

MONGOLIA
EDUCATION
Sectoral and OR+ (*Thematic*) Report
January – December 2018



Girls from school # 4 of Zavkhan province are happy to be part of the life skills program, supported by UNICEF
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ABBREVIATIONS AND ACRONYMS

CSS	Comprehensive school safety
CWD	Children with Disabilities
DRR	Disaster risk reduction
ECD	Early childhood development
ECE	Early childhood education
EMIS	Education Management Information System
GBV	Gender based violence
GFA	Geographic focus area
MECSS	Ministry of Education, Culture, Science and Sports
NGO	Non-governmental organization
SDG	Sustainable Development Goal
SRH	Sexual and reproductive health
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene

1. EXECUTIVE SUMMARY

This report presents an overview of results achieved by UNICEF Mongolia during the reporting period January to December 2018 within its education outcome (Outcome 200: By 2021, the most disadvantaged children benefit from increased access and utilization of educational services in a healthy, inclusive and quality learning environment).

The focus of the Education outcome in 2018 was on strengthening the efficiency in planning and financing of education sector to have explicit provisions on equitable access for every child both to pre-school and basic education. Technical assistance improved the scope and quality of the data on children with disabilities and SDGs in the EMIS, which in turn will support better, equity focused decision making. Improving safety and security in educational settings including WASH, child protection and parents' and community participation in school decision making has been a focus of operational service delivery interventions.

The Asian Ministerial Conference on Disaster Risk Reduction, a flagship event hosted by the Government of Mongolia took place In 2018. With this event, UNICEF and partners supported government in increasing commitment to school safety and emergency preparedness.

A new approach was initiated in assessment of student performance in basic education including building technical capacity of teachers, development of tools for better analyses of performance results. Learning materials for native language reading, multilingual teaching methodology and guidance were developed in partnership with the World Bank and Organization for Security and Cooperation in Europe.

UNICEF continued to advocate and provide technical assistance so that the most disadvantaged children in Mongolia benefit from increased access to and utilization of educational services in a healthy, inclusive and quality learning environment. With the technical support from UNICEF, MECSS reviewed the Integrated ECD policy adopted in 2005 and made recommendations to strengthen it in line with the latest developments in ECD.

In 2018, Mongolia has made a significant progress in improving health education in secondary school. Starting from the academic year 2018/2019, Health Education became a stand-alone subject in secondary education. Newly developed curriculums included content on UNICEF priority areas, such as Comprehensive Sexuality Education curriculum and added curriculums on mental health, gender based violence prevention and nutrition.

Local governments, communities, kindergartens and schools continued to play vital roles for piloting and testing the innovative approaches in education sector of UNICEF geographic focus areas (GFAs). To raise public awareness of the value of inclusive education, videos and books were produced and shared widely through TV and social media channels and distributed to schools and kindergartens nationwide.

As part of implementation of integrated ECD policy, an integrated ECD service strategic plan for Bayanzurkh district of Ulaanbaatar and Bayankhongor, Gobi-Altai and Zavkhan provinces were developed for 2018-2020. This plan elaborates on how to achieve better results in planning, delivering and evaluating ECD services for children through a wider and closer

collaboration between health, nutrition, education, child protection and community development.

To increase access to services with much better and healthier conditions, a Ger-Kindergarten model with WASH facilities was tested in two districts of Ulaanbaatar and three geographic focus areas. Thus, 450 more boys and girls were enrolled in early childhood education (ECE) in 2018 compared to 2017. The increasing trends are observed in all geographic focus areas. For example, enrolment rate for Bayankhongor and Gobi-Altai increased by one point respectively from 89% to 90% and from 90.2% to 91.2% in 2018 compared to 2017.

To support the government in its efforts of improving access for children with disabilities to regular schools in its GFAs, UNICEF Mongolia built partnership with various NGOs, including the Mongolian Education Alliance, the Mongolian Association of Sign Language Interpreters, the Deaf Education, the Association of Parents with Disabled Children and the Mongolian National Association for Wheel-chair Users. In addition, UNICEF Mongolia collaborated with NGOs including “All4Education” National Coalition and Save the Children-Japan to improve their policy advocacy and initiate inclusive education projects in line with Convention on the Rights of Persons with Disabilities General Comment 4: Inclusive Education (2016).

In 2019, UNICEF Mongolia will continue working with Government and partners on improving quality and accessibility of inclusive education, early childhood education, implementation of ECD strategy, health education through policy advocacy at national level, capacity building of service providers and increase development and participation of children and their parents in creating demand for higher quality education services in GFAs.

2. STRATEGIC CONTEXT OF 2018

Recovering from an economic crisis, Mongolia is under the International Monetary Fund (IMF) Programme since 2017 and continues to make satisfactory progress according to a recent IMF review. Mongolia Human Development Index reported as 0.741 ranking 92 out of 189 in 2017. In 2018, Mongolia's economy as measured by the GDP grew with 6.4 per cent. As of September 2018, external debt stands at 27,9 billion USD and government revenues account USD\$ 3 billion. Mongolia's economy remains vulnerable as it depends mostly on extractive sector and has a high public and external debt. In 2018, the political situation has been unstable which contributed to uncertainties and delays in e.g. approval of the state budget. It is also worth noting that to sustain economic growth and sustainable development objectives, Mongolia will need to address a number of serious environmental challenges such as pollution, water scarcity, degradation of grassland and climate change.

The Mongolia 2019 budget sustained its allocations for the social sectors: health (USD\$ 302 million - 7 per cent of total state budget), education (USD\$ 670 million 16 per cent) and social protection (USD\$ 606 million - 14 per cent). The education sector remains one of the priority areas for the Government. However, more needs to be done to improve the efficiency of budget allocations, translating them into positive results for children and communities as well as strengthening the equity focus. Thus, in 2018 UNICEF put substantial efforts in advocacy for increased budget allocation per pupil cost for CWD studying in general schools.

The national per cent age of attendance in early childhood education programmes by children aged 2 to 5 years old has shown an increase over the last year from 80.9 per cent to 82.8 per cent. Analysis undertaken by Ministry of Education, Science, Culture and Sports (MECSS) in 2018 showed that 74 per cent of schools have basic drinking water facilities and 63 per cent of schools have basic sanitation facilities, with rural schools more disadvantaged compared to urban schools.

National primary and basic education net enrolment rates reached 96.2 per cent and 94.7 per cent respectively in the 2017–2018 academic year, compared to 95.9 per cent and 94.2 per cent in the previous academic year (MECSS, 2018). MECSS reported a continuous increase in the national preschool gross enrolment rate in 2017-2018 (82.8 per cent), compared to 80.9 per cent in 2016–2017.

Despite the continuous progress in increasing access to primary and secondary education over the years, the quality of education remains a major challenge. Furthermore, there are major challenges ahead to make education better fit for the demands in the 21st century.

MECSS conducted an annual national education quality study for samples of grades 5, 9 and 12 between 2014 and 2017 and the results revealed mediocre improvements in students' learning achievements, with large disparities over the years between urban and rural areas as well as between provinces. To tackle this issue, UNICEF Mongolia supported MECSS to finalize and publish formative and criteria-based assessment guidelines, which were initially drafted within the Mongolia–Cambridge Education Initiative project in 2015. Using these formative assessment guidelines, MECSS started to implement capacity-building programme for primary and secondary school teachers nationwide from 2018 with extensive focus on GFAs.

Emerging issues in adolescent health are increasingly recognized by MECSS. Adolescents face stress, leading to mental health problems. Every fourth adolescent death of age 10-14 and every fifth adolescent death among 15-19 years old is due to the suicide (SDG 3) according to the National Health Statistics Report (Ministry of Health, 2018). The per cent age of suicide from all types of mortality among adolescents aged 10-14 increased 5 times, reaching 18 per cent compared to 2003 (3.3 per cent). 75 per cent of suicide cases among adolescents aged 10-14 were boys. For age range 15-19, it was 65 per cent boys.

In 2017, the percentage of sexually transmitted infections' (STI) incidence among all communicable diseases increased by 2.7 per cent compared to 2016, reaching 34.7 per cent. 12.3 per cent of all STI cases were among adolescents aged 15-19, compared to 11.9 per cent in 2016. UNICEF is leading discussions with MECSS on improving legislative environment and developing guidelines and tools for schools to implement school-based programs on improving services on adolescent health, building adolescents' skills for life and consequently increasing their resilience to health and social risks. Increasingly UNICEF is involved in the discussions on improving quality of adolescent health services. There is a need to invest more in the quality of health education, health promotion and skills building initiatives in education settings.

Scale and scope of the UNICEF Mongolia education programme

UNICEF Mongolia's education interventions continued to focus on enrolling children with disabilities in regular schools and kindergartens, providing second learning opportunities for out-of-school children, improving learning outcomes for ethnic and linguistic minority children, improving ECE/ECD access for young children, improving health education and skill building for adolescents.

Our initiatives in supporting policy development included continuous support in localization of SDG 4: Education 2030 agenda, improving the policy environments for inclusive education and child development and protection, strengthening capacity to implement DRR in the education sector, and improving access to and the quality of ECE/ECD services. Activities in the ECE/ECD and basic education sub-sectors continued to be driven by a strong equity focus, aiming at expanding access to and improving the quality and management of early childhood, primary, and secondary education for the most disadvantaged children in UNICEF Mongolia's target areas (Bayankhongor, Gobi-Altai and Zavkhan provinces, and Bayanzurkh and Khan-Uul districts of Ulaanbaatar).

Replication of good practices and lessons learned from the previous country programme's target areas (Nalaikh district of Ulaanbaatar and Khuvsgul province), including locally tested inclusive education models and child-friendly kindergarten self-assessment tools continued in 2018.

Partnerships

UNICEF works in coordination with major development partners including World Bank, Asian Development Bank, UNESCO and UNFPA through continuous exchange of information, consultations and dialogue. Thus, development partners do coordinate their efforts in supporting the MECSS in development of the new Education Sector Master Plan. Furthermore, partnerships with various academia and NGOs were continued based on Programme Cooperation Agreements (PCA), Small Scale Funding Agreement and contracts as well as by coordinating interventions. Under the PCA with Mongolian Education Alliance, stakeholders such as Mongolian Sign Language Association, State University of Education, Institute of Education as well as Institute of Teachers Professional Development worked together to strengthen the education services to CWD and ethnic minorities children. Local Senior Teachers Association and other local NGOs are also involved in implementation of the Programme interventions in GFAs. Private sector partnership plays critical role in WASH and pre-school education services. NGOs and INGOs as well as local community councils are growingly interested and join the platform to exchange the knowledge, experience and learning.

Preparation of and involvement in Agenda 2030

UNICEF Mongolia continued to play an important role in advocating SDG 4 (Ensure inclusive and equitable quality education and promote life-long learning opportunities for all), and putting equity and inclusion at the centre of Mongolia's national and local education policies and plans. Partnering with UNESCO and ADB, UNICEF supported government in localization

of SDG 4 by increasing understanding about sustainable development goals and improving convergence with national policies and planning.

UNICEF Mongolia, in collaboration with UNICEF East Asia and Pacific Regional Office Education team and UNESCO Beijing Office, played an important role in supporting development of the new Education Sector Master Plan 2020–2030. This work will continue in 2019.

3. RESULTS ACHIEVED IN THE SECTOR

Outcome 200: Inclusive, healthy and quality learning environments

In 2018, education programme continued its technical assistance in strengthening the legal framework and creation of operational tools to support education services that are inclusive and high quality.

In partnership with UNESCO and ADB, UNICEF focused on localization of SDG 4, building the national technical capacity in education policy analyses, development and approval of child protection policy in education settings, expanding EMIS by including information on inclusive education, increasing sector capacity on budget planning, development and testing of the tools for engaging communities, families and children in school management. These efforts contributed to continuous increase in national pre-school, primary and basic education net enrolment rates (79.8 per cent, 96.2 per cent and 94.7 per cent respectively in the 2017–2018 academic year, compared to 78.1 per cent, 95.9 per cent and 94.2 per cent in the previous academic year, MECSS, 2018).

UNICEF Mongolia supported the initial stages of the development of the Education Sector Master Plan led by the MECSS. The master plan development will be completed by mid-2019.

In addition, Government of Mongolia hosted The Asian Ministerial Conference on Disaster Risk Reduction in July 2018. UNICEF and partners supported bringing voices of children and youth on school safety to the attention of the Ministers. This resulted in the Government adopting two recommendations, including prioritization of comprehensive school emergency prevention programmes and continuation of education services during the emergencies.

UNICEF Mongolia continued its partnership with the Government to increase the access to quality education at all levels for people with disabilities. Significant efforts were put in advocacy for and approval of increased budget allocation per pupil cost for CWD studying in general schools. UNICEF Mongolia worked jointly with various NGOs, Mongolian Education Alliance (MEA), Association of Parents with Disabled Children (APDC), Deaf Education, and Association of Wheel-chair Users, to implement interventions that improved access for children with disabilities to kindergartens and schools in the GFAs.

Shortage of textbooks and learning materials in their own languages is one of the main obstacles ethnic minority children face. UNICEF Mongolia and the Education Institute's Unit for Education of Ethnic Minority Children continued their collaboration with Tuvan minority teachers in Bayan-Ulgii province and developed a "Tuvan language-5" student's textbook and

teacher's guidebook. All existing 500 students and 100 teachers from two schools of Bayan-Ulgii and Khovd provinces have used them in 2018. This completes the final set of textbooks and guidebooks forming a full set of primary grade Tuvan language learning. Project monitoring emphasizes importance of the continuing building the teaching capacity and integration of bilingual teaching methodology in pedagogical universities curricula. UNICEF also supported re-introduction of health education in schools, testing of the new approaches in promoting adolescent mental health and building capacity of service providers on designing and implementing adolescent-centered programs.

Output 201: Enabling environment for learning

Integration of children with disabilities in general education schools and facilitation of quality native language learning for ethnic minority children has been a continued focus of the output.

In addition, assessment methodology was improved by increasing knowledge and practical skills of teachers in conducting assessment (325 teachers and officers involved, covering all education departments nationwide and all schools in Bayankhongor, Gobi-Altai, Zavkhan and Bulgan provinces), including skills on developing tasks and assessing the performance. Initiatives on supporting bilingual education progressed further in 2018 with partnership with European Union and World Bank. Capacity building of 70 teachers and school authorities through international and national level trainings helped to strategize and improve planning for supporting multilingual education.

At the national level, advocacy work on providing a protective environment in educational settings and integration of inclusive education concept in education plans and strategies has been done. Primary results indicate an allocation of additional funding to support per-capita pupil cost for CWD studying in regular schools and draft provisions to be included in the Education Sector Master Plan which is currently under development. Scope and quality of statistics on CWDs in EMIS is strengthened through the technical assistance. It resulted in increased variation of the disability indicators according to types of disability and improved guideline on identification, verification and reporting to EMIS.

UNICEF supported MECSS in development of first ever standard on ensuring a safe environment in kindergartens, which included health and safety issues related to kindergarten facilities. The National Agency for Standard and Metrology approved this standard and it was distributed to all kindergartens nationwide for compliance. The same standard for ensuring safe environment in schools was developed by the end of 2018 and has been submitted for approval.

In the reporting period, as part of equity-focused ECD, UNICEF advocated for the review of National core curriculum for pre-school education in collaboration with MECSS and Mongolian Institute of Education Research. The review was conducted in the last quarter of 2018 and final report is expected at the end of April 2019. The review looked into equal opportunities of quality ECE services for all children, especially most disadvantaged.

UNICEF also supported MECSS and Education Department of Ulaanbaatar in the development of a training module on supporting children with disabilities in early childhood. Application of this training module resulted in improved knowledge and practices of 120 teachers and parents (9.4 per cent of targeted group).

Output 202: ECD and primary education

The objectives of the Early Childhood Development (ECD) programme are to increase understanding and implementation of integrated ECD, access to pre-school services and teaching quality. With financial support from UNICEF, MECSS developed a training module on nutrition for ECD service providers and conducted a training for 260 kindergarten managers and cooks in Ulaanbaatar. This is the foundation of a comprehensive learning package development to integrate nutrition in ECD services. As part of implementation of integrated ECD policy, a community level strategic plan was developed for 2018-2020, highlighting how to achieve better results in planning, delivering and evaluating ECD services for children through a wider and closer collaboration between health, nutrition, education, child protection and community development.

A series of trainings has been conducted among parents of children with 0-5 years old about child health, how to cook nutritious food for children, how to get support from existing child protection mechanism and about positive parenting.

In the reporting period, UNICEF provided technical assistance for application of home-based ECD distance learning kits in Bayankhongor province. It has contributed to an increase in pre-school enrolment rate by one point compared to the previous year. Also, 330 of the most disadvantaged children and their parents benefitted for the first time from ECE services.

As part of the UNICEF basic education program, the partnership with Mongolian Education Alliance NGO continued, providing support to local Departments of Education on replication of inclusive education model - Center for Children with Disabilities and Community Participation in School Management in selected six schools and one disability center in GFAs. The initiative included extensive capacity building reaching school staff, students and community members. As a result, out of 102 children with disabilities, registered in newly established 6 centres in GFAs, 10 children were involved in routine school. Achievements and lessons learnt on the continuous improvement of education service delivery targeting CWDs at local level served as examples for other lower administrative levels (soums) in the provinces. Program monitoring reports indicate improvement in public awareness of the value of inclusive education and this is translated in local annual plans: (a) specific provisions to support inclusiveness of CWDs were included in the schools' development plans for 2018-2019 academic year; (b) the provincial development plans as well as output contracts school directors with provincial governors include objectives and indicators related to improvement of access and quality education services to CWDs. However, managerial, technical and financial capacity of different provinces varies resulting in different outcomes: there are still 27 CWDs, who are out of school in focus soums. There are some positive improvements such as school #3 in Gobi-Altai province was able to bring back home 2 students who were studying in specialized schools in Ulaanbaatar. The program reports also highlight increased participation of parents in school decision making (20 parents groups are active in 6 schools).

Community Participation in School Management project in selected six schools of GFAs capacitated 740 people including decision makers, community members, parents and children in raising their awareness in inclusive education. Trainings and meetings resulted in changed attitudes towards inclusive education. It helped in increasing allocation of local budget in Gobi-Altai , operationalization of 20 parents' groups, 77 new partner organizations working with schools, and 19 new provisions in school policies and plans in support CWDs.

Analysis of the curriculum on education for children with special needs in teachers training and teacher's professional development field was conducted by MECSS and Education University. It led to extensive collaboration of partnership of local education departments with the Education University and updates of school curriculum, exchange of experience in teaching and education for CWDs.

A sign language illustrated dictionary was completed with online version of sign language primary level training according to the request from 3 provinces. An online training program on early detection and engagement was also developed and shared with local education departments to facilitate teaching at the sub-national level.

The development of Tuvan language text books for children and guidebooks for teachers combined with extensive capacity building covering over 600 people resulted in significant improvements in reading and writing performances for Tuvan language particularly. According to the survey "Assessing the efficiency of mother tongue (Kazakh, Tuvan) language & Mongolian language teaching at primary classes of general secondary schools where classes are conducted in bi-lingual training" conducted in 2017-2018, Tuvan language performance average score improved from 43 per cent in 2013 to 58 per cent in 2017 for children and for teachers it improved from 25 to 78 per cent.

Output 203: Adolescent learning and participation

UNICEF partnered with UNFPA in supporting Government in re-introduction of Health Education into school curriculum, which brought long-awaited result in the education sector. As a member of the National Reference Group on Health Education, UNICEF mobilized key professionals from the education and health sector and partner organizations to support MECSS in curriculum development and approval by Ministerial Order in July 2018. UNFPA supported implementation of the newly developed curriculums by building capacity of subnational methodologists. 19 national master trainers and 90 sub-national trainers were trained and were tasked to train health education teachers nationwide. Health Education classes started from September 2018 in all schools nationwide. Further support is needed to ensure the quality of health education.

UNICEF is testing a multi-sectoral approach in promoting adolescent mental health in Gobi-Altai province. The approach entails general awareness raising, consultative meetings among general public (250 people involved, including representatives from local decision makers, school administration, parents, primary level health service providers and medical college students,)), which resulted in provincial level action plan on addressing adolescent mental health for coming 3 years. Implementation of the action plan started with capacity building

of primary level health and education sector professionals (125 professionals - school doctors and social workers, adolescent doctors and soum doctors) on adolescent mental health, specifically on identification of mental health problems among adolescents, counselling and referral. Trained professionals were equipped with communication and training materials.

A baseline survey on adolescent mental health was done in Gobi-Altai province, involving 2200 children from grades 6-12 (aged 11-18) and 1900 parents, caregivers and teachers. The report showed that 36.1 per cent (6 per cent higher than national average) of adolescents have mental health problems and 5.2 per cent (lower than national average by 3.8 per cent) of them had emotional and behavioural disorders. One of the specific results from the survey is that adolescents in the province have low quality relationships with peers leading to loneliness, poor management of emotions and anger. The most alarming results were reported from remote and isolated soums. Local government is increasingly aware of the challenges and is investing in the expansion and renovation of mental health department in the provincial hospital and creating separate space for inpatient children.

Life skills programs started at the end of 2017 in Zavkhan province and were completed by November 2018. All adolescents in secondary schools in Zavkhan province were reached by the life skills program “My Family” (6035 adolescents aged 10-14) and the life skills program “My World” (3001 adolescents aged 15-17). This experience was shared during the regional Children’s Forum which helped other provinces to start planning and implementing these programs.

Baseline survey to measure life skills of adolescents and support provided to them was conducted in Zavkhan province in the beginning of 2018, prior to implementation of life skills programs among adolescents, involving 7732 adolescents (girls 52%). Survey report showed that adolescents in the province were lacking social competencies and having less possibilities in constructive use of time. This indicates that school extra-curricular activities and community based activities reinforcing adolescents’ empowerment, social skills and participation are crucial. There were some discrepancies between lower administrative levels (soums) observed in the survey result, showing that most remote soums located in the western and southern parts of the province have worst scores in terms of constructive use of time, positive values and social skills.

UNICEF Mongolia is investing in new and innovative approaches in delivering sexuality education by empowering and engaging youth in the development process: girls consultation on the needs and design of menstrual tracker app, support to digital sexual education through development of smart phone application game “Lifehack”. Lifehack group was created and active on Facebook, which attracts and engage youth and adolescents in frequent discussions and opinion polls in regard to design and story for the game.

The “Air Pollution and Youth Digital Mappers” project aimed at involving youth in awareness raising and public education on reducing exposure to air pollution was implemented in 20 schools of Bayanzurkh district through partnership with Scout Association of Mongolia and district education department. 20 active clubs were established to assess air quality on their way from home to school and school indoor air quality. Clubs were active on Facebook and

other online platforms informing the public about air pollution levels and raising awareness on what people can do to reduce exposure to air pollution.

Lifhack Facebook page:

<https://bit.ly/2FiwJey>

Youth Digital mappers Facebook page:

<https://bit.ly/2U0HPhE>

Youth Digital mappers video story:

<https://youtu.be/8UAUEWQk9Sk>

Results Assessment Framework

The table below shows the status of education outcome indicators.

Outcome 200: By 2021, the most disadvantaged children benefit from increased access and utilization of educational services in a healthy, inclusive and quality learning environment			
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (YEAR) (% OR #)	PROGRESS (% OR #)(2018?)
Per cent age of children aged 36–59 months attending an ECE programme (national/boys/girls/poorest quintile)	68.2%/68.1%/68.2%/35.8% (MICS, 2013)	78%/78%/78%/46%	91.1% in Gobi-Altai 94,4% in Zavkhan 90% in Bayankhongor 72,8 % in Bayanzurkh 86 % in Khan-Uul (MECSS, 2018)
Basic education Net Enrolment Rate of Kazakh minority children (Bayan-Ulgii province, total/boys/girls)	85.0%/84.9%/85.2% (MICS, 2013)	90%/90%/91%	92.4%/ 90.7%/ 94.2%
Enrolment rate of children with disabilities in general education schools (national)	44% (MECSS, 2010)	70%	44%
Adolescents aged 15–19 with comprehensive knowledge of HIV and AIDS (national: boys/girls)	69.5%/68.6% (MICS, 2013)	80%/80%	Data not available
Proportion of kindergartens, schools and dormitories in	0 (2016)	100%	50%

UNICEF target areas with improved WASH facilities in line with national norms and requirements			
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The table below shows the status of the enabling environment for learning output indicators.

Output 201: The Ministry of Education, Culture, Science and Sport's capacity to develop, budget, design and implement equity-focused, gender-sensitive policies, strategies, norms, requirements for early childhood development, primary and adolescent learning is enhanced			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Existence of appropriate law/policy explicitly mentioning the rights of children with disabilities to receive an education – score (1–4) ¹	Score 3 (2016)	Score 4 (2018)	Score 4 (2018)
Availability of a DRR strategy within the Education Sector Plan/Policy – score (1–4) ²	Score 1 (2016)	Score 3 (2021)	Score 1 (2017) Education Cluster members drafted a framework based on the three pillars of CSS for approval by MECSS and the National Emergency Management Authority

¹ Score 1: There is no law /policy establishing the right to education for children with disabilities.

Score 2: There is a law/policy establishing the right of all children to attend school, which implicitly but not explicitly includes children with disabilities.

Score 3: There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities.

Score 4: There is a law/policy establishing the right of all children to receive an education, with an explicit mention of children with disabilities. And also a national plan on inclusive education.

² Score 1: There is no conflict/DRR/CCA strategy in the Education Sector Plan/Policy.

Score 2: The Education Sector Plan/Policy includes an incomplete conflict/DRR/CCA strategy and a vision for relevant education in adverse contexts that is poorly articulated or poorly implemented to mitigate the conflict, disaster and climate risks. The strategy includes only few of the following: capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, CP etc.). There is no monitoring and evaluation framework for the implementation of the strategy.

Score 3: The Education Sector Plan/Policy includes an incomplete conflict/DRR/CCA strategy and a vision for relevant education in adverse contexts that is partially implemented to mitigate the conflict, disaster and climate risks identified. The strategy includes some of the following: capacity development for education personnel, promotion of community and children's engagement, guidance on teaching content and resources, school construction standards, and linkages to other sectors (WASH, CP etc.). There is no monitoring and evaluation framework for the implementation of the strategy or there is one but the strategy implementation is monitored less frequently than twice a year.

Existence of policies on inclusive ECD covering particularly children with disabilities and other marginalized children – score (1–4) ³	Score 2 (2016)	Score 3 (2019)	Score 2
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The table below shows the status of ECD and primary education output indicators.

Output 202: Decentralized education authorities in target areas have improved capacity to increase access and utilization of quality, inclusive ECD and primary education services			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
ECD centres benefiting from UNICEF interventions	0 (2017)	25 (2021)	16
ECD facilitators/teachers who received training with funding provided by UNICEF	0 (2017)	350 (2021)	260
Number of children benefiting from ECE through alternative approaches (such as home-based ECD, accelerated school readiness models, parent education) with support from UNICEF	0 (2017)	10,000 (2021)	1,730
School management committees (or parent–teacher associations, school communities or similar structures) that were supported by UNICEF to develop their capacity	0 (2017)	20 (2021)	6
Schools that were supported by UNICEF to become accessible to children with disabilities	0 (2017)	20 (2021)	8

The table below shows the status of adolescent learning and participation output indicators.

³ Under revision

Output 203: Education authorities in target areas have improved capacity to design and implement innovative programmes that can enhance life skills, participation and increase utilisation of STI prevention services

OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Per cent age of adolescents in GFAs reached by school and out-of-school programmes aimed at building adolescents' skills for life	0% (2016)	50% (2021)	23% (2018)
Proportion of schools in target areas providing psychological counselling service for adolescents	0% (2016)	50% (2021)	25% (2018)

4. FINANCIAL ANALYSIS

Table 1 Planned budget for Thematic 5: Education

**Outcome Area 200: Inclusive, healthy and quality learning environments
Mongolia**

Planned and funded for the Country Programme 2018 (in US Dollars)

Intermediate results	Funding type ²	Planned budget ³
22-01 Equitable access to quality education	RR	0
	ORR	360,000
21-08 Early childhood development	RR	0
	ORR	510,000
22-02 Learning outcomes	RR	0
	ORR	530,000
21-09 Adolescent health and nutrition	RR	65,000
	ORR	118,000
22-03 Skills development	RR	0
	ORR	57,000
Total Budget		1,640,000

¹ Table 1 is prepared based on Multi Year Work Plan 2017–2018 estimates.

² RR: regular resources; ORR: other resources – regular (*add ORE: other resources – emergency, if applicable*)

³ Planned budget for ORR (*and ORE, if applicable*) does not include estimated recovery costs. ORR-funded amount excludes cost recovery (only programmable amounts).

Table 2: Country-level thematic contributions received in 2018

Outcome Area 200: Inclusive, healthy and quality learning environments

Thematic contributions received by UNICEF Mongolia for Education, Outcome Area 200 in 2018 (in US Dollars)

Donors	Grant Number	Contribution amount	Programmable amount
Global – Education	SC1499050199	572499	543,874
Total		572,499	543,874

Table 3: Expenditures in the Thematic Sector - Education

**Outcome Area 200: Inclusive, healthy and quality learning environments
Mongolia**

Expenditures by key results areas in 2018 (in US Dollars)

Organizational targets	Expenditure Amount			
	Other resources – emergency	Other resources – regular	Regular resources	All programme accounts
22-01 Equitable access to quality education	11,647.2	163,267.62		174,914.82
22-02 Learning outcomes		285,200.25		285,200.25
21-09 Adolescent health and nutrition		52,288.92		52,288.92
22-03 Skills development		55,995.44		55,995.44
Total	11,647.2	556,752.23		568,399.43

Table 4: Thematic expenses by Results Area

Row labels	Expense
Other resources – regular	
22-01 Equitable access to quality education	163,267.62
22-02 Learning outcomes	285,200.25
21-09 Adolescent health and nutrition	52,288.92
22-03 Skills development	55,995.44
Total	556,752.29
Other resources – emergency	
22-01 Equitable access to quality education	11,647.20
Total	11,647.20
Grand Total	568,399.49

Table 5: Expenses by Specific Intervention Codes

**Outcome Area: 200 Inclusive, healthy and quality learning environments
Mongolia**

Major interventions using thematic funds based on Specific Intervention Codes in 2018

21-08-05 ECD Policy and system strengthening	528.15
21-09-02 Prevention of undernutrition in adolescence (10 to 19 years)	39,190.53
21-09-07 Adolescent development - health and wellbeing	38,713.02
21-09-08 Adolescent mental health	10,383.74
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	48,453.90
22-01-02 Provision of parental education for school readiness (including in temporary learning spaces)	8,957.02
22-01-06 System strengthening - inclusive education for children with disabilities	38,639.26
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	31,898.69
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	121,095.21
22-01-13 Education humanitarian cluster/humanitarian sector coordination	19,942.04
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	39,345.85
22-01-99 Technical assistance - Equitable access to quality education	54,952.55
22-02-07 Provision of early learning / pre-primary education teacher training	37,629.03
22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training	36,526.03
22-02-11 Provision of inclusive teacher training for children with disabilities	114,852.51
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	24,992.36
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	64,586.38
22-02-15 System strengthening - early learning / pre-primary standards and governance	18,566.13
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	80,115.51
22-02-18 System strengthening - learning assessment systems	73,008.67
22-02-19 System strengthening - mother tongue / multilingual education	18,221.29
22-02-99 Technical assistance - Learning outcomes	78,245.05

22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	29,707.10
22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)	23,859.31
22-03-99 Technical assistance - Skills development	49,212.63
Grand Total	1,101,621.96

* Total utilized figures exclude recovery costs and are indicative figures obtained from UNICEF Performance Management System.

Table 6: Planned budget for 2019

**Outcome Area 200: Inclusive, healthy and quality learning environments
Mongolia**

Planned budget and Available resources for 2019

Intermediate result	Funding type	Planned budget	Funded budget	Shortfall
22-01 Equitable access to quality education	RR	50,000	16,635	33,365
	ORR	363,760	174,949	188,811
21-08 Early childhood development	RR	0	12,600	-
	ORR	580,000	691,535	-
22-03 Skills development	RR	50,000	46,925	3,075
	ORR	260,400	74,836	185,564
Sub-total regular resources		100,000	76,160	36,440
Sub-total other resources – regular		1,204,160	941,320	374,375
Total for 2019		1,304,160	1,017,480	410,815*

*Total shortfall is calculated based on existing shortfall amounts in Output allocations.

¹ Planned and funded budget for ORR (*and ORE, if applicable*) excludes recovery costs. RR plan is based on total RR approved for the duration of the Country Programme.

² Other resources shortfall represents OR-R funding required to achieve results in 2019.

5. FUTURE WORKPLAN

Inclusive, healthy and quality learning environments is one of the three main programme components of UNICEF Mongolia's Country Programme 2017–2021. This component aims to ensure that the most disadvantaged children in Mongolia benefit from increased access to and utilization of educational services in a healthy, inclusive and quality learning environment. This includes increased access to ECD and preschool services and better-quality teaching, complemented by work to enhance parents' knowledge, attitudes and practices. Children and adolescents in schools and in out-of-school settings will benefit from improved life skills,

health, nutrition and sanitation. The programme will also provide support for emergency preparedness and response and DRR through the education sector.

It should be noted that in 2019, the Country Office will undertake a Mid-Term Review which may result in adjustments in priorities and strategies in relation to education. As per the current 2019 Annual Workplan, the focus will be as follows:

Output 201: Enabling environment for learning

In 2019, UNICEF Mongolia will focus on capacity building of national and subnational government and education institutions on implementing Integrated ECD Policy.

UNICEF will continue to support the MECSS in capacity building of the Ministry of Education on education sector planning and improving education statistics within the development of the new Education Sector Master Plan 2019-2030 and SDG4 localization process in collaboration with UNESCO, ADB and other partners. This will include:

- Expansion of disability indicators in EMIS at primary and secondary education levels
- Education data analysis of MICS 6 results with support from EAPRO
- Evaluation of Inclusive Education programme
- Development of DRR strategy in education

Output 202: ECD and primary education

In 2019, UNICEF Mongolia will continue working with national and local governments, NGOs/CSOs and private sector partners to achieve the following results in Bayankhongor, Gobi-Altai, Zavkhan and provinces, and Bayanzurkh and Khan-Uul districts of Ulaanbaatar:

- Review of the implementation of national core curriculum for ECE and draft ECD standards
- Support at least six energy efficient *ger* kindergartens with WASH facilities in the GFAs to increase access to early education for the most disadvantaged children.
- Training of at least 350 ECD facilitators/teachers on supporting holistic ECD approach and home-based distance learning
- Support education authorities in involving at least 2000 of the most disadvantaged children in ECE through alternative approaches and a new construction for kindergarten

UNICEF Mongolia will continue to provide technical support in inclusive education and community participation in school management interventions in the target areas:

- Building capacity of teachers and other relevant human resource in education sector on inclusive education and implement specific programs, such as visiting teachers
- Support development of regulation on operation of centers for children with disabilities
- Development of teacher's capacity to develop targeted training materials and lesson plans for children with specific needs

- Support in making inclusive education a core subject to be studied by all pre-service teachers at the State University of Education
- Improve policy environment and disseminate good practices on community participation in school management for planning, budgeting and monitoring
- To provide methodology and guidance for implementing child protection policy in schools (training, handouts)

Output 203: Adolescent learning and participation

In 2018, UNICEF Mongolia will further strengthen the education sector's capacity to improve school policies on adolescent health and development, with a focus on:

- Development of policy document on creation of support team on mental health (health promotion team) at school level
- Support development of new tools for school extracurricular activities, including climate change education, health education
- Improving quality of Health Education in schools: develop additional training materials, handouts, creation and certification of health cabinets
- Development of module on parenting to be implemented through schools
- Review of life skills program "My Family", "My World" and institutionalize it into school curriculum on life skills
- UNICEF Mongolia will also continue to support mobile application Lifehack on adolescent SRH education.

6. EXPRESSION OF THANKS

UNICEF Mongolia is grateful to the United Kingdom, Swedish, Japanese, Korean, Portuguese, Spanish, German and Italian National Committees for UNICEF, the Government of Monaco and the Government of Canada for their generous contributions in implementing the Basic Education and ECD and adolescent programmes, to improve the situation for children in Mongolia. This resulted in improved access to and quality of education focusing on the most disadvantaged children through explicit law provisions on equitable access to every child in pre-school and basic education supported with budget allocation, improved protective environment (WASH), scope and quality of data on CWDs, aligned EMIS with SDGs and increased access to life skills education.

UNICEF Mongolia would like to thank MECSS, the Ministry of Health, the Ministry of Labour and Social Protection, their agencies, universities, local education departments, schools and kindergartens, who contributed to the success of the programmes. We would also like to thank all development partners and local and international NGOs working in the education sector in Mongolia for their effective collaboration.

Annex 1. **“My Family” and programme is instilling important life skills in children in remote rural communities in Mongolia**

By Odgerel Myagmar, C4D Officer, UNICEF Mongolia

On a warm and sunny Sunday morning in early October, 13 years old Mandalmaa is doing her homework in her cozy *ger* in Tsagaankhairkhan Soum (village) in Zavkhan Province. Her mother Delgertsetseg, 42, a local meteorologist, is just back from a routine checkup of a meteorological monitoring station of the village. She does it even during weekends.



Photo 1. Mandalmaa and her mom Delgertsetseg. Often, they feel like friends, rather than a mom and a daughter. © UNICEF Mongolia/2018/Odgerel Myagmar

Mandalmaa lives with her mother only, as her father died a few years ago and her older sister, a 12th grader, lives and studies in Uliastai town, the provincial center. The school in their little village is up to 9th grade.

On Sundays, after Mandalmaa’s homework, Mandalmaa and her mom conduct their weekly discussions about household expenses against the budget, check balances and make plans for the coming week.

“Family budgeting” was one of Mandalmaa’s most favorite modules in My Family Programme, introduced in their school from 2017 as part of UNICEF Mongolia’s Adolescents Programme implemented across Zavkhan province.

“Before My Family programme, I had little knowledge on my family’s incomes and expenditures and was never involved in decisions related with money. But now, me and my mom plan carefully our family expenses, prioritize what is important. I am happy, when we make savings and deposit it in my Savings account,” says Mandalmaa. Delgertsetseg admits that she never paid much attention to proper management of her family’s finances. As a widow, raising two teenage daughters alone, sometimes she has difficulties. Now, she is very organized in terms of budgeting and Mandalmaa is a great supporter and helper. Mom and daughter not only plan their budgets, but also make a weekly menu of healthy meals and a plan of activities they can do together.

“Through My Family Programme, my daughter and other children in the community are learning many important skills that will be useful throughout their life. We, the parents, are learning with them as well,” admits Delgertsetseg. *“For many of us, it was difficult to do family budgeting related exercises with our children, as we lacked knowledge on this ourselves. We were grateful, when the school organized a training session for us, where staff of a local bank*

came to school to talk about managing household finances, loans and savings, calculating interest rates etc.”, Delgertsetseg adds.

School Social Worker Ms. Odgerel reinforces Delgertsetseg’s remarks highlighting that thank to My Family Programme children’s attitude towards appreciating the value of money changed dramatically.

“Our children no longer ask for money from their parents for Class Fund contributions, as before. We were pleasantly surprised recently, when our students, who studied My Family programme, did fundraising for their Class Fund by selling small hand-made souvenirs and homemade food products at a recent “Autumn Fair” of the village’, she says.



Photo 2. Ms. Odgerel, School Social Worker and Dr. Bolorchimeg, UNICEF Adolescents and HIV/AIDS Specialist exchanging views on the Programme. ©UNICEF Mongolia/2018/Odgerel Myagmar

Through this Fair, Odgerel, other teachers and parents saw that the children have become more responsible. In addition, children demonstrated improved planning, coordination and teamwork skills.

“As the focal point for the Programme and having worked closely with children, teachers and parents, I am pleased to see that children are getting closer with their parents through this programme. And our parents are much more involved in their children’s

development, than before,” Odgerel adds.

Before launching the My Family Programme, Odgerel conducted a baseline survey among parents towards their attitude to and involvement in their children’s development, which yielded quite low indicators. At the end of My Family programme, she will take another survey and compare the results. She expects very positive changes.

Students from Uliastai School No 4, also mentioned Budgeting as one of their favorite modules. Davaajargal, 13, an eighth grader, did the budgeting exercise with her mom and dad. Unlike some other parents, Davaajargal’s father Gantumur, 36, is very knowledgeable about finances, as he is an accountant. After the family analyzed their incomes and expenditures, Gantumur was criticized by Davaajargal for spending too much on cigarettes, which are harmful for his health.



Photo 3. Gantumur, 36, a father of Davaajargal, standing outside the School. ©UNICEF Mongolia/2018/Odgerel Myagmar

“I quit smoking after that remark by my daughter. I was glad that my daughter cared about my health and could express it to me openly. Smoking is indeed harmful for my health and is also expensive,” says Gantumur. “Doing that exercise with my daughter, I realized that I did not notice many things even being a professional accountant,” Gantumur adds.

There have been many positive changes in Gantumur’s family following the My Family Programme. After doing the Safe Environment module with her daughter, Gantumur fixed stairs of his house, which were not in good condition. An electric hot pot, which the family mostly used for cooking had always been on the floor, causing a risk of burns to Davaajargal’s 5-year-old sister. So, Gantumur moved it to a safer place. Davaajargal acquired a habit of drinking water during the day and now carries a water bottle with her. *“My Family programme is extremely beneficial not only for our children, but everyone in the family. We talk and listen to our daughter more. We see that she is acquiring many practical and useful skills that are usually not taught in school. Unfortunately, the Programme is ending soon. I wish its content was enriched and continued in our schools”,* says Gantumur.

Dr. Bolorchimeg, UNICEF Mongolia Adolescents and HIV/AIDS Specialist, was happy to hear positive remarks on the Programme from parents, school staff and adolescents themselves. One observation she made from discussions was the fact that budgeting and household financial management topics of My Family Programme was repeatedly mentioned as one of most interesting and useful part of My Family Programme. *“Given the high interest in this subject, we could explore opportunities for introducing in Zavkhan additional programs on financial management”* says Bolorchimeg.

“It is always encouraging to see that the My Family Programme is highly appreciated by adolescents, their parents, teachers and contributes to development of adolescents’ skills for life. Moreover, it’s bringing positive changes to families in a broader context. The challenge was how to measure positive impacts and changes in adolescents. UNICEF Mongolia invested in introduction of Developmental Assets Profile (DAP) study by SEARCH Institute to find a way to measure life skills and supports adolescents receive in their life. With partnership from the World Vision branch in Zavkhan province, local Department for Family, Children and Youth Development conducted a baseline study using the DAP survey tool. The results revealed discrepancies among rural and urban school students. We will repeat the survey to assess changes in adolescents after completion of My Family and My World Programmes,” says Bolorchimeg with enthusiasm.



Photo 4. Davaajargal, 13, and her classmates
© UNICEF Mongolia/2018/Odgerel Myagmar

Currently, UNICEF Mongolia and Authority for Family, Child and Youth Development, Government implementing agency, are working together to update and enrich content of My Family and My World Programmes, so that children like Davaajargal and her peers across Mongolia can benefit from these development programmes.

Annex 2. UNICEF Mongolia publications promoting inclusive education produced in 2016–2017

Title: 4 series books on supporting socio-emotional development in early childhood

Partners: Mongolian National University of Education

Number of copies published: 100



Title: Handbook for supporting child development in the family

Partners: Ministry of Education, Culture, Science and Sports

Number of copies published: 1,000



Title: Guidelines for Environment standards of preschool education institutions

Partners: Ministry of Education, Culture, Science and Sports

Number of copies published: 2000



Title: Adolescent Mental Health Handbook

Partners: National Center for Mental Health

Number of copies published: 1000



Annex: Donor feedback

For feedback on this report, please find a link to one of the following online donor feedback forms:

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