

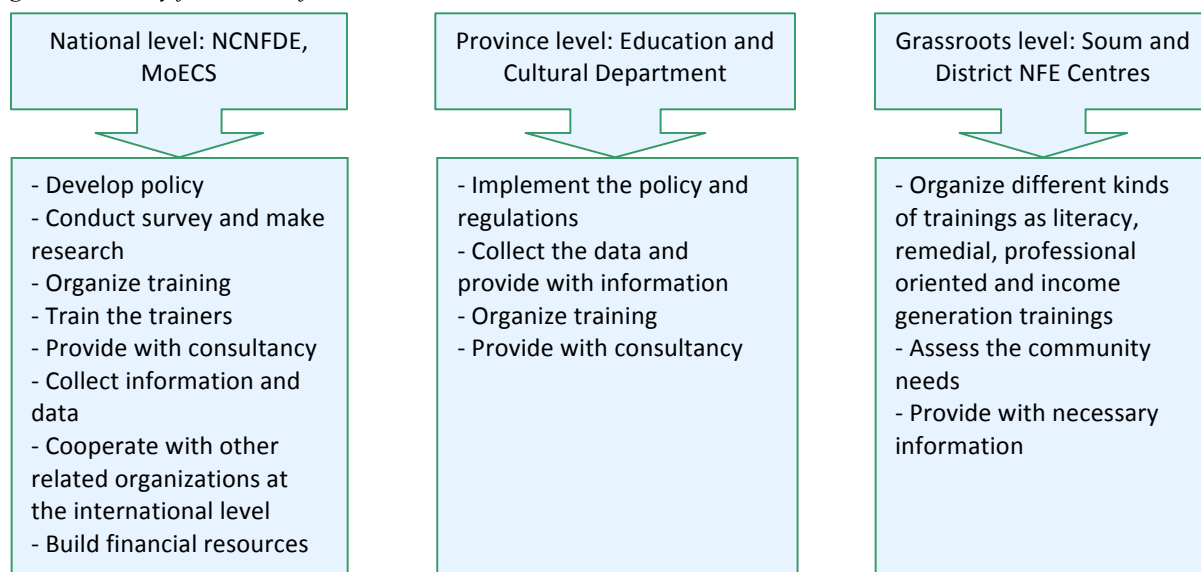
Regional Conference on Community Learning Centres (CLCs) 31 August to 3 September 2011, Bangkok, Thailand

Current Activities in NFE and Literacy

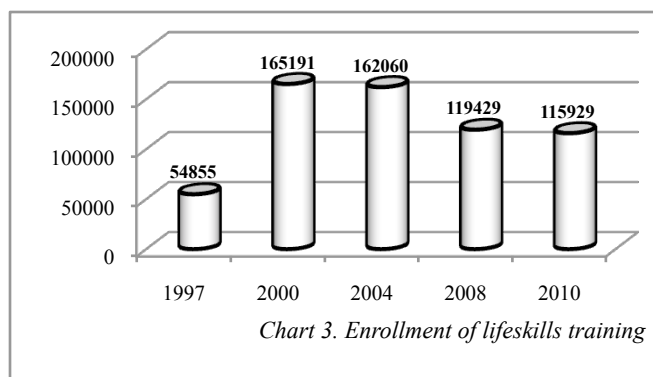
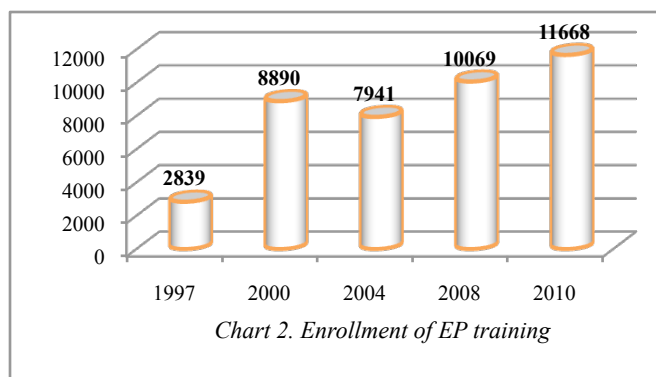
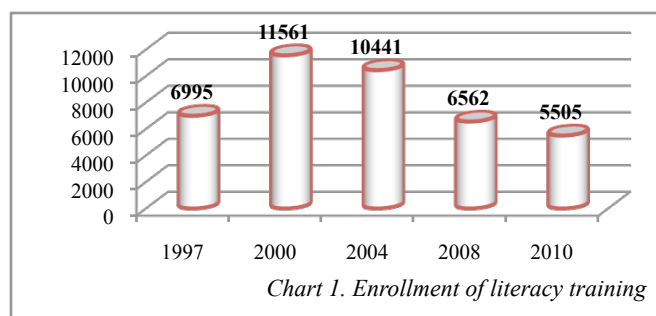
The NFE system was established in Mongolia throughout the 1990s as the country transitioned into a market economy. In 1991, the first article on NFE in Mongolia was incorporated into the Education Law which states that “citizens of Mongolia can acquire an education through formal and non-formal settings.” Since that time several amendments related to NFE had inserted into the Education Law and in order to stabilize legally, the Mongolian government approved the “National Programme on Non-Formal Education” in 1997, the “National Programme on Distance Education” in 2002, and “National Programme on Literacy Education”. The approval and the implementation of the Programmes is one of the activities of the government to achieve the goals of EFA and UN Literacy Decade.

Organization and management of NFE includes 3 level structures as national, provincial and local. **At the local level**, the NFE Gegeerel centres/CLCs acting in Ulaanbaatar districts and soum are the main organizations to serve with NFE. **At the provincial level**, Education and Cultural Department is an authority organization and the NFE specialist takes the responsibility for NFE. Currently we have 1 person in each province though he/she may be responsible for another subject area. **At the national level**, the General Education Department at the MoECS has the responsibility about NFE policy and management, and the National Centre for Non Formal and Distance Education (NFDE) takes all responsibility about the methodology and other activities.

Figure 1. Activity framework for NFE Institutions



Currently, there are 370 NFE Gegeerel centres/CLCs and its main activities are programmes of literacy, EP, and life skills, income generation. All these programmes are implemented through the trainings and short term courses. The following charts are number of participant in courses conducted in CLCs:



Proposed action plan of ARTC for 2011-2016

N	Action	Timeframe
1	A literacy survey in pilot area	annually
2	A survey on school drop-out children	annually
3	An educational needs assessment survey for illiterates and drop-outs and to identify training content	annually
4	Life skills based literacy training	annually
5	EP training	annually
6	In-service training for NFE teacher/facilitators	annually
7	Developing learning materials on literacy and EP training	2011-2016
8	Monitoring and evaluation on literacy and EP training	annually
9	Monitoring on activities of local NFE Gegeerel Centre/CLC	annually 3 to 5 province
10	Converting EP training modules into electronic version	2012-2016

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