



Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

National progress report submitted by the Government of Mongolia

This report is submitted on behalf of the Government of Mongolia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	National Centre for Non Formal and Distance Education, Ministry of Education, Culture and Science
Submission date	29 February 2012

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input type="checkbox"/>
Interior/Home affairs	<input type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input type="checkbox"/>
Private sector companies	<input type="checkbox"/>
United Nations agencies	<input checked="" type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> NFE training activities intended to increase the educational level and skills of adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> Ability to read, understand and write a short simple statement in Mongolian or any other language (age range: 7 years and above)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>):	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>):	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data? <i>If Yes, please describe them briefly in the space below:</i> There is some difference in literacy data between National Census and some literacy survey . Because the National Census have answers Yes/No, but a literacy survey has testing method.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	<i>Year</i>
Lifelong learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	- Law of Education 1995	
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	- Master Plan to Develop Education Sector in Mongolia, 2006-2015 - National Programme on Literacy, 2004-2012 - National Programme on Distance Education 2002-2012 - Statute of NFE Gegeerel Centre/CLC, 2003 - Job Description of NFE teacher/facilitator, 2003 - Job Description of NFE methodologist, 2003 - Statute of National Centre for Non Formal and Distance Education, 2002 - Equivalency Programme on Primary, Lower Secondary and Upper Secondary Education, 2005 - Regulation to Organize the Equivalency Programme Training on Primary, Lower Secondary and Upper Secondary Education, 2007 - Policy on Training through Non Formal Education, 2010	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	All adults 15 years and above	115929
Adult literacy	All adults 15 years and above	32401

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.			
	Yes	No	
			<i>Specify goal</i>
			<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	National Programme on Literacy: To eliminate illiteracy, increase adult literacy rate to at least 99 per cent while ensuring gender equity of literacy education by 2008...
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			2004-2012

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i>		

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i>		
There are certifications on completing Equivalency Programme on Lower Secondary and Upper Secondary Education within non formal education same as formal school.		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief explanation and references:</i>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2007	- National policy on MDG - National Programme on Gender Equity (2003-2015) - Government Action Plan 2008-2012 - National Programme on Gender Equity (2003-2015) - National Programme to Promote Bagh Development (2008)
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2003	- Strategy Paper for Promoting Economic Growth and Poverty Alleviation - Guideline for organizing the ECE alternative training and literacy and civil education trainings in bagh (2008)
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>		National Programme on Sustainable Development-21

Other (specify in the space below) <input type="checkbox"/>			
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>		
Sustainable development strategy	<input type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

If Yes, please elaborate how they have been involved.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
National Centre for Non Formal and Distance Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes No

Adult education

If Yes, please provide name and contact details:

National Centre for Non Formal and Distance Education, Government Building-10, Barilgachdyn Talbai, Chingeltei district, Ulaanbaatar, Mongolia. Telefax: +976 11 324344

Adult literacy	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> National Centre for Non Formal and Distance Education, Government Building-10, Barilgachdyn Talbai, Chingeltei district, Ulaanbaatar, Mongolia. Telefax: +976 11 324344	

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes No
...adult education?	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>	
...adult literacy?	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>	

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes No
...adult education?	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>	
...adult literacy?	<input type="checkbox"/> <input checked="" type="checkbox"/>
<i>If Yes, please indicate what activities are undertaken and provide references:</i>	

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes No
...adult education?	<input checked="" type="checkbox"/> <input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/> <input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.	

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

tugrik (1350 tugrik = 1 USD)

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input checked="" type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	242,830.0	267,033.9	Master Plan to Develop Education Sector in Mongolia, 2006-2015
<i>Sub-national governments</i> ⁵			
<i>Total</i>			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If Yes, please provide a brief description:

The following several documents on NFE were approved by Minister of Education, Culture and Science in 2010 based on the revision of previous orders and decisions. By an order no.556 dated on 10 December 2010 of Minister of Education, Culture and Science the following legal documents were approved:

- A Policy on training of non formal education;
- Lifeskills based literacy training curriculum;
- Multi-grade teaching and training curricula on fine art, mathematics, mongolia language, and nature-health;
- Lifeskills training curriculum for NFE;
- Health training curriculum for NFE;
- Pre-service teacher training curriculum on NFE and adult education
- NFE training plan
- A Regulation on NFE Gegeerel centre/CLC

By an order no.600 dated on 20 December 2010 the followings were approved:

- A job-description for a director of NFE Gegeerel centre/CLC
- A job-description for a NFE teacher
- Planning, evaluation and assessment of a NFE teacher's job
- Planning, evaluation and assessment of a director's job of NFE Gegeerel centre/CLC

These newly approved legal documents are instrumental and ensure legal environment to fund NFE teachers and staffs working in this field.

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, prisoners	<input checked="" type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input checked="" type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents	<input checked="" type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents	<input checked="" type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
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<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents, herdsmen	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	youth and adults, ethnic groups, rural residents	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input type="checkbox"/>	<input type="checkbox"/>
On adult literacy	<input type="checkbox"/>	<input type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Mongolian	<input checked="" type="checkbox"/>
Kazakh	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

A National Life skills based literacy training curriculum was approved by Minister of Education, Culture and Science in 2010 and translated into Kazakh language.

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	
Every year, National Centre for Non Formal and Distance Education collects information/data on adult education and literacy programme from every province and submit to MECS. Attached some figures in Annex 1.	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If measures have been undertaken please provide a brief description and references:

The measures are indicated in National Programmes on Literacy and Gender Equity

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2010	By an order no.556 of Minister of Education, Culture and Science following legal documents were approved: <ul style="list-style-type: none"> - Lifeskills based literacy training curriculum - Lifeskills training curriculum for NFE; - Health training curriculum for NFE; - Pre-service teacher training curriculum on NFE and adult education
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>	2010	
Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2010	Lifeskills based literacy training curriculum
Learning materials	<input type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>	2011	By an order no.268 dated on 8 July 2011 of Minister of Education, Culture and Science the In-service Teacher Training on Equivalency Programme and Multi-grade Teaching were approved

Teaching/ learning methods	<input type="checkbox"/>		
Assessment of learning outcomes	<input type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	4 credit hour	<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	
Adult literacy				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input type="checkbox"/>		<input checked="" type="checkbox"/>	2 credit hour
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input type="checkbox"/>		<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	290 000 tugrik	In average, monthly salary for full-time NFE facilitator
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (*If yes, mark all that apply*)

	Monitoring	Evaluation
Adult education	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description and references:

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6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

If one or more of the boxes is marked, please provide a brief description and references:

Non-Formal education sector analysis were made in 2009 and its report was translated into English. Also distributed to all stakeholders and placed in website www.nfde.mn

In 2011, Case Study and National Workshop on Effective Management and Sustainability of Community Learning Centers in Mongolia was conducted and its report in Mongolian and English was also placed in the website

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
... other excluded/ under-represented/underprivileged groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input checked="" type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?

	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
There is lack of learning and training equipments in rural NFE Gegeerel centres

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Currenty, there are funding obstacles to print literacy textbooks, organize literacy training at grassroots level and reach to the learners in remote rural area.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Targets of Non-formal and adult education in Master Plan of Mongolian Education (2006-2015)

Access:

- literacy rate will be increased from 97.7% to 99.0% by 2008.
- Percentage of illiterate female population enrolled in non-formal education and enlightenment centers will increased by 75.2% and will reach 99.0% and for male -increased by 59.5% and reach 99.0%.
- 40% of dropouts from general secondary schools will be provided with equivalence and nonformal education training.

Quality and relevance:

- Funding for national center for non-formal and distance education, and enlightenment, nonformal education centers in soums and districts will be increased by 8% annually.
- Expenses for re-training teachers of non-formal education will be allocated by Government centralized expenses for re-training annually.

Management:

- A national system of monitoring and evaluation for non-formal education will be established.

Program contents

Access:

- Develop criteria and indicators for identification of level of literacy of the population, and conduct detailed survey on literacy
- Increase variety of training programs and training materials on literacy of basic and next levels for illiterate adults (below 40 years old), regularize trainings, and increase enrollment
- Develop equivalence training program for primary, basic and complete secondary education, develop and publish training modules
- Cover children of school age being enrolled in re-education with variable costs, and resolve financial

issues

- Train non-formal educational teachers to train students with multigrade training programs
- Conduct detailed research on level and needs of adult education with application of international methods
- Increase variety of non-formal educational services, increase living skills and household incomes based on training needs, and develop and utilize training programs aimed at upgrading general level of education

Quality:

- Upgrade content and methodology of re-educational training programs for primary, basic and complete secondary education in accordance with new educational standards
- Introduce multigrade teaching methodology in equivalence training, and develop optimal version to be suitable for particularities of Mongolian context based on studies of theoretical and methodological rationales
- Develop and organize various training programs of non-formal education with accordance with needs and specifics of adult education, improve quality of training materials
- Improve number and supplies of human resources of non-formal educational teachers
- Undertake gradual measures to train non-formal educational teachers and re-train them
- Increase capacity and resources of non-formal educational enlightenment centers, and improve their training environment
- Organize evaluation of training quality of primary and basic education provided in nonformal and open forms in cooperation with formal training institutions
- Management: Define policy and strategies of non-formal educational sector to be able to create possibilities for population to learn continuously and during lifetime
- Strengthen national and local institutions of non-formal education, and define their status
- Provide support to people from poor and vulnerable groups and unemployed people in obtaining adequate education and profession, and improve legal environment in accordance with Employment Fund
- Include financing mechanism in the laws on education and budget
- Increase funding for non-formal educational services and allocate as separate line in budget
- Funding for non-formal education to be allocated optimally at national and local levels

- Create database of non-formal education, and establish specific methodology to collect, process, exchange and utilize information
- Improve monitoring and evaluation criteria

Annex 1

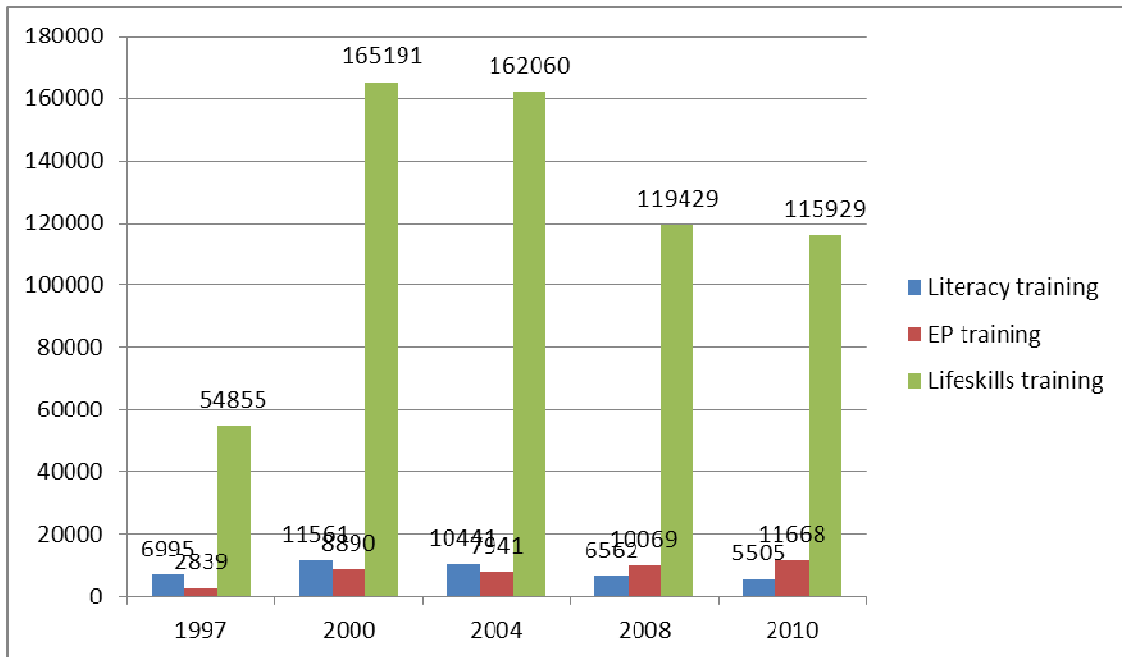


Chart 1. Number of learners enrolled in NFE trainings

Table 1. Learners of EP training

№	Academic year	Learners of EP training			From all learners: School age children			From all learners: Learners above 19 yrs of age		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
1	2006-2007	8 229	5 162	3 067	6913	4366	2547	1 316	796	520
2	2007-2008	10 069	6 376	3 693	7946	5027	2919	2 123	1 349	774
3	2008-2009	12 336	7 888	4 448	9205	5926	3279	3 131	1 962	1 169
4	2009-2010	11 668	7 501	4 167	7 240	4 765	2 475	4 428	2 736	1 692