version books, activity sheets, and a Teacher Guide Book for class room activities.

They run story-telling and writing training to teachers, volunteers and activists.

Third Story works with Mote Oo in a couple of different ways. Firstly, they sell books to each other at different locations. We often share space at book fairs and other events where sell our books. Mote Oo has also provided some support to Third Story in helping with the layout of their teachers books.

Like Mote Oo, any income from book sales goes to produce more books to distribute free of charge to programmes without income or funding.

In two years, we have already donated more than 120,000 books and provided several trainings to schools across Myanmar.

If you would like to know more, you can check

https://www.facebook.com/thirdstorychildrenbooks
https://www.crowdrise.com/thethirdstoryproject

You can often find Third Story books at many location in Yangon including bookstores in Yangon including Monument Book, at the Mote Oo Education office in Hleden, at pop-up events such as Hla Day and many more.

Knowledge Village English Language Centre, Thanbyuzayat

Knowledge Village, which started in 2012, are a well-known quality Education hub in Thanbyuzayat. Their 60 students are mostly high school leavers and university students, and they come to Knowledge Village to top up their language and gain skills to prepare them for their future lives.

At Knowledge Village, English is taught through content, as well as giving a grounding in vocabulary, grammar and usage. Students do real-life practical and research projects on topics such as civic education, environmental issues and local issues affecting the Thanbyuzayat communities. They are a part of the Mehm Kan Kyi Network of schools operating throughout Mon State and Kayin State.

Their founder and Principal is Zaw Tun Latt, who is also a trainer at the nearby Bop Htaw Education and Empowerment program. ‘Our future plan is creating a local resource center where youths from Thanbyuzayat communities gain access to education and development opportunities.’
Project Update: Life Skills

Due to the confusion around terminology, and the competencies or skills detailed under those various terms, we have decided to reframe, or rather reposition our current life skills work to be more in line with who we work with and for: Young Adult Success.

In July, the project manager Chris conducted a workshop at the American Center’s annual TESOL conference. This participatory and interactive session titled “Young Adult Success: Meanings and Methods in Modern Day Myanmar” centred around the notions of social emotional learning (SEL) and cognitive & emotional development but with a country focus touching on how very different young adults in Burma are, depending on gender, locality, religion, ethnicity, education background and personal interests. Is there such are thing as a “normal” young adult in Burma? The workshop was enthusiastically attended by over 20 teachers including language tutors, international school assistant teachers and government school teachers.

Continuing in this vein, in September we will deliver a seminar at the British Council’s annual English Language conference titled “Young Adult Success: The Rollercoaster Ride from Adolescence to Agency”.

It’s a rollercoaster ride for the team too as we have now entered the full-on writing stage for the material to be ready for you all in January 2017. Stay tuned for more!

Project Update: Peace Education

I helped to organize and translate for a workshop in Myitkyina on Peace Education. I helped with the logistics, including helping to organize the space and coordinate, and reached out to organisations in Kachin to invite them to send participants for the workshop. It went for one week and I acted as interpreter. It was a really great experience and the participants were really enthusiastic! The best session was when conflict mapping and conflict trees and linked to in their local context. After we came back I wrote a report on the training.

The biggest challenges for me has been when I have to translate to Burmese language because its not my first language. Sometimes Im not sure what is the polite way to say something. However, I am learning from my Burmese speaking colleagues to overcome some of these issues. I am really happy to be involved in translation because it gives me the opportunity to be involved in the translation of documents and I can learn more about peace.

Overall I feel really happy working with Mote Oo. I’m really excited about upcoming workshop and doing more reading and translation for Peace and Conflict module.

Reflection on an experience I was involved this month

So far my internship it has been really good and interesting. I do translations, reading, interpretation, communication tasks, background research and facilitation during workshops. I have also been reading the draft of peace and conflict and sharing my impressions and ideas. One of my feedback was to do with some of the pictures that are used. Recently
A d m i n i s t r a t i o n  a n d  F i n a n c e

The Administration team have been busy delivering books to teachers, students, schools and other learners all across Myanmar and the border from libraries in the southern areas of Shan state, schools in eight refugee camps on the Thai border and CSOs in Tanintharyi. Our books are finding their way to more and more learners.

We've been to some huge book fairs over the past few months where we sold lots of books. We love selling books because the income helps us to cover the costs of printing more Mote Oo materials! Then we can distribute even more fantastic Mote Oo books to learners across the country. Mandalay University English Language Teaching Conference in Mandalay was really big with over (100?) participating teachers and university staff. A big selling point for them was that many of our books can be easily integrated into their curriculum, as they can take parts out of books to use for lesson planning or as classroom handouts. For similar reasons, our activity books were also in high demand.

We are half way through the year and so we are beginning to see which book are the most popular. So far, these have been:

- Active Citizenship (English)
- Planet Earth
- Politics (English and Burmese)

We expect to be busier and busier as the year goes on and we add more publications to our catalogue.

C u r r i c u l u m  a n d  P u b l i c a t i o n s

The Publications team are getting the Myanmar language version of Histories of Burma ready. This book is a multi-ethnic, source-based approach to Burma/Myanmar’s history, designed to show students multiple perspectives. Since 2014, we have worked with Dr Rosalie Metro and Saya Aung Khine, the authors of the English version, and a small team of translators, to create a Myanmar language version. It is a long and slow process, because the team had to find or translate over 100 sources, and translate, edit and layout over 280 pages of student book and teacher book too. It is nearly completed now. We are hoping for publication at the end of September. Rose was in Yangon in July, delivering a series of seminars about the book and her research. See Rose and Aung Khine’s television appearance at http://www.kamayutmedia.com/video/education/8269.

We have almost finished The New Teacher 3: How Do You Plan for Learning?. This book looks at lesson planning and gives practical advice on how teachers can plan fun and effective lessons for any subject. The English version will be published in late September 2016.

Our curriculators have also been developing curriculum frameworks, materials and assessment systems with the Burma Women’s Union, Myanmar Community Academies Network, Karen Refugee Committee Institute of Higher Education and Karenni National College Networks.

Finally, our team will be running a booth at the British Council’s 17th Annual English Language Teaching Conference (ELTeCS) on the 24th and 25th September at the Novotel in Yangon. We look forward to meeting new friends and old, exhibiting our latest books, and displaying The New Teacher 3 for the first time.
Here are some activities of Training Department

- English Language Teaching Skills
  - Pu Dooplaya Junior College, Nu Po
  - Kyauk Sae Technology University, Mandalay
- Personal and Professional Development training
  - Kayan New Generation Youth, Phe Khong
  - Karen State teachers, Karen State
- Curriculum Development Workshop
  - Kayan New Generation Youth, Phe Khong
- General Teaching Skills
  - Teacher Development Program, Hpa-Ahn
- Lesson Planning
  - Kan Tet Kone, Mandalay
- Teachers Professional Development Training
  - Karyenni National College, Mae Hong Son
- Basic Teaching Skills
  - Karyenni National College, Mae Hong Son
- Training of Trainer
  - Karyenni National College, Mae Hong Son
- General Teaching Skills
  - Karyenni National College, Mae Hong Son
- Introduction to Teaching Skills
  - Karyenni National College, Mae Hong Son
- Community Development
  - Karyenni National College, Mae Hong Son
- Social Science Teaching Training
  - Karyenni National College, Mae Hong Son
- Science Teaching Training
  - Karyenni National College, Mae Hong Son
- English Language Teaching Workshop
  - Education Gathering Group, Hpa-Ahn
- Introduction to Teaching Skills
  - Education Gathering Group, Hpa-Ahn
- Introduction to Teaching Skills
  - Zwekabin Myay, Hpa-Ahn
- Peace Education Training
  - Nung Shaun, Pinnyatagar, Saint Lukes
- Higher Order Thinking/Lower Order Thinking
  - Eastern Border Community School, Pyin Oo Lwin
- Exam questions writing
  - Pu Dooplaya Junior College, Ko La Junior College, Pu Taw Memorial Junior College, Mae Ra Moe Junior College, Northern Karen Junior College
**Ask The Trainers**

**Do we need to know about learning styles?**

We not only need to know about the learning styles but also be able to apply them in our teaching. One thing though, nobody has scientifically proven that learning styles is an absolute truth. Some lessons are better done in a certain style. For example, learning how to ride a bicycle necessarily entail kinesthetic learning style, while learning dense information does involve reading quietly, whether students like it or not. But the knowledge about learning styles helps the teacher to think about the learning students have to do. (Kaung Hla Zan)

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Yes. Students need variety in activities. Teachers need to switch between different learning styles to make the input more varied, and the learning more effective. Students, if they have to remain in just one type of activity for a long time, for example, if they have to read too long, or have to move around for too long, they would either go bored or exhausted. So teachers need to add variety for it and they can do so when they can apply learning styles in their activities. (Shwe Htay)

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I teach a classroom of adult learners. Some of them are disengaged in the lesson though the lesson employs all the learning styles. What can I do?

It helps to personalize the lesson. Make the lesson about themselves, and create opportunities to communicate themselves to the classroom. That adds to the motivation. For example, if you are teaching history, you can make it about themselves by, asking them to write the history of their own family, or investigating the history of their own areas, or even about their life-stories. (Shwe Htay)

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That can happen for a great number of reasons. One suggestion is around informing the students the goals of the lesson. Adult learners learn better when they clearly know how and why the lesson can benefit them. It would therefore help to inform them before the class and at the end of each class why and how they are learning it. (Kaung Hla Zan)
BEFORE
MOTE OO

I did what everyone thought was the default for kids our age—“going to an English speaking class.” I couldn’t possibly ask mom to pay for some fancy education, so I went to a speaking class at a monastery.

I loved that class. I got thrilled by how the classes are conducted at the monastery. I had never known what a good class should be, but I knew once I saw it, that was good teaching. I wanted to show others what good teaching is. I doubted if even the expensive classes were that good. I was so grateful to the teachers, I had to repay them by helping them to teach.

I became a volunteer teacher at the monastery. I started to get private classes too, as I built a reputation. My mom saw this as a threat. An unsophisticated mom sees stability and security only in the life of a government employee. She sent me to a university of computer studies. She wanted me a prestigious, worry-free life as a government official.

She put me into the best university I could get into. She’s so happy to say it to others. She says, every word when asked, “Oh…my…son…is…in…a…university…of…computer…studies.”
I WASTED THREE YEARS AT THE UNIVERSITY AND ON GRADUATION, IMMEDIATELY LOOKED FOR A JOB AS A TRANSLATOR. I KEPT ON TEACHING IN MY FREE TIME.

MY UNINTERRUPTED INTEREST IN TEACHING GOT ME INTO A TEACHER TRAINING PROGRAMME*, AND NOT LONG AFTER, IN 2008, I GOT A JOB AS A COMMUNITY DEVELOPMENT CENTRE COORDINATOR AT LOKA AHLIN SOCIAL DEVELOPMENT NETWORK. AS BOTH AN ADMINISTRATOR OF THE CENTRE, AND THE TRAINER FOR TEACHERS.

I HATED THE MANAGEMENT PARTS OF THAT POSITION AND DECIDED ONLY TO BE A TEACHER TRAINER INSTEAD. I JUST LIKE BEING IN THE CLASSROOM, NOT SHUFFLING PAPERS IN AN OFFICE.

NOW, I DO WHAT I LOVE, TRAVELLING THROUGHOUT THE COUNTRY HELPING TEACHERS FROM ALL AROUND MYANMAR TO ENSURE GOOD TEACHING AND LEARNING EXPERIENCES, AND DOING WHAT I CAN TO BUILD MYSELF BETTER TO DO IT.

* WITH THE PEOPLE WHO WOULD LATER BECOME MOTE OO, BUT THAT'S ANOTHER STORY.
**Module Information**

**Mote Oo Education**

**Modules**

1. **Modules Information**
   - **Module 1: Democracy**
     - **Three Units:** 1) Elements of Democracy, 2) Rights in a Democracy, and 3) Democratic Government.
     - **Topics Include:** free and fair elections, tolerance, the role of law, rights and responsibilities, majority rule and minority rights, constitutions, how governments work, the pros and cons of democracy.
     - **Course Features:** skill-building activities, reflective activities, Focus on Myanmar sections, end-of-unit review activities, teacher’s book with answer key and additional activities, full Myanmar glossary (English version only).
   - **Module 2: Planet Earth**
     - **Ten Units:** Each is based on one episode of the TV series.
     - **Simple Format:** Activities for before you watch, as you watch and after you watch.
     - **Huge Glossary:** All important words have Myanmar definitions.
     - **Course Features:** Focus on Myanmar sections to expand on the main ideas of each unit, skill-building activities to accompany the Focus on Myanmar sections, full answer key.
     - **Additional Features:** Full-colour atlas at the back of the book, edited subtitles for the TV episodes, beautiful, high resolution colour photographs.
   - **Module 3: ASEAN**
     - **Fields of Study:** History, geography, politics and economics.
     - **Topics Include:** colonialism, inequality, human migration, ASEAN economic integration, free markets, environmental issues, regional conflicts, drugs.
     - **Course Features:** Skill-building activities, end of chapter/course review activities, teacher’s book with additional activities and answers, full Myanmar glossary.
     - **Additional Features:** Glossy, colour regional maps, a DVD of videos, PDFs and websites.
   - **Module 4: Gender**
     - **Ten Chapters:** Including topics such as community, work, education, leadership and gender-based violence.
     - **Introductory Chapter:** Helps learners to understand “what is gender?”
     - **Concluding Chapter:** Encourages learners to think about applying their new knowledge to create change.
     - **Course Features:** Skill-building activities, end of unit mini-reviews, teacher’s book with answer key and additional activities, full Myanmar glossary (English version only).
   - **Module 5: Songs for Social Change**
     - **19 Lesson Plans:** Rock, pop, hip-hop, folk songs, bands and singers such as Bob Marley, The Rolling Stones, John Lennon and Michael Jackson.
     - **Multi-level:** Songs from elementary to upper intermediate level English.
     - **Topics Include:** Resistance, equality, empathy, solidarity, environment, human rights, minority rights, peace, gender, sexuality.
     - **Myanmar Focus:** Many local people, organisations and projects are profiled, including Aung Myo Min and Equality Myanmar, the Karen Environmental and Social Action Network (KESAN) the My Friend Campaign.

**Available in English or Myanmar**

**Contact:** info@moteo.org
Ordering Mote Oo Materials

**Step One: Contact Us**

We have staff waiting by to take orders! You can contact us by phone, email or Facebook messenger.

**Phone**

Myanmar 09777368290  
Thailand (+66)931931638

**Email**

info@moteoo.org  
moteooeducation@gmail.com

**Facebook**

https://www.facebook.com/moteooeducation

**Step Two: Ordering**

When you contact us one of our staff will be in touch as soon as possible.

Please don’t be offended if when ask for your details and discuss payment. We are required to get information about who we are distributing to, and generate money to cover out printing costs. We are more than happy to discuss payment options, and have a sliding scale of payment. We can supply some books for free to organisations without a books budget, but if you can pay, this helps us to be able to print more books.

**Step Three: Payment**

You can pay for our books either in-person at the office or via a bank transfer.

**Myanmar:**

Acc No: 0021600100095435  
Acc Name: Aung Myat Soe + Kaung Hla Zan  
Bank: C B Bank, Kamayut branch.

**Thailand:**

Acc No: 006-8-56921-4  
Acc Name: MR. SAW MOE EHDOH DOH NO SURNAME  
Bank: KASIKORN BANK, Mae Sot Branch

**Step Four: Delivery**

For orders in or close to Yangon or Mae Sot we can have the books delivered to your door.

For order outside Yangon or Mae Sot we can send books to you via bus or through the post.
## Places to Get Mote Oo Materials

### Yangon, Myanmar

- **Mote Oo office**
  No. A4, Mya Kan Thar Street, Mya Kan Thar Housing (near Hledan area), Ward No.2, Kamayut Township, Yangon

- **Sar Pay Nan Taw**
  No. 138/140, 1st Floor, Corner of Pansodan and Mahabandula Road, Kyauktada Township, Yangon

- **Monument Books and Toys Shop**
  No. 150, Dhamazedi Road, Bahan Township, Yangon

- **Nagar Ni Book Shop, TAB Book Center (1)**
  No – 108, Ground Floor, Sanchung Road, Sanchaung Township, Yangon.

- **TAB Book Center (2)**
  Culture Valley, Sanchaung Township, Yangon.

- **TAB Book Center (3)**
  Taw Win Center of Third Floor, Pyay Road, Dagon Township, Yangon.

- **TAB Book Center (4)**
  Hledan Center of First Floor, Kamayut Township, Yangon.

- **Monument Books and Toys Shop**
  No – 150, Dhamazedi Road, Bahan Township, Yangon.

- **Yar Pyae Book Shop**
  U Tun Lin street, Hleden, Kamayut Tsp, Yangon.

- **Sarpaylawka 2**
  No-262/264 ground floor, pansodan upper block, kyauktada Tsp, Yangon.

- **Innwa Book shop**
  U Tun Lin street, Hleden, Kamayut Tsp, Yangon.

### Mandalay, Myanmar

- **Nagar Sar Pay**
  No. 290(B), 83 Street, 29 x 30 Street, Mandalay

- **Lu Htu Sar Pay**
  No. 221, Lat Sal Kan Yat, 84 x 33 Street, Mandalay

- **Tun Oo Sar Pay**
  No. 101, 84 Street, between 29 x 30 Street, Mandalay

- **Yar Pyae Sar Pay**
  Mandalay University Compound

### Taunggyi, Myanmar

- **Millionaire Book Shop**
  No. 71-72, Cherry Street, Kan Ought Yet, Taunggyi

### Mawlamyine, Myanmar

- **Kyaw Kyaw Book Shop**
  No – 10, Tha Htone Bridge Street, Mawlamyine Township

### Mae Sot, Thailand

- **Mote Oo office**
  Youth Connect Foundation, 10/24 Samaksapkhakarn Road, Mae Sot, Tak 63110, Thailand

- **Border Line**
  674/14 Intharakeeree Road, Mae Sot, Tak 63110, Thailand

### Chaing Mai, Thailand

**Coming Soon!**

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No. A4, Mya Kan Thar Street, Mya Kan Thar Housing (near Hledan), Ward No.2, Kamayut Township, Yangon

**Phone** (+95) 9777368290  **Email** - info@moteoo.org

10/24 Samaksapkhakarn Road, Maesot, Tak 63110, Thailand

**Phone** (+66) 931931638

You can also find us at


(or)

[https://www.facebook.com/moteooeducation](https://www.facebook.com/moteooeducation)