

<p style="text-align: center;"><b>Regional Conference on Community Learning Centres (CLCs)</b> <b>31 August to 3 September 2011, Bangkok, Thailand</b></p>
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**COUNTRY REPORT**  
**MONGOLIA**

**1. Establishment and expansion of CLCs**

*1.1. National policies and strategies of CLCs*

The following national policies and documents of NFE Learning Centres/CLC in Mongolia:

- Related articles of the Education Law (17.1, 17.2, 40.2, 40.8)
- Education Master Plan (2006-2015): Chapter 4 “NFE and Adult Education”
- National Programme on Literacy Education
- Policy on training of Non Formal Education
- Regulation on NFE Gegeerel centre/CLC
- A job-description for a director of NFE Gegeerel centre/CLC
- A job-description for a NFE facilitator/teachers
- Planning, evaluation and assessment of a NFE facilitator’s job
- Planning, evaluation and assessment of a director’s job of NFE Gegeerel centre/CLC
- NFE Curricula which are on the NFE Learning Centres/CLCs trainings

*1.2. Objectives and target groups of CLCs*

The objectives of the NFE Learning Centres/CLC are:

1. NFE Training Programmes
2. Information Dissemination
3. Community Development
4. Networking

Target groups of the NFE Learning Centres/CLC are:

- school drop outs
- school out of children and youths
- semiliterate and neo literate adults
- community people who needs to increase their education level on life skills, health education, EP, EE and ESD
- Housewives

*1.3. Number of CLCs*

Year: 2011

CLC		Learning/NFE centre		Adult literacy Centre	
Government	NGO/others	Government	NGO/others	Government	NGO/others
20	-	350	-	-	-

Currently, there are 370 NFE Centers/CLCs at nationwide in total and 9 of them are separated or independent while others are school based. Due to high literacy rate in Mongolia, there are not existing the Adult Literacy Centre separately, but post literacy programme is the one of main activity of the NFE Centers/CLCs.

#### 1.4. Types of activities

#	Lesson, Training, Activities at CLC	Please tick!
1	Literacy	x
2	Post literacy	x
3	Non formal Basic Education	x
4	Technical, Vocational, Income generation	x
5	Early Childhood Care and Education	
6	Equivalency Programme (Primary)	x
7	Equivalency Programme (Lower/junior secondary)	x
8	Equivalency Programme (Secondary)	x
9	Community dialogue and meeting	x
10	Others ( )	

## 2. Quality Assurance of programme delivery and learning achievements

### 2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

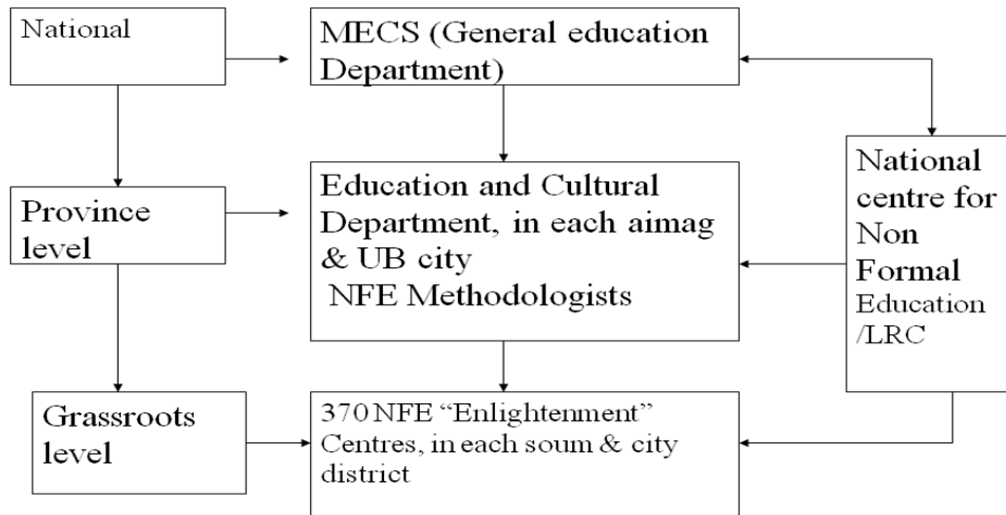
The NFE quality assurance system for CLC programme/Literacy programme was not developed well enough. Therefore, it is crucial to change the currently state-centralized NFE system's responsibilities to the local authorities or communities so that it could make NFE system being decentralized.

### 2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

There is certification system only in Equivalency Programme in Mongolia: primary, lower secondary and upper secondary education through which the learners are offered to study the specific EP modules. After completing the program, the learners have opportunity to be transmitted to formal schooling if they pass the exam. For other trainings, quality assessment system for NFE is currently underdeveloped in Mongolia. The access to education is still being assessed by the quantity rather than the quality. It is necessary to assess the NFE training in terms of whether it could meet the learners' needs at the local level and further develop the quality indicators for NFE based on the researches and studies.

### 3. Decentralization and Management of CLC

#### 3.1. Organization charts from the Ministry/district government to CLC



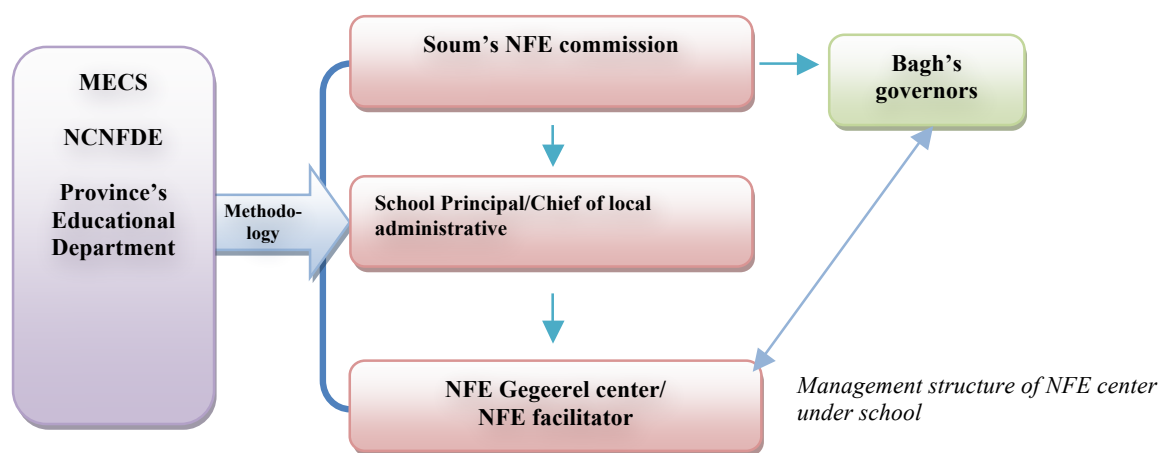
#### 3.2. Decentralization of programme delivery and curriculum development

There is three blocks of programmes are implemented in Mongolia: 1) literacy programme which divided basic and post literacy for adults, 2) Equivalency Programme for school out of youths, 3) life skills which included EE, ESD, HIV/AIDS prevention and health education, livelihood and income generation programme etc. All comprehensive programmes and curricula develop and distribute by the National Centre for Non Formal and Distance Education based on the needs assessment survey and approve by the MECS. At the same time, NFE Centres at local level develop the training programme based on the approved comprehensive documents and conducts the training. One of the comprehensive curriculums is titled “Life skills bades literacy curriculum” was developed in 2010, which is including five chapters: basic literacy, family, citizenship, agriculture and environment. According to these curriculums, teaching/learning materials develop at the national and local level.

#### 3.3. Management of NFE Centers/CLCs

There are 2 kinds of management of NFE “Enlightenment” centres/CLCs in Mongiolia: 1) Regarding the management structure of separated centres belong to the Governor’s office or Education Department but the daily activities are managed by the centre director. 2) Other NFE “Enlightenment” centres work under the supervisions of the formal school directors.





## 4. ICT and NFE

### 4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

Management Information System (MIS/NFE) programme has been developed by the NFDE supported with UNICEF. This programme contains 23 sorts of information including NFE centres/CLCs activities, learners, NFE teacher/facilitators, teaching & learning environment, as well as financing and implemented projects. The database program has following advantages:

- Operation in several languages and designs
- Filterable, searchable, and countable in each field
- Could be printed and exported
- Client friendly: the client can develop a report in an appropriate version (printing, exporting, and sending through e-mail), easy to learn and operate as all pages developed based on the same standard and possible to renovate and redevelop the programme.

NFE database programme opens following possibilities and significances.

- to collect and develop information
- to disseminate information
- to exchange and share information
- to set up partnership
- to make survey and planning

- to develop programme and policy
- to improve NFE access and quality
- to assess and monitor NFE activities

NFE database (MIS) is linked to the website and provinces' NFE specialists enter with their password and they can change their local information and datas.

#### 4.2. Cases: Use of ICT to improve learning of learners

The website of National Centre for Non Formal and Distance Education (<http://www.nfde.mn>) serves as an “Open Resources on NFE” to increase an access to teaching/learning materials and delivery mechanism. Currently, 174 training and learning materials such as textbooks, handbooks, EP training modules, audio & video lessons, teacher’s guidelines and 27 legal documents of government policy on NFE are placed for free download. Also, many survey and progress reports and literacy tests are including for self learning.

As of June 30, the website has 432 registered members and approximately 3000 people access per a day and increasing number of customer regularly. Further, the website will be renovated continually and all newly developed learning/training materials and other related documents and information will be loaded. Also developed and published 124 EP modules had been developed in CD version and distributed to local NFE centers/CLCs.

## 5. Literacy Survey and Assessment

### 5.1. Literacy survey and assessment at regular intervals

*Literacy rates of the population, 1921-2010 (percentage)\**

Year	Literacy rates	Year	Literacy rates
1921	3.0	1957	93.4
1935	4.9	1969	75.3
1940	17.3	1979	90.2
1947	59.8	1989	95.7
1950	73.5	2000	97.3
		2010	98.3

\* Source: National Statistical Office, 2010

### 5.2. Literacy survey and assessment at ad-hoc base

Mongolia has been selected as a pilot country to the LAMP project by the UNESCO Institute of Statistics. As an implementing body of this project, Education Institute has been developing the literacy assessment test and conducting the pilot survey on literacy within the last two years. On the result of the pilot survey, literacy test is revising right now and nationwide survey will be conducted within the next year.

Literacy and needs assessment survey at ad-hoc base done within the UN Joint project “Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia”, taking into consideration the importance of identifying the needs and demand of the local community and to determine the target soum population education level.

The survey has become useful for determining needs and demands of local communities and population, contents and quality of the training curriculum, training materials and necessary equipments to conduct literacy and life skills training.

## **6. Issues and challenges**

- NFE encounters with some difficulties in regard to human resource as: (1) constant change of local authorities; (2) lack of technical and logistical knowledge by the NFE centre/CLCs staff; (3) insufficiency of the stimulations for NFE teachers; (4) lack of resource mobilization by community
- It is necessary to strengthen the linkage between formal and NFE at higher policy level
- Though NFE is expected to organize its training based on the needs and educational level of the population we do not have a national standard to assess it. For instance, since there is no criteria for assessing the literacy level, the teachers organize the training relying just on their experiences and skills
- Except for the Equivalency programme, other programmes still need more training and learning materials to supply it meaning trainings focus on the adult group and improve their livelihood and vocational skills
- Partnership and linkage between government and NGOs is lacking, as well as the cost effectiveness should be considered further. There are some cases that different programmes organize similar trainings in the same province even soums while other soums have no projects.
- Still there is a limitation for Equivalency programme learners to transfer to formal school due to the qualification requirements
- Budget is allocated only to Equivalency programme so the coverage of other activities on NFE/CLC is being not sufficient

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