About Us

Vision: People of Myanmar can access quality inclusive education.

Mission: Promote social justice through context appropriate education materials and services for the adult education sector.

Goal One: Equip teachers and trainers with the skills and resources to promote inclusiveness, engagement, critical thinking and democratic culture through their teaching and learning contexts.

Goal Two: Provide context-appropriate open-source textbooks, teacher resources and supporting materials which can be used by a wide variety of teachers, learners and civil society actors.

Goal Three: Support partner educational service providers to access the curriculum, training, management system, funding, and staffing necessary to deliver high quality education.

Goal Four: Evolve as an organisation, to meet the growing needs of our partners and to strengthen our own capacity.

Our Results

Over 18,000 students have been studied our curriculum throughout Myanmar and Myanmar’s border.

We have over 270 partners in Myanmar and on its borders.

Over 250 teacher trainings and educational workshops provided for teachers.

Over 51,000 books and other resources distributed since April 2013.
With many of the end of year activities out of the way the finance and administration teams have been doing their regular work of making sure Mote Oo’s finances are in order and that the organisations and partners are resourced. Wai Yan Phyo joined Mote Oo as a logistics assistant in February. The admin team did a stocktake of all the books Mote Oo has in storage. This involves counting the amounts of each type of book Mote Oo has stored. Can you guess how many book Mote Oo has stored in our office and storage space? The answer is on page 7.

(a) A. 1000 – 5000  
B. 5000 – 15,000  
C. 15,000 – 30,000

We have a problem at the office. See if you can guess what it is by reading the poem below:

Buzzing buzzing but not bell,  
Can make you sick, or at least unwell,  
Tiger balm you are my saviour,  
Relieving me of this insect’s behaviour,  
Cover still water in our area,  
A single bite might give us…. Zika (or malaria)!

The answers can be found on page 7.

---

**Teacher Training Department**

**Training done from beginning of January to end of March 2018:**

<table>
<thead>
<tr>
<th>Training Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching Skills</td>
<td>Loikaw, Kayah State</td>
</tr>
<tr>
<td>English Language Teaching Skills</td>
<td>Kyaukse, Mandalay Division</td>
</tr>
<tr>
<td>Classroom Management and Lesson Planning</td>
<td>Lashio, Mandalay</td>
</tr>
<tr>
<td>Introduction to Peace Training</td>
<td>Mandalay</td>
</tr>
<tr>
<td>Inquiry-Based Learning and Visible Thinking</td>
<td>Myitkyina, Kachin State</td>
</tr>
<tr>
<td>Introduction to Teaching Skills</td>
<td>Myitkyina, Kachin State</td>
</tr>
<tr>
<td>General Teaching Skills for Young Learner</td>
<td>Dawei, Tanithari Division</td>
</tr>
<tr>
<td>Assessment of Learning</td>
<td>Kyaukse, Mandalay</td>
</tr>
<tr>
<td>Pre-service English Language Teaching</td>
<td>Hpa-Ahn, Karen State</td>
</tr>
<tr>
<td>Training of Trainers</td>
<td>Kyaukse, Mandalay</td>
</tr>
<tr>
<td>In-service Teacher Training</td>
<td>Taunggyi, Shan State</td>
</tr>
<tr>
<td>Introduction to Teaching</td>
<td>Karen state</td>
</tr>
</tbody>
</table>

Work on our one-week training course ‘Introduction to Teaching’ is progressing. This course has been trialed within the department and we are hoping to get feedback from partner organisations in the near future before it gets published as a trainer’s manual. Mote Oo will be running a ToT course in June, aimed at training trainers in how to use it with their own trainee teachers.

Two of our own trainers have recently been to Germany to attend a training course with KURVE.
Civics and Peace Department

A new year means new faces and new plans!

First of all, in early January, we took goodbye of our colleague Daniel Korth, who had been working with us for our peace education project since its beginning. We all think it has been great fun working with him and we hope he is off to new adventures by now!

The Civic and Peace Education Department also welcomed a new staff member – Felix Hessler. He is the new International Peace Worker in our peace education team, replacing Daniel. In the last years, Felix did research on Buddhism and social engagement in Myanmar and taught at Hannover University in Germany. We’re looking forward to his new perspectives in our team!

Vengsang Thong is our new long-term intern from the Global Border Studies programme, which we very much look forward to!

In February, we participated in a workshop organised by the Treasure Land Development Association, which brought together religious leaders, teachers in faith-based schools, government representatives and civil society organisations. Together we discussed how peace education can be introduced in faith-based schools across Myanmar.
Greetings from the Life Skills Team.
We have an announcement that our Life Skills Project Officer, Ma Khant, changed her roles and responsibilities to be Life Skills Program Coordinator starting from January 2018. This year, she will take more responsibilities as a facilitator based on our new book, Skills for Young Adult Success and also as a coordinating liaison with our partner organizations related to Mote Oo’s Life Skills program.

In February, she conducted an Inquiry Based Learning and Visible Thinking Routine training to senior students from PyinnaTagar Academy (PTA) in Myitkyinar, Kachin State. Around 40 students actively participated and enjoyed firing critical questions at us. They figured out that making connections and asking questions between facilitators and participants is very useful while delivering training. The Life Skills team will conduct training based on Skills for Young Adult Success book scheduled for around 35 teachers at Bop Htaw Education in Mawlamyaing from 5th–9th April and also with teachers supported by the Studer Trust in Mandalay at the end of April.

After reviewing and editing based on the feedback from precious readers, our final version of Skills for Young Adult Success English book is in the layout stage now. It is also currently being translated into Burmese so both versions can go to our printers in April. We do very much appreciate your collaboration in giving feedback in order to improve the material. We hope you are all interested in it and please contact to Ma Khant, Life Skills Program Coordinator (khantkhant07@gmail.com) for more information about Life Skills training and the Skills for Young Adult Success books.
Departmental update

Curriculum and Publication Department

Curriculum Department
Since January, we’ve done curriculum planning workshops with PaungDawOo Pre-collegiate Programme and Kokkoya Organics (who paid us in delicious fresh organic vegetables). We are also continuing our work on the Karen Refugee Committee Institute of Higher Education’s exam bank. Textbooks underway include Research Skills, which will hopefully be ready at the end of the year. Soon we plan to start developing resources on Leadership Skills (expected to be ready in 2019) and the an English language learning suite (expected to be ready in 2019). Special Projects:
Various Mote Oo departments are currently collaborating on teaching and learning materials for various groups. We are writing materials on social cohesion and peacebuilding with CSI. We translated workshop materials for the World Wildlife Fund. We designed and translated a community dialogue handbook for Kuruna, and have an on-again, off-again federalism gig with HSF. We are also doing some preliminary research for a disability education materials project with Eden Centre for the Disabled. CCEducare - http://www.cceducaremm.com - are running an online civic education course using Mote Oo’s Active Citizenship course.

Publication Department
Publications have continued working on our Social Science and Humanities textbook and The New Teacher 4: Assessment. TNT4 will be released in quarter two of 2018. We are also working on a Myanmar version of our ASEAN textbook and are hoping to finally release the teacher’s book of the Myanmar version of Histories of Burma and the English and Mynamar versions of Young Adult Success. The publications department is lucky to have the services of a design intern, KaungMyatHtet, from the Pre-Collegiate Programme in Yangon. He will be working with MO for the next few months. You can check out his work in the comic section of this newsletter.

Center for Social Integrity (CSI)

Other departments have also been working on materials related to social cohesion and peacebuilding. In 2018, they have developed materials for the World Wildlife Fund. They have also designed and translated a community dialogue handbook for Kuruna, and have an ongoing, off-again federalism project with HSF. They are also doing some preliminary research for a disability education materials project with Eden Centre for the Disabled. CCEducare (www.cceducaremm.com) are running an online civic education course using Mote Oo’s Active Citizenship course.

Special Projects:
Various Mote Oo departments are currently collaborating on teaching and learning materials for various groups. We are writing materials on social cohesion and peacebuilding with CSI. We translated workshop materials for the World Wildlife Fund. We designed and translated a community dialogue handbook for Kuruna, and have an on-again, off-again federalism gig with HSF. We are also doing some preliminary research for a disability education materials project with Eden Centre for the Disabled. CCEducare - http://www.cceducaremm.com - are running an online civic education course using Mote Oo’s Active Citizenship course.

Curriculum and Publication Department ဝါးစောရွန်းခြင်း: စီမံကိန်းမ်ား အတွက် အထူးစီမံကိန်းမ်ားအတွက် သင်ခြင်းမှုအောက်ပါများကို ပြုလုပ်နေပါသည်။
Meet Our Staff

Pyae Phyo Aung

Pyae Phyo Aung remembers the exact date he started work with Mote Oo Education - 13th September 2016. He had recently graduated from West Yangon University in 2016 with a degree in Physics and applied for a position with Mote Oo as Administration Assistant through the Mimu website.

His role involves making sure that all Yangon based staff have the resources they need to do their work and supports logistics for trips for training and other purposes.

He is instrumental in making sure our books are delivered to schools and programs across the country. This involves regular trips to Yoma Yangon International Marathon with two colleagues from Mote Oo.

I got the job and went to the Thai-Myanmar border. There I met with young, female students from Myanmar's many ethnic minority groups, and they changed my life when they shared their stories with me. I was profoundly affected by what they told me and decided to continue working with Myanmar issues. Two years later, in 2014, I moved to Yangon. Since then, I have been involved with many different organisations and met with innumerable activists, students and others who have shaped the way I view society, politics and life itself.

For about a year I have worked as the Civic and Peace Education Manager for Mote Oo. It is probably the best job in the world. Every day I get to work alongside colleagues from diverse backgrounds and in my work I also get to meet a lot of people. What I enjoy most in my job is to have genuine conversations with others: I like listening to their stories, experiences and perceptions and to share mine. I feel humbled when I hear about all the different kinds of efforts people across the country are making, to reform education in Myanmar and to contribute to peace, democracy and a human rights culture. The feeling that I am part of a bigger community and of a bigger change, is what inspires and drives me in my work.

(1) B

Angelika Kahlos

I am Angelika and I started working with Myanmar issues in 2012. I saw a job advertisement and was interested to apply, because I wanted to work with education and with young women. At that time, I knew very little about Myanmar and had never visited the country. I got the job and went to the Thai-Myanmar border. There I met with young, female students from Myanmar’s many ethnic minority groups, and they changed my life when they shared their stories with me. I was profoundly affected by what they told me and decided to continue working with Myanmar issues. Two years later, in 2014, I moved to Yangon. Since then, I have been involved with many different organisations and met with innumerable activists, students and others who have shaped the way I view society, politics and life itself.

For about a year I have worked as the Civic and Peace Education Manager for Mote Oo. It is probably the best job in the world. Every day I get to work alongside colleagues from diverse backgrounds and in my work I also get to meet a lot of people. What I enjoy most in my job is to have genuine conversations with others: I like listening to their stories, experiences and perceptions and to share mine. I feel humbled when I hear about all the different kinds of efforts people across the country are making, to reform education in Myanmar and to contribute to peace, democracy and a human rights culture. The feeling that I am part of a bigger community and of a bigger change, is what inspires and drives me in my work.

2. Mosquitoes

(2) ☐
Meet Our Partners

CCEducare

CCEducare - www.cceducaremm.com - runs an online learning platform. One of their aims is to educate youth to understand citizenship, and encourage youth to become active in building a peaceful and diverse community.

In 2017, they were awarded a Mekong ICT Seeds Innovation grant to hold a Citizenship Education project in Myanmar. In collaboration with Mote Oo Education, CCEducare developed a blended learning model course based on Mote Oo’s Active Citizenship module and offered scholarships to active youth in the community. The program ran for four weeks in early 2018. There were a total of 15 students accepted to this program where they had discussions with real life examples about how to contribute to the community. During the course work, students were required to go to CCEducare’s online learning platform to submit assignments and study at international universities. Every year, 24 students are selected to attend this one year intensive program. This program uses the General Education Development (GED), a high-school equivalent qualification from the US, teaching English language and literature, science, maths and social studies. After successfully passing the GED, students can apply for scholarships to go to universities in Thailand, Hong Kong and some other countries.

CCEducare www.cceducaremm.com

Minmahaw School

Minmahaw Education Foundation was established in 2007 on Thai-Burma border for the purpose of preparing students to attend Tertiary Institutions. They have two schools - Minmahaw School and Minmahaw Higher Education Program.

Minmahaw School is for students in migrant area, refugee camps and villages inside Burma who have very limited access to education. They teach maths, science, social studies, Burmese politics, vocational subjects, craft and English. The students have to speak only English in and out of the classroom. The school takes in around 60 students for the year-long programme, and is staffed mostly by international volunteers.

Minmahaw Higher Education Program prepares students for study at to international universities. Every year, 24 students are selected to attend this one year intensive program. This program uses the General Education Development (GED), a high-school equivalent qualification from the US, teaching English language and literature, science, maths and social studies. After successfully passing the GED, students can apply for scholarships to go to universities in Thailand, Hong Kong and some other countries.

Minmahaw School and Minmahaw Higher Education Program.
I like doing different activities in my English class and want my students to practice different language skills and be able to use English outside the classroom, but the students are always asking me to teach them grammar. What can I do to make them realise that studying language is about more than just learning grammar rules?

Many times I’ve seen English tests consisting of questions like ‘When do you use the present simple?’ ‘What is the form of the second conditional?’ etc. The fact that students are sometimes tested on these facts about language is unfortunate and possibly the cause of them feeling that it is the most (and possibly only) important thing about learning a language. If you have to prepare students to pass tests where they are required to reproduce this information, then I suppose you might feel you are not doing your job as a teacher if they cannot do this. However, if you are not bound by such pointless exam questions, then rest assured, there is hope.

The first step for me would be to ask your students exactly why they are studying English. When I have done this, in similar circumstances, mine have tended to come out with all the ‘right’ answers – to read information on the internet, to speak to colleagues, to understand the TV news, to write emails, etc., etc.

With this in mind, the second step is to ask them, “What then is the purpose of studying English?” Is it to know all the grammar so that you can recite rules about language, or is to use the language to communicate with people? I hope that your students will see that studying language and using it for communication are inextricably linked.

Perhaps you could tell the students to imagine a situation where they have to use the language. Say they meet an English-speaking visitor on the street who asks them for directions. What is the purpose of studying English? Is it to know all the grammar so that you can tell me how to get to the Museum of Culture, please?

Excuse me. Can you tell me how to get to the Museum of Culture, please?

To give an instruction (including directions), you need to use the imperative. This is formed by taking the base verb, without ‘you’.

Many times I’ve seen English tests consisting of questions like ‘When do you use the present simple?’ ‘What is the form of the second conditional?’ etc. The fact that students are sometimes tested on these facts about language is unfortunate and possibly the cause of them feeling that it is the most (and possibly only) important thing about learning a language. If you have to prepare students to pass tests where they are required to reproduce this information, then I suppose you might feel you are not doing your job as a teacher if they cannot do this. However, if you are not bound by such pointless exam questions, then rest assured, there is hope.

The first step for me would be to ask your students exactly why they are studying English. When I have done this, in similar circumstances, mine have tended to come out with all the ‘right’ answers – to read information on the internet, to speak to colleagues, to understand the TV news, to write emails, etc., etc.

With this in mind, the second step is to ask them, “What then is the purpose of studying English?” Is it to know all the grammar so that you can recite rules about language, or is to use the language to communicate with people? I hope that your students will see that studying language and using it for communication are inextricably linked.

Perhaps you could tell the students to imagine a situation where they have to use the language. Say they meet an English-speaking visitor on the street who asks them for directions. What is the purpose of studying English? Is it to know all the grammar so that you can tell me how to get to the Museum of Culture, please?

Excuse me. Can you tell me how to get to the Museum of Culture, please?

To give an instruction (including directions), you need to use the imperative. This is formed by taking the base verb, without ‘you’.
Mote Oo has two offices. As well as our main one in Yangon, we have a small field office in Mae Sot on the Thai border*.

The first post-secondary schools in the camps were founded in the early 90s. In those days Thailand banned all refugee education after 4th standard, so these schools had to operate unregistered.

As people in the camps were not able to access either Burmese or Thai universities*, these schools, academies and colleges provided the only higher education available.

*Many refugees do not hold Myanmar national ID cards. Refugees not able to become citizens of Thailand, either.
Over the last 25 years, over 40 of these schools were founded by different ethnic, youth, women’s or faith-based organizations. Some are academic, others vocational, and some focus on community development or leadership subjects.

Educational (and other) funding is shifting from the border into Myanmar. There are more and more educational opportunities in Myanmar now.

The border post-secondary schools are having their funding reduced year by year, and coming under pressure to relocate on the other side of the border. This is difficult for some schools, as the refugee populations they serve feel unable to return. If the schools go back ahead of their communities, what will the effects be?

It will be interesting to see what these maps and charts might look like in 2025.

Now there are over 50 post-secondary schools in Myanmar as well, providing quality, accessible and affordable alternatives to formal tertiary education. More are opening all the time.

However, back on the border, things aren’t looking good. With the changes in Myanmar, refugees are under pressure to move back. Food supplies, health and educational funding is leaving, and many programmes have had to close.

A lot of refugees are reluctant to move back, as they have no land or support systems to return to. There is still the problem of landmines, and many fear ongoing fighting.
Process for Reporting on Meetings, Partner Visits and Trainings

1. Finish meeting, visit, workshop or training
2. Write it in the Meeting Records file in googledocs
3. did you plan or discuss anything useful? yes → Write a Programme Diary
   no → Record all meetings and photos in the next quarterly report
4. Is there a file for the programme already? yes → Add it to the current programme file
   no → Start a file for the programme
5. Did you take photos? yes → Send an email with file address copies to all relevant staff, with action points copied in main body of email
   no → Put a post on Facebook about it
6. Put one or two photos in the Photos for Reports folder in dropbox
7. send photos to Instagram (or Poe Pyit Soe)

Have you ever finished a meeting or training with Mote Oo, and wondered what happens next?

This fascinating flowchart takes you through the whole process from the end of meeting right up to the next quarterly report.
### Places where you can get MO materials

<table>
<thead>
<tr>
<th>Place</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yangon, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>Mote Oo Office</td>
<td>No. A4, Mya Kan Thar Street, Mya Kan Thar Housing (near Hledan area), Ward No.2, Kamayut Township, Yangon</td>
</tr>
<tr>
<td>Sar Pay Nan Taw</td>
<td>No. 138/140, 1st Floor, Corner of Pansodan and Mahabandula Road, Kyauktada Township, Yangon</td>
</tr>
<tr>
<td>Monument Books and Toys Shop</td>
<td>No. 150, Dhamazedi Road, Bahan Township, Yangon</td>
</tr>
<tr>
<td>Nagar Ni Book Shop, TAB Book Center (1)</td>
<td>No – 108, Ground Floor, Sanchung Road, Sanchaung Township, Yangon.</td>
</tr>
<tr>
<td>TAB Book Center (2)</td>
<td>Culture Valley, Sanchaung Township, Yangon.</td>
</tr>
<tr>
<td>TAB Book Center (3)</td>
<td>Taw Win Center of Third Floor, Pyay Road, Dagon Township, Yangon.</td>
</tr>
<tr>
<td>TAB Book Center (4)</td>
<td>Hledan Center of First Floor, Kamayut Township, Yangon.</td>
</tr>
<tr>
<td>Yar Pyae Book Shop</td>
<td>U Tun Lin street, Hleden, Kamayut Tsp, Yangon.</td>
</tr>
<tr>
<td>Sarpaylawka 2</td>
<td>No-262/264 ground floor, pansoden upper block, kyauktada Tsp, Yangon.</td>
</tr>
<tr>
<td>Innwa Book Shop</td>
<td>U Tun Lin street, Hleden, Kamayut Tsp, Yangon.</td>
</tr>
<tr>
<td>Pansodan Scene</td>
<td>No. 144, Second floor, Pansodan middle block, between Anawyhtar and Maharbandula, Kyauktada township, Yangon</td>
</tr>
<tr>
<td><strong>Mandalay, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>Nagar Sar Pay</td>
<td>No. 290(8), 83 Street, 29 x 30 Street, Mandalay</td>
</tr>
<tr>
<td>Lu Htu Sar Pay</td>
<td>No. 221, Lat Sal Kan Yat, 84 x 33 Street, Mandalay</td>
</tr>
<tr>
<td>Tun Oo Sar Pay</td>
<td>No. 101, 84 Street, between 29 x 30 Street, Mandalay</td>
</tr>
<tr>
<td><strong>Taunggyi, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>Millionaire Book Shop</td>
<td>No. 71-72, Cherry Street, Kan Ought Yet, Taunggyi</td>
</tr>
<tr>
<td><strong>Mawlamyine, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>Kyaw Kyaw Book Shop</td>
<td>No.10, Tha Htone Bridge Street, Mawlamyine Township</td>
</tr>
<tr>
<td><strong>Naypyidaw, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>La Min Win Win Sar Pay</td>
<td>Tabyay Kone bus compound, Opposite side of Shwe Man Thu Bus gate.</td>
</tr>
<tr>
<td>A Di Pa Di Sar Pay</td>
<td>No.Pa/168, Pwal Yone Tan, Tabyay Kone Zay, Zamhuthiri Township, NPT</td>
</tr>
<tr>
<td><strong>Monywa, Myanmar</strong></td>
<td></td>
</tr>
<tr>
<td>A Di Pa Di Sar Pay</td>
<td>No. 77, Kannar road, Phayar Gyi ward, Monywa.</td>
</tr>
<tr>
<td><strong>Mae Sot, Thailand</strong></td>
<td></td>
</tr>
<tr>
<td>Mote Oo Office</td>
<td>Youth Connect Foundation, 10/24 Samaksapphakarn Road, Mae Sot, Tak 63110, Thailand</td>
</tr>
<tr>
<td>Borderline</td>
<td>674/14 Intharakeeree Road, Mae Sot, Tak 63110, Thailand</td>
</tr>
<tr>
<td>Picturebook Guest House</td>
<td>125/4-6 Soi 19 Intharakiri Rd, Mae Sot, Tak 63110, Thailand</td>
</tr>
<tr>
<td><strong>Chaing Mai</strong></td>
<td></td>
</tr>
<tr>
<td>Child’s Dream Office</td>
<td>238/3 Wualai Road, T. Haiya, A. Muang, Chiang Mai 50100, Thailand</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td></td>
</tr>
<tr>
<td>Freedom Shop</td>
<td>162 Riddiford St, Newtown, Wellington</td>
</tr>
</tbody>
</table>

### Contact us!

**Yangon Office**
No. 105-A, Yadanaar Myaing Street, Yadanaar Myaing housing, Ward No. 1, Kamayut Township, Yangon.
**Phone:** (+95) 9777368290  **Email**: info@moteoo.org  **Web**: moteoo.org  **Facebook**: facebook.com/moteooeducation

**Maesot Office**
10/24 Samaksapphakarn Road, Maesot, Tak 63110, Thailand
**Phone** (+66) 931931638