



Mobile Education Partnerships

Quality Outcomes through

Teacher Partnerships

&

Cambridge Qualifications

**A British/Burmese teacher training
organisation**



MEP - who we are...

- We are not a large international NGO
- We provide professional educational support
- Our staff are Burmese and British and all directors have been involved in education
- We have been working with Myanmar communities on the Thai/Myanmar border since 2000
- Now working with teachers in Mae Sot, Mon and Kachin.

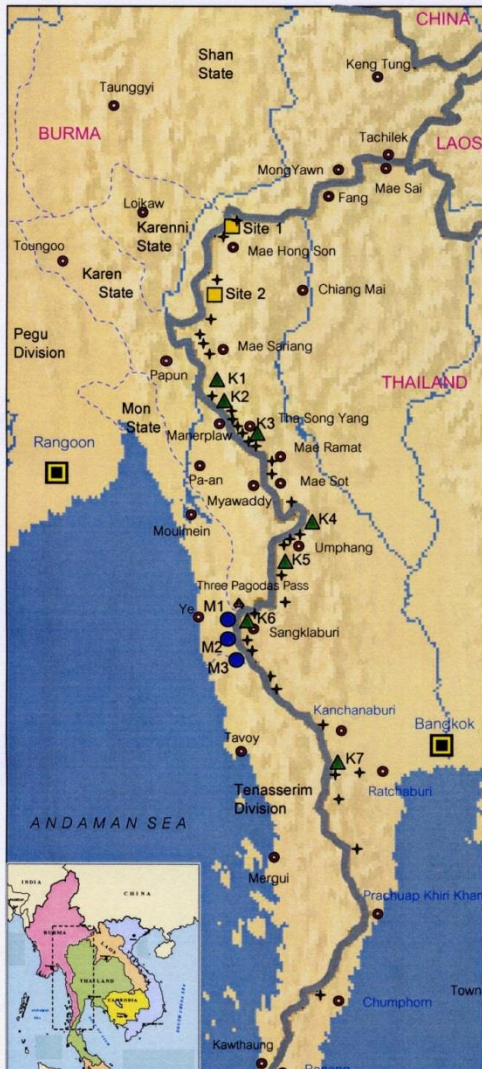
Context

**Burmese migrant
communities on the
Thai/Myanmar border**

**Scattered poorly resourced
schools**

**Teachers with little training
and often no recognised
qualifications**

**Teaching with one method-
repetition and rote learning**



What then shall we do ?

**What helps teachers
teach, children learn &
schools be more
effective?**



What issues did we identify?

- There were very few trained teachers
- Most teachers just used one method of teaching- rote learning and recall
- Exams were tests of memory
- Textbooks developed limited skills
- Critical thinking not encouraged
- NGO support was often limited to large training sessions with very limited follow-up



What makes a good teacher?

- 1. A range of skills to suit purpose and audience**
- 2. The confidence to apply those skills**
- 3. BELIEF /BUY-IN.... With no belief, or no commitment, there's no enthusiasm and no progress**





An Integrated System

Four Key Features

1. Mobile Units

We deploy mobile units of British and Burmese trainers to give customised support to small scattered schools.

Trainers understand the conditions in which teachers work



2. Professional Partnerships

We build professional partnerships between teachers from East and West.



3. In-class training & support

We back up small group training by weekly in-class support and the development of teaching materials.



4. International Certificates

We provide teachers with the opportunity to earn Cambridge English Language Certificates.





Minimally resourced schools

We get to know the schools and their needs

A Mobile Unit



Few trained teachers



Poor, insecure communities

We design our support according to the needs of the teacher and students



Schools small and scattered

2.PROFESSIONAL PARTNERSHIPS

- **Building from within rather than top down**
- **No ideological approach**
- **Practical approach**
- **A blend of East and West**



BUT

DON'T THROW THE BABY OUT WITH THE BATHWATER



Don't throw out something valuable with something you don't need.



East meets West - if it works then use it!



We try to blend the best of the East with the best of the West. There is still a place for:

- Teacher-centred explanation
- Critical thinking
- Following instructions
- Active learning
- Memorising
- Group discussion
- Making individual conclusions
- ...and much more !



3. In-class training & support



Our trainers are adaptable

- We work at grassroots level with small groups
- We give **short weekly training sessions**
- We then **follow up by visiting individual teachers**

Our trainers are sensitive

- Sensitively developing positive relationships.
- Small steps – teachers develop at their own speed.
- As their confidence grows teachers will adopt new techniques



Our trainers are flexible

- We adapt our support to the needs of the individual teacher
- Flexibility is key - **if requested** we will:
 - Model, Demonstrate, Team teach
 - Develop materials, Observe lessons, offer advice

Our trainers are realistic

Teachers lead busy lives...

- ✓ No complicated teaching manuals
- ✓ Accessible local materials.
- ✓ Practical and useful teaching techniques

3. Cambridge EL exams

What is the best way to learn anything in life?

We learn by doing

**Teachers become students on the Cambridge courses
and learn to use techniques through their own
experience**

**They can adopt and adapt techniques depending on
their own confidence and working conditions**

Quality Outcomes

- **Improved levels of English**
- **Teachers equipped with a range of skills**
- **International accreditation which gives confidence**
- **Improved life chances**
- **Sustainable 'localised' programme**



Current MEP Projects :—

Mae Sot:

- * In-service training in migrant schools.
- * Mentor Training for senior teachers
- * Cambridge Programmes

Mon:

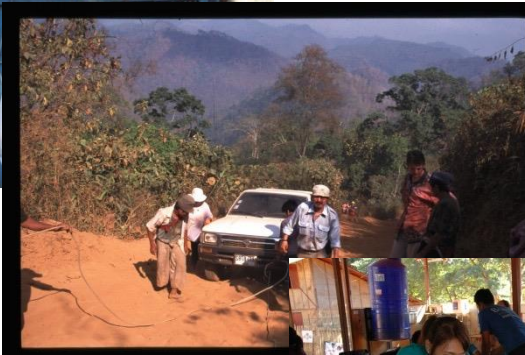
- * Basic skills training in Monastic schools

Kachin:

- * Cambridge English



In summary...



Regular and frequent training sessions

Teacher-to-teacher partnerships

Sensitivity and flexibility

Regular and frequent follow-up