



Donor funding proposal

June 2013 – May 2014



B.M.W.E.C

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BMWEC (Facebook)	http://www.facebook.com/BMWEC.BurmeseMigrantWorkersEducationCommittee
All You Need Is Love (UK)	http://allyouneedislove.org.uk/
All You Need is Love (US)	http://www.allyouneedislovecharity.com/
All You Need is Love (Documentary)	http://allyouneedislovedoc.com/

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Executive summary

Making a difference to children's lives through education

BMWEC is a **community-based organisation** on the Thai border with Myanmar/Burma.

who we are

We are the umbrella organisation for 24 learning centres catering for Burmese migrants who have been displaced for a variety of reasons, including political persecution, war, and poverty.

We cater for the education of approximately 4000 children, and are responsible for:

what we do

20 primary schools (including three night schools)

1 high school,

2 vocational training centres

1 stand alone boarding house

Our teachers are dedicated and professional. They do an amazing job despite working in a context that is fraught with poverty and lack of security.

We receive no government funding and depend on donors for financial support.

the issue

You can help us by:

how you can help

- supporting a particular school
- covering the cost of a particular need
- contributing to general funding

We need a total of approximately **THB 17,000,000** (*equivalent to approximately USD 550,000; GBP 360,000; EUR 420,000 at current exchange rates*) to provide the basics required to provide education for the children who come under our care. This includes:

- teacher salaries
- school operations (rent, utilities, basic teaching materials)
- central operations and administration

We also require funding to cover transport, health and nutrition, professional development, special events, equipment and supplies, and so on.

In all, if we were to achieve our total operational costs, the total would be **THB 27,500,000** (approximately USD 890,000; GBP 590,000; EUR 680,000).



**we can use your
donation to have a direct
and positive impact on
the quality of children's
lives, now and in the
future**

the outcome

Introduction

We are a small, community-based organisation seeking donor support to help ensure that as many Burmese migrant children and young people as possible have access to, and take advantage of, a quality education which enriches their lives now, and opens opportunities for their future either back in Myanmar, in Thailand, or further afield.

We were founded twelve years ago, and have subsequently played a major role in the transformation of migrant education on the border. We currently oversee 24 learning centres providing education for approximately 4000 children and young adults in the Mae Sot area.

The context

The border, Mae Sot and migrants

Mae Sot is situated right on the border with Burma. Years of civil war, persecution, and poverty have meant that many Burmese have made their way to the Mae Sot area in search of safety, peace, and a better life and future for themselves and their families.

Its politically and economically strategic location also means that Mae Sot is an important hub for the provision of services to migrants, and a centre for advocacy and political action.

Although life in Thailand can provide opportunities that are not available in Myanmar, life for migrants on the border is often very difficult. Low wages, exploitation, child labour, human trafficking and difficulty in obtaining ID mean that life and livelihood is marked by lack of financial and personal security.

The right to education

There are an estimated 20,000 Burmese migrant children living in the area. Every single one of these children has the right to:

a safe, secure education that “develops their personality, talents and abilities to the fullest” (UN Rights of the Child), enriching their lives now and laying the foundation for a brighter future – for both themselves and their communities.

Estimates suggest that through the work done by BMWEC, together with other providers, approximately 60% of primary school-aged migrant children now attend school. This represents a huge improvement in attendance over the last decade – but still points to the need for us to do more (our goal, of course, is 100%).

The Issue

Migrant schools get no government funding, so they are dependent on community support, the work of community organisations, and the support of donors.

Without donors, our schools cannot survive.

You

We need your support. You might choose to ‘adopt’ a school, fund one or more teachers’ salaries, cover the cost of lunches at a specific school, or put your money into our general purpose fund so that we can use it where it is most needed at any particular time. We’ll work with you to set up an agreement, so that you can be sure that we are using your money in the way that you have chosen.

Who we are

We have our roots in the community. Our leadership is drawn from the local migrant population. This is one of our key strengths and affirms the right of people to make their own decisions about the issues that affect their lives. As a local organization we are in a uniquely credible situation to deliver local development services more effectively than outside organizations.

It also means that we do not have an expensive administrative headquarters in a third country: our admin team here is very small and our overheads are minimal: and, this means that we can maximise direct use of funds in schools and for children. Our donors can be sure that their contributions reach their target.

community

Educational excellence, access and opportunity Children's rights, safety and well-being

our focus

Honesty, responsibility and respect

our values

In all our actions we strive for honesty and transparency. Decisions are guided by a commitment to social justice as well as a long-term commitment to the community we serve. We aim to undertake our responsibilities with care, wisdom and love.

We value and affirm children's diverse ethnic backgrounds in our schools. The close relationship between our schools and communities mean that we are able to respond sensitively and effectively to the particular needs of migrant students - linguistically, socially, and culturally.

Administration, professional leadership and support

our role

Our role includes:

- providing the administrative and financial structure for educational provision
- helping schools set and maintain high standards of student achievement
- offering academic and curriculum guidance and support
- supporting teachers' professional development
- co-ordinating funding
- liaising with governments and other external bodies
- advocating for migrant education
- creating paths into tertiary and higher education

BMWEC is run by a small central team

structure

Executive committee (EC)

Representatives from our educational community.

This is the decision-making body of BMWEC. It is responsible for the overall direction and operation of schools.

Administration

Director of Operations, two Field Officers, General Office Manager.

Implements EC decisions and liaises between the EC, schools, communities and donors.

Finance

Finance Manager, two interns.

Ensures that the interests of donors as well as general fiscal responsibility are being consistently observed across BMWEC.

This central team is accountable to two primary groups:

- our community (including children, teachers and families)
- our donors

accountability

Funding proposal

In the following pages we present our essential budget requirements for the coming academic year (June 2013 – May 2014).

our commitment

Our commitment to donors is that we will use your donation wisely and in accordance with your instructions (for example, if you ask us to use your money to cover salaries in a particular school, this is exactly what we will do).

you choose how your donation is used

This means that you decide how you wish your money to be spent: you can specify a particular learning centre and/or a particular cost centre; alternatively, if you would like us to use your donation flexibly in order to meet the most pressing budget requirements at any particular time, this is also an option. We ask that all donors consider giving 5% of their donation towards covering administrative costs (for more information on this cost centre see below), but this will only be done if you agree.

reporting

We will provide you with monthly financial reports detailing how your money has been spent. We will also provide you with regular 'narrative' reports, which give you more information relevant to your donation and the impact that it is having on what is actually happening for children and schools.

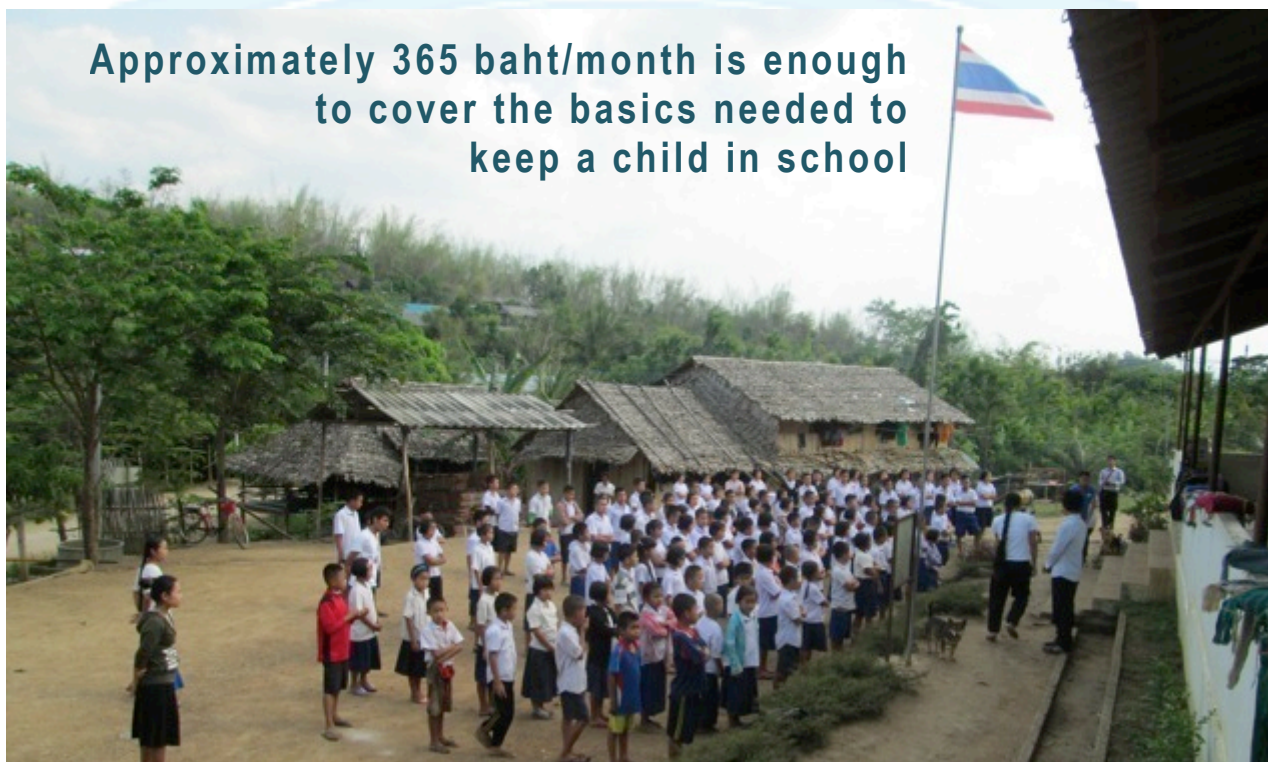
donor-recipient relationship

We also invite you to visit us - to see how your donation is being used and how it changes lives. Some of our donors have built up long-term relationships with particular learning centres over the years – and this can have real benefits for both donor and community that go well beyond the financial value of the donation.

budget outlines

The following budget outlines provide the basis for structuring the distribution of a donation in a variety of ways. We provide a brief explanation of each cost and are very happy to provide more details if you require them.

**Approximately 365 baht/month is enough
to cover the basics needed to
keep a child in school**



General purpose donations

A donation to this cost centre gives BMWEC maximum flexibility. Your donation can be used where it is needed most at any particular point in time.

Overall, budget priorities are salaries and rent, followed closely by other school operations costs (water, sanitation, electricity). Therefore, *general purpose donations* are likely to be used to cover these cost centres in learning centres that do not have a specific donor. For example, in the 2012-2013 academic year, *general purpose donations* were used almost entirely to cover teacher salaries.

Purpose specific donations

The following estimates can be used for deciding how you want to distribute a donation (for example, you might want to support a specific number of teacher salaries or lunches for a given number of children). Alternatively, the information gives you an idea of how far a *general purposes donation* can stretch.

We have described costs in four sections:

- the basics (*salaries, school operations, management and administration*)
- transport
- other key areas (*nutrition, health, teacher documentation, professional development, special events*)
- the 'extras' (*special projects, capital costs, equipment and supplies*)

These sections are followed by

- a table summarising basic costs for each learning centre (with brief descriptions of each centre)
- a final table summarising all costs (across learning centres and cost centres)

The basics

The basics: Salaries

Clearly, if we are to attract and retain good teachers we need to be able to offer teachers a secure salary. Ideally, based on the cost of living and minimum wages in Thailand, we suggest that donors pay salaries according to the following scale:

Designation	Range
Head teacher	6,500 – 10,000
Senior teacher	6,000 – 7,000
Teacher	4,500 – 5,500
New teachers	3,500 – 4,000
Ancillary staff (e.g., cook, maintenance, driver)	3,000 (depending on hours of employment)

This would mean that the average salary for teachers would be approximately **6,000 baht/month**. If it is not possible for donors to cover this amount, we suggest a **minimum salary of 3,000 baht/month**.

NOTE: In the budgets outlined below we have calculated using 6,000 baht/month per teacher.

The basics: School operations

Rent	Utilities	Stationary/teaching materials
Although rent may not seem to be a particularly exciting cost, it is a high priority for schools. Ensuring that rent is paid is important in terms of providing teachers, students and the community with a sense of security, and prompt and regular payment is essential to maintaining good relationships with the Thai community and authorities.	Electricity, water, sanitation/ sewerage, telephone and internet. Currently, not all schools have computers or internet access, but this is an area in which we would like to support progress, so have budgeted accordingly. <i>Note: Many of our schools make good use of donated water filters and solar panels in order to minimise costs in this area.</i>	Exercise books, pens, and basic teaching materials. The budget below covers essentials only. However, as a donor you may also be interested in supporting the purchase of extra equipment such as art materials, computers, musical instruments and so on.

The basics: Operational management and administration

As with any organisation, there are costs involved in directing the organisation as a whole. Although many of these costs are not directly or easily attributable to specific schools, schools cannot function without the central administrative and finance team. In addition to management, we play an essential role in advocating for schools and liaising with authorities as well as donors.

The central team is responsible for the day-to-day running of the organisation. It manages finances, including the distribution of salaries, rents, and resources such as stationary and in some cases food. In addition, it provides curriculum guidance and professional support for teachers; sets policy for the efficient running of schools and ensures that standards are maintained.

We would like to allocate approximately 5% of our total budget to cover basic central management, operational and administration costs and overheads. Thus, we ask all donors to consider targeting 5% of their donation towards these costs. This is, of course, at the donor's discretion and is not deducted from donations as a matter of course.

Note: Volunteer support helps us to keep costs to a minimum.

Transport

For many learning centres, transport is regarded as an absolute essential and the schools themselves have asked that the importance of transport be emphasised in this proposal.

Many children live too far away from school to be able to attend without transport. In addition, the majority of migrants have no formal identification or proof of citizenship, so providing transport reduces the risk of students and teachers being harassed, arrested, or attacked as they make their way to and from schools.

The following table outlines the estimated costs for those schools that require transport:



School Name	Cost (THB)
48 Kilometre	72,000
Bwe K'Lar	150,000
Champion	60,000
Elpis	150,000
Future Garden	170,000
Good Morning	162,000
Green Water	22,000
Hle Bee	108,000
Hsa Thoo Lei (High)	180,000
Hsa Thoo Lei (Primary)	100,000
Hsa Thoo Lei (Nursery)	180,000
Kaw Hser	50,000
Lay Gaw	10,000
Maw Ker Hta	10,000
Maw Taw Lu	15,000
Nya Li Ah Hta	12,000
Parahita	150,000
Pyo Khin	5,000
STTC	100,000
Ta La Aor Kla	12,000
TOTAL	1,718,000

Other key areas

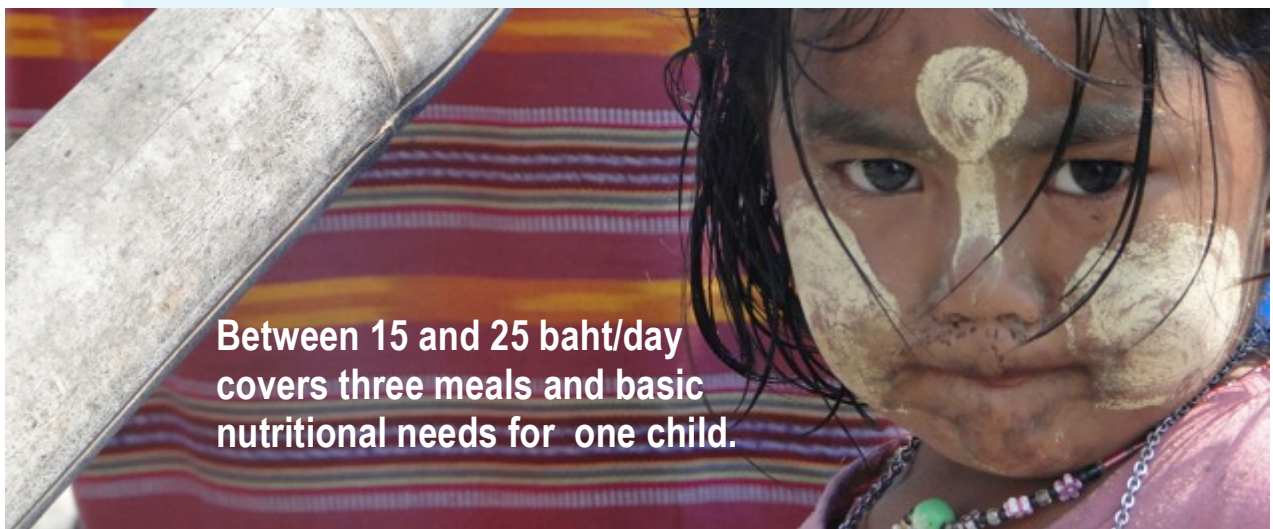
Other key areas: Nutrition

It is clear that children need to be healthy and well nourished if they are to learn effectively, so we are very grateful to donors who are able to help support these two cost centres.

- **15 baht/day.** The absolute minimum to cover basic nutritional needs. This does not cover meat or tasty extras!
- **20 baht/day.** Gives some flexibility and choice (but is still very basic).
- **25 baht/day.** This is the amount that we would recommend as reasonable. It allows more flexibility, choice and better nutrition (but is still a relatively low cost/capita).

Lunch Programme. In the budget outline below, we have calculated using an average **7 baht/day** for a lunch programme (5 days/week).

Full meal programme. Boarding house numbers for next year are very uncertain, so if you would like to sponsor food and/or hygiene needs for children boarding at a particular school, we can discuss an appropriate level of funding when we have a clearer idea of numbers.



Between 15 and 25 baht/day covers three meals and basic nutritional needs for one child.

Other key areas: Health

Health care for BMWEC learning centres is co-ordinated by two doctors who monitor general health through regular medical checks; organise emergency treatment and hospital visits when required; and, provide regular de-worming and nutritional supplements.



30 baht/year covers regular de-worming, dietary supplements (vitamins A, B1 and iron), and basic first aid for one child.

Other key areas: Teacher work permit/visa costs

The Thai government requires migrants to obtain work permits and visas. Currently, the cost of this comes to approximately 10,000 baht per person for a two-year period. This is prohibitively expensive for most migrants. Without the required documents teachers have no legal status, so are constantly under the threat of arrest and deportation, are subject to considerable 'security payments' (bribes) on a regular basis, and are not free to travel beyond their own communities. Covering the cost of work permits and visas would make a huge contribution to our teachers' sense of security and well-being, and as an employer committed to human rights we believe that we have an obligation to support this cost if possible.

We estimate that approximately 70% of our teachers do not have the required documents, so we have used this number to estimate an amount for each learning centre.

Other key areas: Professional development

Professional development is important in letting our teachers know that we value what they do. It is essential to both improving the quality of instruction and maintaining motivation.

We are able to deliver professional development programmes either alone or in partnership with other providers. Programmes can be school-based, or can be delivered to a larger group of teachers from across a group of learning centres. .

Teacher seminars are also important in terms of giving teachers an opportunity to meet professionally, share ideas, receive information about wider educational policy and development, and have their voice heard on educational issues.

Other key areas: Special events

Most learning centres hold a number of special events during the year to which parents and children are invited to share information and celebrate children's achievements. Opening and closing ceremonies, prize giving, and festivals also provide opportunities for children to engage in dance, musical performance, and theatre. Donor support for such events is much appreciated by our school communities.

Note: The costs outlined in the budget below covers some 'basic' events. Some donors also choose to cover the costs of school outings and more expensive events. BMWEC also runs a 'superkids camp' once a year. Such events are especially valuable in communities in which poverty and lack of security mean that children seldom have the opportunity to go beyond their immediate community environment.



The extras - The icing on the top

Over time, we have had donors who have chosen to support a variety of innovative projects and initiatives that match with their own organisational or personal priorities. Often these projects have stemmed from, or been accompanied by, a donor's direct involvement with a learning centre.

At BMWEC, we are really keen to work with donor's who would like to contribute to education in this way, and we are happy to advise on how your interests may be most effectively implemented. The following cost centres provide some examples of the 'extras' that can help to make schools really effective.



The 'extras': Special projects

Some of our donors have supported the development of school gardens and animal husbandry projects, which can be used for both income generation, and to supplement school-based nutrition programmes. When managed wisely, such projects can also be used to contribute to educational programmes – so that children's involvement is based on learning, rather than labour!

The 'extras': Capital costs

Upgrading of classrooms, boarding house accommodation, toilets and wash areas, kitchen, and playground facilities all contribute to the ability of a school to function well.

Over the years, our donors have made a huge contribution in this area, with innovative ideas and functional designs (for example, hand washing facilities that are not only functional but strategically placed to ensure that hygiene procedures are encouraged as a 'habit').

Just occasionally donors have not only covered costs but have also participated in construction too, enabling them to establish close links and involvement with school communities.

The 'extras': Equipment and supplies

Access to computers and the internet is only available in a few of our schools, but has a huge impact on children's opportunity to engage with the wider world and undertake independent learning projects. Books, art materials, musical equipment, and so on are all in short supply and children and teachers value any contribution that is made. For example, one school was lucky enough to receive a sewing machine from a donor and this has been able to be used to good effect both in practical and educational terms.

On a more basic level, schools often have limited resources in terms of charcoal for cooking, cleaning supplies, personal hygiene supplies, sleeping gear and so on. As a donor you can make a real difference to people's lives by covering costs such as these.

Learning Centres

The following tables provide an outline of average costs needed to keep each learning centre going for a year.

- The first table provides some very brief details about each learning centre and the amount required to cover the basics (salaries, school operations and administration).
- The second table (inside back cover) provides a more detailed budget.

As a donor, you can of course structure your donation in any way that you wish. You may choose to cover one cost centre in one school; cover total costs for one school or cover a particular cost centre across all schools.

Potential changes to learning centre budgets

Roll size:

We have based roll predictions on 2012-2013 numbers. However, **because of the very changeable political, economic and social situation on the border and inside Burma/Myanmar, these numbers are likely to vary – both before the academic year begins and during the year.** Actual costs for each cost centre may therefore vary from those detailed below. We will keep donors informed of any changes – and if costs go down in any area, you may either choose to reduce the size of your donation or transfer it to another area. Should costs go up, we shall attempt to cover differences from our general purposes funds.

Donor flexibility:

There is, of course some flexibility in the costs listed below. There is some room for lowering costs (for example, by reducing the average salary) and as a donor you can of course choose make a partial contribution to, rather than covering, a particular cost.

Proposed Budget for Learning Centres: The Basics	Students	Teachers	THB
Early childhood/Primary schools			
48 Kilometres (rural, small town) A really happy school with very caring teachers who have often used their own funds (and family support) to cover extra school costs.	200	10	876,200
Bwe K'ler (rural, village) Situated in a really pretty Karen Thai village not far from Mae Sot, this school has some excellent young teachers. Over the last few years, music has played a special role in the curriculum.	230	12	1,048,700
Champion (urban, right on the border) Most of the parents work in garment factories in the area. Champion is a particularly well-run school with a great team of young teachers. It also provides literacy classes for adults.	95	5	470,450
Elpis (urban, just on the outskirts of Mae Sot) Elpis is situated in church grounds. The head teacher has high expectations of her staff and children, and Elpis provides an excellent learning environment.	360	18	1,504,200
Future Garden (rural, Phop Phra area, south of Mae Sot) Future Garden is another school with a young but experienced head teacher who makes sure that the school runs efficiently and effectively. Children travel from a wide area to attend school and transportation costs are an especially important part of the budget.	180	9	903,700
Good Morning (urban, Mae Sot) Good Morning has had the support of a really committed donor over the years and this is reflected in the facilities and projects run by the school, (for example, a flourishing vegetable garden, two livestock projects and so on). This school provides a model of what can be achieved with consistent funding.	270	14	1,166,700

Proposed Budget for Learning Centres: The Basics	Students	Teachers	THB
Early childhood/Primary schools (cont.)			
Green Water (rural, isolated, Phop Phra area, south of Mae Sot). Green Water is one of the most isolated of the BMWEC schools. If it were not for this school, children in the area would have no opportunity to attend school, and would almost certainly find themselves working as farm labourers from a very early age.	35	2	188,450
Hle Bee (urban. Mae Sot) The head teacher at Hle Bee is also on the Executive Committee and oversees professional development for BMWEC. Her professionalism, commitment, and enthusiasm are reflected in the quality of education at the school. Children and teachers are motivated, work hard, and achieve great results.	330	17	1,631,700
Hsa Thoo Lei Nursery and	180	6	541,200
Hsa Thoo Lei Primary (urban, Mae Sot) HTL Primary and Nursery schools are among the longest established migrant learning centres in Mae Sot, and the school as a whole has a well-deserved reputation for educational excellence, and strong promotion of traditional ethnic cultures. Performance arts are highly valued and the school cultural groups perform to a professional standard.	225	18	1,429,950
Kaw Hser (rural, isolated, Umphang, south of Mae Sot) Kaw Hser is the BMWEC school furthest from Mae Sot (about 140 kms. south) and is the only migrant learning centre in its area. The parents mostly work as farm labourers and poverty means that children are also often forced into work at an early age. One of the challenges for the teachers is to encourage children to stay at school and expand their horizons. The community often feels as if it has been forgotten by the world.	70	4	336,700
Maw Taw Lu (rural, isolated, Mae Ramat, north of Mae Sot) MTL is situated very close to the border in the midst of farming land and is relatively isolated, making travel to and from the school difficult, especially in the rainy season. Many of the children at this school have been sent from across the border so that they are able to get a good education in a safe environment.	120	6	532,200
Nya Li Ah Hta (rural, Mae Ramat, north of Mae Sot) NLAH is also close to the border and like MTL (above) is situated in the midst of farmland. The head teacher is young and dynamic and makes sure that the children in her care receive the best education possible.	120	6	520,200
Parahita (rural, small town, Phop Phra area, south of Mae Sot) Parahita is located in a Buddhist monastery and the head teacher is himself a Buddhist monk. The school overlooks rolling hills and farmland, the environment is both peaceful and beautiful, and the atmosphere at the school is calm and happy.	180	9	757,200
Pyo Khin (urban, Mae Sot) Pyo Khin is one of the few migrant schools that cater specifically for the migrant Muslim population. It is always lively and busy, and has a great team of dedicated and hard-working teachers.	170	9	799,700
Ta Lar Aoh K'lar (rural, isolated, close to border, north of Mae Sot) Ta Lar Aor K'lar is situated in a small village at the end of a winding, unmade road in the midst of cornfields. In the coming year, it is likely that the school will function on both sides of the border so that some of the current students can move back to Karen State and live with their families rather than board at the school in Thailand.	120	6	508,200
Thoo Mwe Htee Gerni – (rural, village. Phop Phra area, south of Mae Sot) Located in a beautiful traditional Karen village on the banks of the river Moei (Thoo Mwe in Karen), the school itself is located in church grounds. Parents are mostly agricultural workers either in Thailand or across the river in Karen state. The school has strong cultural ties and the children are experts in traditional dance and performance.	180	9	757,200

Proposed Budget for Learning Centres: The Basics			Students	Teachers	THB
Night Schools (Urban, Mae Sot)					
Bangladesh			15	1	93,300
Islam Bum Roong			40	2	98,200
Sunset			60	3	139,200
<p>The three night schools are situated in the very poorest areas of Mae Sot. Many of the children who attend the schools either work during the day or look after younger siblings while their parents work. Some children attend school during the day but choose to attend a night school as well because the schools provide a safe environment, where children have access to adult support, space, and electricity and are therefore able to complete homework, study and learn. Both Islam Bum Roong and Bangladesh are located in the Muslim area of town and cater for primary school children. Sunset caters for both primary and secondary students.</p>					
IDP Schools – Burma (Primary)					
Lay Gaw			100	5	425,200
Maw Ker Hta			70	4	336,700
<p>These schools are located very close to the border in Karen State. Despite progress in educational provision in urban areas of Burma/Myanmar, central government support for education in rural areas is still limited. These two communities have suffered considerable difficulty over the years and have little access to the luxuries that most people take for granted. For example: most roads are unmade; there is no electricity; and no internet, television or easy links with the outside world.</p>					
Secondary School					
Hsa Thoo Lei (urban, Mae Sot)			340	16	1,349,200
<p>HTL is the only high school under the BMWEC umbrella. The school has a dedicated and well-qualified teaching staff and makes a particular effort to provide pathways into higher education for its students – in Thailand, Burma or in universities in a third country. The students feel a strong loyalty to HTL and many return following university or post-school education so that they are able to pay the gift of education forward and support the next generation of learners.</p>					
Vocational Schools					
Help – Accounting (urban, Mae Sot)			35	2	101,450
<p>Currently, HELP is the only vocational school for migrants that teaches finance and accountancy in the Mae Sot area. The students are taught introductory accounting skills, and then go on to use a curriculum based on the London Chamber of Commerce International (LCCI) syllabus, levels 1 and 2.</p>					
STTC - Science and Technology Training Centre (urban, Mae Sot)			40	5	452,200
<p>STTC provides training for young adults across a range of trade skills including building, welding, mechanical and electrical engineering, auto maintenance, driving and so on. The programme has an excellent record of helping students into skilled employment. STTC will also be running a matriculation class in 2013-2014.</p>					
Boarding house					
Youth Centre (rural, village, south of Mae Sot)			60	2	91,200
<p>This is a stand-alone boarding house for secondary school students all of who attend the local Thai school. The Youth centre organises a 10-year residential permit for students so that they can live and study in Thailand legally.</p>					
Totals for all schools:		Children: 3,905	Teachers: 200		Total: 17,059,300

Total budget for all learning centres: June 2013 – May 2014

School Name	Salaries	School Opex				Lunch Program	Primary Health	Teachers' Docs	Prof Devl	Special Events	Admin 5%		Basic	TOTAL
		Rent	Utilities	Stationary	Transport						Basic	Full		
48 Kilometer	720,000	36,000	70,200	50,000	72,000	272,000	6,000	70,000	37,500	10,000	43,810	67,185	876,200	1,410,885
Bangladesh School	48,000	12,000	22,800	10,500	-	-	1,260	14,000	7,000	2,100	4,665	5,883	93,300	123,543
Bwe K'Lar	864,000	48,000	79,200	57,500	150,000	312,800	6,900	84,000	42,000	11,500	52,435	82,795	1,048,700	1,738,695
Champion	360,000	48,000	38,700	23,750	60,000	129,200	2,850	35,000	17,500	4,750	23,523	35,988	470,450	755,738
Elpis	1,296,000	-	118,200	90,000	150,000	489,600	10,800	126,000	63,000	18,000	75,210	118,080	1,504,200	2,479,680
Future Garden	720,000	25,000	91,200	67,500	170,000	367,200	8,100	70,000	37,500	13,500	45,185	78,500	903,700	1,648,500
Good Morning	1,008,000	-	91,200	67,500	162,000	367,200	8,100	98,000	52,500	13,500	58,335	93,400	1,166,700	1,961,400
Green Water	144,000	15,000	20,700	8,750	22,000	47,600	1,050	14,000	7,500	1,750	9,423	14,118	188,450	296,468
Help Ac	48,000	24,000	20,700	8,750	-	47,600	1,050	14,000	7,500	1,750	5,073	8,668	101,450	182,018
Hle Bee	1,368,000	72,000	109,200	82,500	108,000	448,800	9,900	133,000	71,250	16,500	81,585	120,958	1,631,700	2,540,108
Hsa Thoo Lei (High)	1,152,000	-	112,200	85,000	180,000	462,400	10,200	112,000	60,000	17,000	67,460	109,540	1,349,200	2,300,340
Hsa Thoo Lei (Primar	1,296,000	-	77,700	56,250	100,000	306,000	6,750	126,000	67,500	11,250	71,498	102,373	1,429,950	2,149,823
Hsa Thoo Lei (Nursei	432,000	-	64,200	45,000	180,000	244,800	5,400	42,000	22,500	9,000	27,060	52,245	541,200	1,097,145
Islam Bumroong	48,000	18,000	22,200	10,000	-	-	1,200	14,000	7,000	2,000	4,910	6,120	98,200	128,520
Kaw Hser	288,000	-	31,200	17,500	50,000	95,200	2,100	28,000	14,000	3,500	16,835	26,475	336,700	555,975
Lay Gaw	360,000	-	40,200	25,000	10,000	136,000	3,000	-	17,500	5,000	21,260	29,835	425,200	626,535
Maw Ker Hta	288,000	-	31,200	17,500	10,000	95,200	2,100	-	14,000	3,500	16,835	23,075	336,700	484,575
Maw Taw Lu	432,000	24,000	46,200	30,000	15,000	163,200	3,600	42,000	21,000	6,000	26,610	39,150	532,200	822,150
Nya Li Ah Hta	432,000	12,000	46,200	30,000	12,000	163,200	3,600	42,000	21,000	6,000	26,010	38,400	520,200	806,400
Parahita	648,000	-	64,200	45,000	150,000	244,800	5,400	63,000	31,500	9,000	37,860	63,045	757,200	1,323,945
Pyo Khin	648,000	48,000	61,200	42,500	5,000	231,200	5,100	63,000	31,500	8,500	39,985	57,200	799,700	1,201,200
STTC	360,000	60,000	22,200	10,000	100,000	54,400	1,200	35,000	17,500	2,000	22,610	33,115	452,200	695,415
Sunset	72,000	24,000	28,200	15,000	-	-	1,800	21,000	10,500	3,000	6,960	8,775	139,200	184,275
Ta La Aor Kia	432,000	-	46,200	30,000	12,000	163,200	3,600	-	21,000	6,000	25,410	35,700	508,200	749,700
Thoo Mwe Htee Ger	648,000	-	64,200	45,000	-	244,800	5,400	63,000	31,500	9,000	37,860	55,545	757,200	1,166,445
Youth Center	48,000	-	28,200	15,000	-	-	1,800	14,000	-	3,000	4,560	5,500	91,200	115,500
TOTAL	14,160,000	466,000	1,447,800	985,500	1,718,000	5,086,400	118,260	1,323,000	731,250	197,100	852,965	1,311,666	17,059,300	27,544,976

B.M.W.E.C



**nurture the child
release the potential**