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.
Annual General Meeting 2016

About 20 Mote Oo staff attended our Annual General Meeting (AGM) at Ngwe Saung Yacht Club in Ngwe Saung, Irrawaddy Division on 14 October. The purpose of the meeting was to make important organisational decisions, reflect on our achievement from the year and discuss plans for 2018 (and beyond!). This year we had the AGM at the same time as Strategic Planning. You can see our Vision, Mission and Goals for 2017-2019 on page two and stay tuned for more information about our Strategic Plan in the next issue of this newsletter. The AGM was a full of presentations, activities and discussions. Though it wasn’t all hard work - in the afternoon we played in the ocean (for some of us it was our first time seeing it up close) and to top it all off we had party on the beach!

Recent Update

Book stall
Recently, we have run book stalls at several events, including Child’s Dream’s AAP conference, the British Council’s Annual Education Conference in Yankin, and the government’s Cold Season book festival in downtown Yangon. If you would like us to run a book stall at your event, please contact us.

Publishing License
We finally got our official publication license recently, so Mote Oo Education is a real publisher of educational materials. If you are looking for a publisher to work with you on your book, please let us know.

Our Results

- Over 12,000 students have studied our curriculum throughout Myanmar and Myanmar’s border.
- 230 schools and organizations have received our curriculum in Myanmar and on its borders.
- Over 130 teacher trainings and educational workshops provided for teachers.
- Over 38,000 books and other resources distributed since April 2013.
Meet Our Staff

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 Daniel and Moe Moe Thet.
**Peace Education Worker**

Daniel is from Germany. He came to Myanmar in January 2014 and is working for Mote Oo's peace education project, which is carried out in partnership with the German NGO “KURVE Wustrow”. He is happy, that after three years of work a textbook on “Conflict and Peace” will soon be published. Since he wants to know how students and teachers accept this textbook, he decided to stay one more year in Myanmar and carry out a series of “Conflict and Peace” trainings together with a local peacemaker.

Daniel studied philosophy, sociology and Indian studies. He is an activist in the German peace movement and a trainer for non-violent communication. He likes Longjis, Indian food and Mangos. In his sparetime he desperately tries to learn Burmese and plays chess.

**Financial Administrator**

Moe Moe Thet

I have been working with Mote Oo since June 2015. I found out about an admin position from one of my friends who was working there. I applied for the position and I had started to work in June 2015. As an admin assistant, I have to prepare everything what need in office such as for travelling, delivering Mote Oo materials, events, communicate with book shops. Otherwise, I have to join celebrations and conferences to deliver books, run books stalls and sell books. 2016 was a big year for me. I graduated from university in 2016 with a Bachelor in Economic and in August 2016 I started working as a financial administrator. I manage the money and distribution list for books that are sold in shops and office in Myanmar and Thailand. Every month I have to organize budgets and money including petty cash for Myanmar office. I find it interesting managing money and working with finance. It really encourages me to learn more about finance. By working on this, I have become more confident and happy to organize the finances. I have never thought that it will help or support my future ways.

I am really surprised to find myself working in a finance position. I think my biggest responsibilities have to do with withdrawing money from the bank and transferring money. Moreover, I have to organize every incoming and outgoing money from everywhere and pay monthly salaries. In my spare time I like to travel and listen to music. My favorite music is pop music and I would really like to travel around Myanmar and I would most like to go to Bagan.
Meet Our Partners

Each issue we will introduce our lovely partner organisations. Our partners are the reason we are here:
Pinnya Tagar Academy (PTA) was established in Myitkyina in 2012 as part of the Myanmar Community Academy Program (MCAP). PTA’s main aim is to develop young adults as agents of change in their communities through an innovative education approach that encourages them in social awareness, critical thinking and community engagement. Subjects taught in the course include English, learning skills, social science, community development, and computers. The approach to learning at PTA differs from the rote learning at government schools, and encourages students to engage with issues around them that affect their communities, and to contribute and participate in active classroom learning.

Students also engage with their communities as interns with local CSOs and through community service learning. In the last 6 months of their second year at PTA, senior students go to work in their own communities. Students at PTA are drawn from townships all around Kachin state, with a priority being those from remote and disadvantaged communities with less access to education and communication. About 80 percent of students at PTA come from more remote communities around Kachin state, with 15 to 20 percent from larger towns such as Myitkyina, Monyin and Hpakant.

Thomas Zau Ring has been director of PTA since its inception in 2012. When PTA started there were four teachers and 32 students in the first batch. The course runs over two years, with a junior and a senior stream since 2013. Today, there are 42 junior and 32 senior students, eight teachers and an administrator. PTA also hosts exchange students for five weeks from other MCAP schools in Kayin and Kayah states.

Located in Dokita, about an hour motor bike drive from Ban Nai Soi refugee camp in Mae Hong Son, KnNC (Karenni National College) started as KNCC (Karenni Community College) in 2011 by merging The Karenni Post Ten School (KnPT) and Karenni Leadership and Management Course (KLMC). KnNC aims at preparing the students to be efficient in various professions and also equipping those who wish to continue their study with proficiency in English. Almost 158 students are studying at both camp and Dokita campuses with 33 teachers, ranging age from late teens to early twenty. KnNC offers a three year programme on like skills subjects includes Mathematics and Science, English, Community Management, Social Studies, Computer, Human Rights and Karenni Language. KnNC’s founder Mimar also known as Elizabeth became even busier as their branch school Seh Theh Learning Center (STLC) opened in Deemawso, Kayah state 3 years ago.

Many of students from KnNC want to study further at university level however, both Thai and Myanmar government does not recognise the school’s graduation diploma, students have to go through competitive process to achieve their dreams. Seung-hyun from South Korea is this academic year’s only long term volunteer (with support from Mote Oo) and teaching human rights to 3rd year students.
Each and every department of our organization is working very hard to bring the best results and materials for the schools and organizations in local community. This is the update of the works that they have done, they are doing and they will do in the future.
Over the last 3 months, Mote Oo’s Curriculum department has been working on materials production for Peace, Study Skills and Life Skills. We are also collecting feedback on MCAP’s social studies curriculum and the Burma Women’s Union’s women in politics curriculum. We are developing English and social studies exam banks for the KRCEE’s Institute of Higher Education. In addition, we are assisting Earthrights International develop a curriculum planning process.

Furthermore, we are helping Parami Institute with their entrance criteria and we are also liaising the Eastern Burma Community Schooling Project, UNESCO and Hans Seidel foundation about various curriculum tasks.

Publication Department

We, the whole department was finally finished working on Histories of Burma, Burmese version in last month. Our staff Nila and YY who were putting so much effort on are so happy with that and cant wait the books come out from printer and directly get in our partners’hand.

This month, we just send the first book called Conflicts, from a project of Conflicts and Peace to the printer. Hope that books will be back to us from printer before the end of December this year. That book would be so nice with Kar Gyi, our cartoonist’s colorful and good concept kind of cartoons, good quality pictures from around and topics that we include in books. We are very sure that books would be also too popular as soon as it comes out.

And TNT3 in English version done by Matty is also delivered to partners already in last month. Now the Burmese layout team works on TNT3 Burmese version. That is translated by Kaung Hla Zan who’s a consultant trainer from our organization. We are still thinking to add more pictures to make look more nice and easy eye catching for readers.

Another our team member working on now is, Conflicts one in Burmese version. Zay Yah Oo is working on translation of this and we are still laying out a bit and wait for the rest of translations a bit. Actually that time is not really busy but our staff are working on these projects kinda way more relax and give more times for each of these.

The Publications Department finally finished working on Histories of Burma, (in Myanmar language) in October. Our staff Nila and Ye Ye put 110% effort in. We’re all so happy with the result, and can’t wait for the books to come from printer and then go into our partners’ hands.

In November, we just sent the first book by our peace team - Understanding Conflict (English language) - to the printer. We hope it will be back to us from the printer before the end of December this year. The book looks beautiful. Kar Gyi, our cartoonist, has drawn bright and colorful cartoons, that reflect well the topics in the book. We are very sure that it will be also very popular as soon as it comes out.

The New Teacher 3: Lesson Planning (English) was recently finished. Now the Myanmar layout team is working on TNT3 Myanmar version. It was translated by Kaung Hla Zan. We are still thinking to add more pictures to make it look even nicer and more eye-catching for our readers. Finally, our team are now working Understanding Conflict (Myanmar). Zay Yah Oo is working on translation of this and we are still laying out. We hope it will be ready in early 2017.

Curriculum Department

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Furthermore, we are helping Parami Institute with their entrance criteria and we are also liaising the Eastern Burma Community Schooling Project, UNESCO and Hans Seidel foundation about various curriculum tasks.
Peace Education Project

It has been a busy year for the Peace Education Project. In September, the project team conducted a workshop at the British Council’s 17th Life Skills Project Annual English Language Conference. This productive and interactive session titled “Young Adult Success: The Rollercoaster Ride from Adolescence to Agency” focused on the notion of success from cognitive & emotional development perspectives. The participatory workshop was enthusiastically attended by over 60 teachers and tutors from international schools, government schools, language schools, universities and education colleges.

In November, our project officer Khant delivered a workshop at the 6th Annual Education Conference at Yankin Education College. Titled “Social and Emotional Learning for Real Life”, over 35 teachers from education colleges, government schools, and Monastic schools actively participated. The workshop centred on practical approaches to reflection through creating opportunities for participants to discuss and share their own experiences. It also explored resilience through the understanding of emotions to allow teachers to better recognize the challenges facing students in the classroom.

We are very excited about the upcoming Lifelong Learning Skills material called “Young Adult Success”. It is different from previous Mote Oo material in many ways. It is a self-access book which encourages readers to take a look inside themselves and how they interact with other people. It aims for readers to have a better understanding of cognitive and emotional changes and to develop their own emotional and social competencies. Hopefully, you all would have worth reading our book.

Books will be back from the printer around the 20th of December, making a nice Christmas present. About the same time a soft copy will be published at www.moteoo.org for download. In addition to that most of this book has been translated into Burmese and Mote Oo’s layout team is working on the Burmese version which will be published in February 2017.

The Peace Education Project has also hired a new local peace worker, who will support us with our trainings about conflict and peace in 2017. Finally our colleague Alyssa is returning to the United States. Among other things Alyssa has written about half of our textbook, joint us in countless discussions and during the last month conducted a needs assessment which will be very valuable for Mote Oo’s peace work in 2017. We would like to thank her for the great work she has done for our project.

At the end of the year quite a lot is happening in the Mote Oo’s Peace Education Project. After three years of hard work we have finished the first volume of our textbook ‘Conflict and Peace’. In the beginning of December we joyfully send the English student and teacher-book to the printer. A thousand books will be back from the printer around the 20th of December, making a nice Christmas present. About the same time a soft copy will be published at www.moteoo.org for download. In addition to that most of this book has been translated into Burmese and Mote Oo’s layout team is working on the Burmese version which will be published in February 2017.

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Life Skills Project

Annual English Language Conference. This productive and interactive session titled “Young Adult Success: The Rollercoaster Ride from Adolescence to Agency” focused on the notion of success from cognitive & emotional development perspectives. The participatory workshop was enthusiastically attended by over 60 teachers and tutors from international schools, government schools, language schools, universities and education colleges.

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It’s been super busy days for Mote Oo’s Life Skills Department. In September, the project team conducted a workshop at the British Council’s 17th Annual English Language Conference. This productive and interactive session titled “Young Adult Success: The Rollercoaster Ride from Adolescence to Agency” focused on the notion of success from cognitive & emotional development perspectives. The participatory workshop was enthusiastically attended by over 60 teachers and tutors from international schools, government schools, language schools, universities and education colleges.

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The English language version will be available in January and the Myanmar language version in April 2017. We will be developing assessment tools and life skills workshops around “Young Adult Success” in the near future. Wishing you all the very best and Happy New Year for 2017.

At the end of the year quite a lot is happening in the Mote Oo’s Peace Education Project. After three years of hard work we have finished the first volume of our textbook ‘Conflict and Peace’. In the beginning of December we joyfully send the English student and teacher-book to the printer. A thousand
Teacher Training Department

Training done from beginning of September to end of November

- Peace Education Training
  - Mandalay University
- Educational Management
  - KnNC, Dokita, Thailand
- Civic Trainer Training
  - Kintha, Sittwe
- Civic Education and English Language Teacher Training
  - SSSNY, Chiang Mai, Thailand
- English Language Teaching
  - SAG, Taunggyi
- Introduction to Teaching and Personal and Professional Development
  - MIEP, Mawlamyine
- Teaching Business English
  - MKK, Mon State
- Lesson Planning
  - BHEEP, Thanbuzayat
- Civic Education Teacher Training
  - BHEEP, Thanbuzayat

Here are some of the Training Department Activities
People say it is best to learn English from native speakers. Are native speakers better teachers than local ones?

There is a true story about a school with an American teacher teaching a group of students. The students felt the class was not going well. They also found out the teacher was not aware of even the basic language rules that students had already mastered. The students complained and the school replaced him with another teacher. Later the students found out that their teacher with questionable skills was just a sales attendant at a supermarket.

An English teacher essentially needs language skills and teaching skills. Just because two English speaking parents made that person, it doesn’t mean that person has mastery of language and teaching. Unless a person deliberately learns a language, s/he wouldn’t know the grammar, pronunciation, stress and intonations, or compositions, etc. Even if a native speaker is educated enough to know the language well, it doesn’t mean s/he can also teach it. Teaching without having practice the teaching skills is like attempting to build a wall just because one has seen how a mason lays bricks.

It’s a myth that native speakers teach better. Regardless of nationality or race, it is purely the language and teaching skills that can help effective learning of English language.

Kaung Hla Zan (Teacher Trainer)

The most important part of being a good teacher is to know how to teach. If you are a good teacher with a good command of the language, it doesn’t matter whether you are an L1 or L2 speaker. It’s teaching skills that count, not the sort of accent you have.

Anyway, what is a ‘native-speaker’? Born in the Anglosphere? Native speakers include accents as diverse as Scottish, Singaporean, Texan, Jamaican or many parts of India. These accents are all wildly different.

Most people you speak English to are not native speakers. These days, they are more likely to be Thai, or Japanese, or German. L2 - L2 English communication is more and more common.

Many private for-profit language centres want ‘native’ teachers. This usually means they want white (preferably blonde) people, as they think people will pay more for this. ‘Native-speakerism’ is an example of discrimination, and the professional ELT world is strongly against this. If you see an ad wanting a native-speaking teacher, you know that school is not professional.

To learn a language, you want an expert-speaking teacher with pedagogical knowledge, teaching experience and a lot of patience.

Katie Julian (Curriculum Manager)
Before Mote Oo

STORY BY NAW HTWEE NYO
ART BY DERRYL AYLWARD

I was born in 1993 in a remote part of Mon State. I believed I had to be a doctor because my brother was an engineer. He was my role model and gave me a lot of energy and motivation. I was really happy to study even though there was no money for the school fees. The fees to go to school in town were so expensive for my parents to support.

At 10, I moved to Yangon to continue my education. I became a nun and studied as a nun. I had to study both about religion and government school.

My dream was taken away in the 2007 Saffron Revolution. People in my village thought I was killed by the soldiers. The news worried my grandfather, so I went back to my village without taking the standard exam.

I attended high school with Christians, Buddhists and Muslims. Firstly, I was really surprised why students didn’t study like Burma. I dormitory, only me studied by memory or by heart.

I faced many challenges because I could not read and write Karen language or English. We had no chance to study our own language in Myanmar.

I also went to English speaking course outside school and I really liked it. We could participate even though students and teachers were different religions and ethnic groups. Students and teachers were working closely and feel free to us if you didn’t understand something that teacher explained.

At 15, I went to Nu Po refugee camp. We had to hide from government soldiers on the way.
AFTER HIGH SCHOOL, I WENT TO KAREN ECONOMIC DEVELOPMENT COURSE. THE MAIN SUBJECTS ARE ACCOUNTING, ECONOMICS AND MANAGEMENT. THERE WAS A LOT OF HOMEWORK BUT ALSO MANY ACTIVITIES IN SCHOOL LIKE PARTICIPATE WITH COMMUNITY OR CAMP AND SCHOOL ACTIVITIES.

THE I JOINED GLOBAL BORDER STUDIES, A THREE YEAR PROGRAM WHICH PREPARES YOUNG LEADERS TO PROMOTE PEACE, EQUALITY AND JUSTICE.

IT WAS MORE DIFFICULT FOR ME. THERE WERE ONLY FOREIGN TEACHERS AND WAS REALLY DIFFICULT FOR ME TO UNDERSTAND THEM. I CRIED A LOT AT FIRST.

WE HAD TO WRITE MANY PAGES AND WE DID NOT HAVE ENOUGH TIME TO SLEEP. AFTER SOME TIME, I REALLY LIKED THIS SCHOOL. I THOUGHT I WAS THE LUCKY PERSON IN MY FAMILY.

AUTONOMY AND SCHOOL BASED MANAGEMENT IS ESSENTIAL FOR EDUCATION SYSTEM. COMPARING BETWEEN IN REFUGEE CAMP AND INSIDE MYANMAR, THE EDUCATIONAL AUTONOMY OF PEOPLE WHO LIVE IN REFUGEE CAMP ARE HIGHER. TEACHERS, SCHOOL COMMITTEE MEMBERS AND PRINCIPALS ARE FROM THE LOCAL REFUGEE COMMUNITY. EACH CAMP HAS OWN EDUCATIONAL COMMITTEE INCLUDING TEACHER, PARENTS AND COMMUNITY LEADERS. IN MYANMAR PEOPLE ARE NOT ALLOWED TO MANAGE THEIR OWN SCHOOL AND TEACH THEIR OWN LANGUAGE, EVERYTHING IS FROM THE TOP, FROM THE BIG BODY.

MOTHER-TONGUE BASED AND MULTILINGUAL EDUCATION IS IMPORTANT FOR THE DIVERSE ETHNICITIES, CULTURE AND LANGUAGES. LEARNING IN MOTHER-TONGUE IS THE FOUNDATION OF UNDERSTANDING LEARNING MATERIAL. BUT IN MYANMAR MON HAS TO LEARN IN BURMESE, KAREN HAS TO LEARN IN BURMESE AND EVERY ETHNICITY HAS TO LEARN IN BURMESE. THEY SPEAK WITH THEIR FAMILY ONE LANGUAGE AND LEARNING IN SCHOOL WITH ANOTHER LANGUAGE. THEY HAVE TO REMEMBER BY HEART EVERYTHING. IN CAMP THEY ARE PRACTICING MOTHER-TONGUE BASED AND MULTILINGUAL EDUCATION. CHILDREN NEED EDUCATION WITHOUT DISCRIMINATION ON GROUNDS OF DISABILITY, ETHNICITY, RELIGION, LANGUAGE, GENDER AND SO ON.

CURRICULUM, ACADEMIC AND TEACHING STYLE SHAPES STUDENTS LEARNING, HOW THEY THINK, ABOUT THEMSELVES AND SOCIETY. SOME EDUCATION IS BASED ON FEAR, RESPECT FOR THE TEACHER, REMEMBER BY-HEART AND UNDERSTAND BY-HEART. IN OTHER EDUCATION, STUDENTS ARE TAUGHT ABOUT THEIR RIGHTS, TAUGHT TO UNDERSTAND THE SUBJECT AND TAUGHT ABOUT EACH OTHER. IT IS STUDENT-CENTER TEACHING.
Mote Oo Website

On our website, you can find all information about Mote Oo since we’ve started.

The very great thing of our website is you can go to Curriculum>Download page to download our up to date materials for fee of charge. You can also find our previous Newsletters there.

Mote Oo Facebook Page

We created this facebook page to update our recent works and activities. This page is also becoming a platform for people to contact us directly through facebook message. We tried to respond every message as quick as possible.

We are likely to participate in every event which relevant to us. So, you can find where our teams are and what they are doing.

We also have a facebook store “Shop” which list all our materials and the prices. You can go and see what are available then message us if there is anything you want to buy.

Mote Oo Instagram

We also have Instagram to update all of our activities. You can find what are teams are currently doing, which even we are participating and even activities of our individual staff.

Please follow us here to get to know us more.
These two books are our new products. Conflict and Peace will be ready in January 2017.

These are all the books that are available in our offices and shops which sell our materials. Please see Page-17 for the location of the shops. You can also visit our facebook page (https://www.facebook.com/moteooeducation/) to find out the prices of our book.
## Places where you can get MO materials

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

## Contact us!

**Yangon Office**
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**Phone** (+66) 931931638