

ANALYSIS ON THE PROVISION OF EQUIVALENCY PROGRAMME OF BASIC EDUCATION



Ulaanbaatar
2010



ANALYSIS ON THE PROVISION OF EQUIVALENCY PROGRAMME OF BASIC EDUCATION

ULAANBAATAR
2010

WORKING GROUP

Developed by:

Batchuluun. Ye, Director of NFDE

Togtokhmaa. Z, Specialist of NFDE

Erdenechimeg. B, Specialist of NFDE

Contributors:

Altantuya. Yu, Monitoring and Evaluation Department, MECS

Arslanbat. R, NFE of Sukhbaatar District

Batsuren. B, NFE of Songino Khaikhan District

Bayarjargal. Ts, Specialist of NFDE

Bolormaa. S, General Education Department of MECS

Bolorchimeg. B, UNICEF

Gundegmaa. D, Researcher

Ideljargal. G, Specialist of NFDE

Mongolmaa. N, Manager of IPEC Programme, ILO

Munkhbayar. B, Staff of Educational Programme, International Organisation ADRA

Narantuya. J, Research worker at Educational Institute

Namjildagva. R, Specialist of NFDE

Nyamdavaa. Yo, IPEC of ILO

Oyunsuren. D, NFE of Bayangol District

Oyuntsetseg. J, NFE of Khan-Uul District

Khaliun. B, Specialist responsible for NFE, UNICEF

Khantulga. T, Specialist of NFDE

Undral. S, Specialist of NFDE

Chintogtokh. Kh, Specialist of NFDE

Nyamdavaa. Yo, staff of ILO IPEC Programme

FOREWORD

Almost 10 years have passed since the term ‘Equivalency Programme’ was first introduced with the goal to provide children, adolescents and adults, who did not enrol in education due to socio-economic issues, with a second opportunity to learn.

During this period, dozens of policies, legal documents and training materials have been created with the intention of improving training quality and access, so an Equivalency Programme is now finally being developed as one of NFE’s main areas of focus.

In order to further increase the quality and access of this training, the achievements and challenges that were faced during the implementation of the framework of this training, and recommendations and possible solution scenarios, are also included in this report, along with its analysis.

This material was created with the intention of being useful to policy makers, other organisations and individuals in related fields, and indeed anyone interested in the subject, and we hope this analysis will fully meet your needs.

Improving the quality of someone’s life through enabling his or her right to learn is a global task.

*National Centre for Non-Formal and Distance Education
of Ministry of Education, Culture and Science*

LIST OF ACRONYMS

NFE	Non-Formal Education
NCNFDE	National Centre for Non-Formal and Distance Education
MoECS	Ministry of Education, Culture and Science
ECD	Education and Cultural Department
EC	Enlightenment Centre
EP	Equivalency Programme
SSC	Social security contributions
ILO	International Labour Organisation
DME	Department of Monitoring and Evaluation, MoECS

CONTENTS

INTRODUCTION	6
1. THE LEGAL ENVIRONMENT OF THE EQUIVALENCY PROGRAMME AND ITS IMPLEMENTATION	7
1.1. Policy and Legal Environment	8
1.2. Policy Implementation and Challenges	11
2. THE ORGANISATIONAL STRUCTURE OF THE EQUIVALENCY PROGRAMME	12
2.1. Roles and Responsibilities of Governmental Organisations	13
2.2. Roles and Responsibilities of Other Organisations	14
2.3. Financing the Equivalency Programme	15
3. THE INFORMATION SYSTEM OF THE EQUIVALENCY PROGRAMME	18
3.1. Management and Structure of the Information Database	19
3.2. The Main Parameters of the Equivalency Programme's Information Data	20
3.3. Use of the Information Database and its Challenges	23
4. TRAINING CONTENT AND METHODOLOGY	24
4.1. Training Content	25
4.2. Training Methodology	26
4.3. Types of Training Materials and their Supply	27
5. TRAINING QUALITY AND ACCESS	29
5.1. The Learner in the Equivalency Programme's Training	30
5.2. Learning Environment	37
5.3. Parental, Guardian and Local Support	40
5.4. Training Outcomes, Completion Rates	45
6. GENERAL CONCLUSIONS	48
6.1. Achievements of the Equivalency Programme	49
6.2. Challenges, Future Measures and Recommendations	49
REFERENCES	52
APPENDICES	53

INTRODUCTION

In today's new millennium, sustainable development ensures the unity of globalisation and the nation's interest in the rapid development of science and technology, with the power of knowledge, information and advanced technology being the main economic resource. In addition, for the benefit of the children and adolescents of this millennium, the Mongolian 'Law on Education' provides a legal environment that supports both formal and non-formal education, with Article 7.1 denoting "the education system of Mongolia will be made up of a combination of formal and non-formal systems which consist of pre-school, primary, secondary and upper secondary education" and Article 8.1 denoting that "the citizens of Mongolia have a right to an education in formal and non-formal settings."

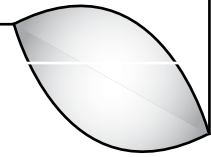
As the Education Law (Article 17.2) denotes that the "NFE's research and methodological organisation" should operate in addition to a governmental administrative organisation responsible for education, the 'Non-Formal Education Centre' (its old name) was established in 1997. After studying the experiences of other Asian and Pacific countries the Centre modified several of its activities to the conditions and character of our country which was still in socio-economic transition. One of these activities was the 'Equivalency Programme' training, chosen to be the first step in the recovery and education of out-of-school children, a pressing issue that was as a result of the socio-economic changes. This has now developed into one of the main areas of the NFE section's activities and its contribution is important for increasing educational access and quality.

With the aim of developing and overhauling primary and secondary education, and to improve its quality within the ideology of Mongolian 'Law on Education', the education sector was standardised and requirements were integrated and applied to the education service's processes and results. These actions have allowed us to analyse, by comparison methods, the activities and results of different training methods of formal and non-formal education.

Education training through the Equivalency Programme covers a wide framework of activities in all of the NFE's sections with the main target group benefiting from its training being children, adolescents and adults who have either never received any level of formal education or those who dropped out of school before finishing their formal programmes and curricula. The Equivalency Programme provides another opportunity to have a primary, secondary and upper-secondary education for this target group. Taking into account the legal environment and a financial solution, this training seems to have been expanding in last few years.

This report has been made for the purpose of analysing and evaluating the process by which a secondary education is received through the Equivalency Programme, with the aim of determining how citizens might be fully provided with the rights to receive a secondary education in the future.

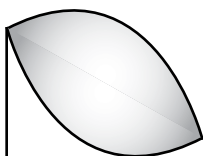
CHAPTER – I



THE LEGAL ENVIRONMENT OF THE EQUIVALENCY PROGRAMME AND ITS IMPLEMENTATION

I.1. POLICY AND LEGAL ENVIRONMENT

I.2. POLICY IMPLEMENTATION AND CHALLENGES



I.1. POLICY AND LEGAL ENVIRONMENT

Several policy documents have been made and are being implemented with the intention of supporting and advocating the Equivalency Programme, and also to act as a guideline for its activities. The following steps are generally those taken towards the Equivalency Programme:

- One of the six main objectives of the 'National Programme on NFE Development', approved by the government in 1997, was to provide for the re-training in education for out-of-school or school drop-out children and adolescents, and has since become the keystone for further policies and legislation made on the EP. In order to implement the elements of the programme, subsequent activities to study other Asia-Pacific countries' experiences on the Equivalency Programme, and to develop content and a methodology suitable for the Mongolian lifestyle, have begun.
- As a result of these activities and studies, the 'Curriculum on the Equivalency Programme for Primary and Secondary Education' was developed and approved by the 169th enactment of 2001 from the Minister of Education, Culture and Science, which has become a very influential document for the re-training of out-of-school and school drop-out children and adolescents. In line with this curriculum, the Equivalency Programme textbooks for elementary and secondary education have been developed and are still being used today.
- However, since there is now a requirement to comply with the new and competence-based Educational Standards of 2003, the 'Curriculum on the Equivalency Programme for Primary and Secondary Education' of 2001 needed to be overhauled. Therefore, the contents and structure of this curriculum was re-developed into a policy document, the 'National NFE Curriculum on the Equivalency Programme for Primary, Secondary and Upper-Secondary Education', which we actively use today. It is suitable for new educational standards and covers all levels of education, and was approved by the 358th Order of the Minister of Education, Culture and Science of Mongolia in 2005. The main improvement of the later curriculum was that it not only had a competence-based module structure that depended on good educational standards but it also covered the upper-secondary level education rather than merely primary and secondary level education (Table 1.1.).

Table 1.1. Differences between the Equivalency Programmes of 2001 and 2005

Primary and secondary education's Equivalency Programme in 2001	Primary, secondary and upper-secondary education's Equivalency Programme in 2005
Primary and secondary education (up to Grade 8)	Primary, secondary and upper secondary education (up to Grade 11)
Subject-structured	Module-structured
Two textbooks for primary, five textbooks for secondary education on the EP	46 modules for primary, 45 modules for secondary and 23 modules for upper secondary education on the EP
Knowledge-based	Competence-based

- The government level policy document entitled the ‘Educational Master Plan of Mongolia, 2006-2015’, approved by the 192nd Order of 2006, clearly defines that activities are to be implemented in the Equivalency Programme’s training of competence, quality and management, within the framework of the objective “to improve the opportunity for out-of-school and school drop-out children and adolescents to enrol in non-formal education”. This is one of the three main objectives of its sub-section ‘Non-formal and Adult Education’.

The implementation of the Master Plan’s objectives have been evaluated and tasks, such as transforming the Equivalency Programme’s training into an online friendly version and to formalise the Equivalency Programme structure, have been added to the edition that has been under revision since 2009, and are considered to be the main direction for implementation of activities until 2015 (Table 1.2).

Table 1.2. Sets of programmes to be implemented by the Equivalency Programme and its criteria specifications (Revised edition of the Master Plan of the Education Sector, 2010-2015)

Sets of programmes	Outcome and criteria specifications
<p>1.2.1. Implementation of primary, secondary and upper secondary education’s EP and to increase the number, type and distribution of training materials and teacher handbooks</p> <p>1.2.2 Transfer EP modules into online version, to develop, use electronic training materials, enhance the opportunity of open learning, establishment of strategic source</p> <p>1.2.3 Consider and relate local features, inflation rate when calculating variable expenditure per EP learner, to increase allocation and proper expenditure</p> <p>1.2.4 Provide EP learners up to 15 years of age with dormitories to provide better condition to study</p>	<ul style="list-style-type: none"> • Online EP trainings will be implemented to conduct achievement analysis • 40% of out-of-school children and adolescents have enrolled in EP training and not less than 10% of school age children will be transferred to formal schools • Regulations will be made to provide a lunchtime programme to EP learners in the vulnerable group of children younger than 12 years of age • Dormitory accommodation will be provided to EP learners in rural areas who are younger than 15 years of age • Variable expenditure allowed per learner of EP will be increased in line with inflation and financing would be sufficient • Handbook materials will be developed for teacher of EP
<p>2.1.1 To develop evaluation form for basic and upper secondary education’s EP and to further develop the contents and methodology</p> <p>2.1.2 To further develop methodology and theories of multi-grade teaching and to introduce and to evaluate them within NFE structure</p> <p>2.1.3 To take certain measures to improve the capacity of personnel who are responsible for developing online and distance training materials</p> <p>2.1.4 To develop and use handbooks and recommendations of EP’s training methodology for formal and non-formal teachers</p>	<ul style="list-style-type: none"> • To perform evaluation on basic and upper secondary education’s EP and to establish 10 model centres to experiment with the training modules • NFE’s teachers would receive training in multi-grade teaching methodology and would be certified • Training programme to provide education such as sustainable development, health, legislation etc in non-formal ways, and its handbooks and training materials will be developed
<p>3.1.1 To structure and formalise the educational re-training by EP</p>	<ul style="list-style-type: none"> • Legal environment to validate primary, secondary and upper secondary education through EP training would be assembled

- Amendments in the Education Law (2006) also legalised the possibility of obtaining a primary, lower secondary and upper secondary education certificate through the Equivalency Programme and allocated per-student based variable costs for the Equivalency Programme training.

The Amendments in the “Education Law” that was revised in December 2006 reads:

8.2. Primary, secondary, and upper secondary education can be obtained through a non-formal education Equivalency Programme for re-training for a certain term of education, for self-learning, and for learning skills for employment. The content and regulation of the Equivalency Programme shall be developed and implemented by a State Central Administrative Authority in charge of education.

40.2. Fixed expenditure of universities, institutes and colleges, total expenditure of dormitories, and variable costs of formal and non-formal schooling, and variable costs of kindergartens and general education schools regardless of the form of ownership, shall also be financed from the state budget.”

- The ‘Regulation for organising primary, secondary and upper-secondary education’s Equivalency Programme’ was developed and approved by Resolution Number 362 of 2007 by the Minister of Education, Culture and Science with the purpose of implementing Articles 8.2 and 40.2 of the amendments to the ‘Education Law’, and to increase the requirements of the training and the participation and roles of the related parties, and also to effectively spend the finances allocated to the training. This regulation consisted of:
 - 1) Justification
 - 2) Training structure
 - 3) Training documentation
 - 4) Training methods and duration
 - 5) Training monitoring and evaluation
 - 6) Financing sections

It comprehensively defines all the necessary requirements set up for the Equivalency Programme including training organisation, conditions, monitoring and evaluation, documentation etc.

- The Government Action Plan of 2008 and the ‘Comprehensive National Development Strategy of Mongolia based on the Millennium Development Goals’, which were approved by the government, also aimed to support the training in literacy and the remedial training for education. Certain articles of these documents are also considered as legislation that supports equivalency education.
- The Equivalency Programme issues are also comprehensively addressed in ‘Education’, a national programme which has been developed in consideration to a National Comprehensive Policy.

The above mentioned policy documents and legislation have been progressive steps of action for the equivalency education and has helped the training’s sub-structure to find its fundamental shape.

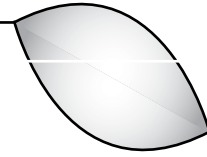
I.2. POLICY IMPLEMENTATION AND CHALLENGES

.....

Although, certain achievements have been made in the development of the Equivalency Programme training's legal environment, its policy implementation has been inadequate and a few issues that confirm this are:

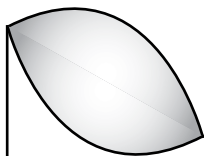
- Legislation has not yet fully translated into implementation at local and grassroots level. For example, in 'Directions in enrolling secondary school age children in education' in 2008, the legal environment (with regard to the capacity of non-formal education) has not reached a level in which it can cooperatively work with the formal education services. This is one of the main reasons why a certain percentage of children of secondary school age are not in school. Several articles of the Education Law, denoting that soum and bagh's governors have taken certain responsibilities to reduce its school drop-out rates, and to ensure its citizens achieve an education, have not been implemented. Support of the local administration on the NFE's activities are still not adequate.
- Many issues of financing are still unresolved. In particular, the employment, position and level of wages of the NFE's teachers have still not been fully developed and this has become a major issue. For example, in Resolution Number 354 of the government in 2007 – 'the level of wages for a government employee' – the salaries of the NFE's teachers/facilitators have not been put into a separate category. Therefore, the wage rate is largely dependent on employers and school administrators, but in most cases teachers do not receive an adequate reward for their added workload, which leads to a negative outcome on training and quality of activities.
- NFE teachers/facilitators are not able to be part of the social care system which was identified by educational law. Formal school teachers receive a bonus for every six years of employment and on retirement they receive a further bonus equal to 18 months of salary, but NFE teachers are not eligible for these extra bonuses.

CHAPTER – 2



THE ORGANISATIONAL STRUCTURE OF THE EQUIVALENCY PROGRAMME

- 2.1. ROLES AND RESPONSIBILITIES OF GOVERNMENTAL ORGANISATIONS**
- 2.2. ROLES AND RESPONSIBILITIES OF OTHER ORGANISATIONS**
- 2.3. FINANCING THE EQUIVALENCY PROGRAMME**



The active participation and leadership of many organisations and individuals are important to ensure the global mission to provide education for all school age children through continuously providing access to quality Equivalency Programme training.

The following table shows the roles and participation of organisations in the implementation of the Equivalency Programme (Table 2.1).

Table 2.1. Participation of organizations in implementation of EP

Name of the organisation	Role and participation
Ministry of Education, Culture and Science	Policy development, approval of policy papers, regulations and support
National Centre for Non-Formal and Distance Education	To develop policy documents and deliver to MoECS, to develop and create training materials, to organise training, needs assessment and its evaluation
Educational Institute	To participate in the development of the Equivalency Programme's curriculum, content, methodology and training materials
Provincial Education and Cultural Departments	To implement the Equivalency Programme at local level
NFE's Enlightenment Centre of soums	To organise the Equivalency Programme's training involving target group
University of Education and its sector Pedagogical University	To teach the Equivalency Programme's content and methodology to its student teachers
Donor-sponsor organisations, UN's specialised organisations	To prepare training materials, to provide financial support for human resource capacity building
International and national NGOs	To support literacy education and the Equivalency Programme for out-of-school children

Details of the participation and roles of the government and other organisations in the implementation of the Equivalency Programme is shown.

2.1. ROLES AND RESPONSIBILITIES OF GOVERNMENTAL ORGANISATIONS

.....

The Equivalency Programme's training organisation and management structure can be considered on three levels: national, provincial and local. At national level, this includes the main government department, the Ministry of Education, Culture and Science (MoECS), and also the National Centre for Non-Formal and Distance Education (NFDE Centre) of the MoECS. At provincial level, it includes the Education and Cultural Department and at local level, it includes the NFE Enlightenment Centres. The roles and functions of each structure are as follows:

- The Education Department of the MoECS is responsible for policy development, approval of policy papers and the monitoring and assessment of the Equivalency Programme's content, methodology, training and monitoring processes, and the Evaluation Office is responsible for the information and data of the training.
- The NFDE Centre's role is to develop and distribute the Equivalency Programme's content and training materials; to train teachers and human resources personnel at national level; to propose and develop policy documents and to deliver them to

MoECS; to collect and analyse data relating to the Equivalency Programme; and to provide information and methodology support at local level.

- The Educational and Cultural Department, which is the subsidiary organisation of an aimag (the city governor's office), is responsible for organising the Equivalency Programme at local level and the implementation of policies. Specialists responsible for the NFE facilitate the soum's NFE teachers with: methodological and professional guidance; organising training for NFE teachers; monitoring the implementation of the training programme; monitoring the curriculum-related regulations; giving advice and recommendations; collecting reports and information data at aimag level; making an evaluation and conclusion; and also regulating the activities of the project and curricula implemented by the MoECS and NFDE Centre.
- The main organisation that manages the Equivalency Programme is the Enlightenment Centre, located in soums and districts. Currently there are 358 officially registered enlightenment centres, with 10 of them (nine districts of Ulaanbaatar City and the centre of the Orkhon aimag) having independent status whilst the others are operating alongside the formal schools. These centres are responsible for registering the learners in its area, for enrolling them in the Equivalency Programme, and to organise and conduct training activities.

2.2. ROLES AND RESPONSIBILITIES OF OTHER ORGANISATIONS

.....

International donor organisations and national non-governmental organisations play an important role in the implementation of the Equivalency Programme. These organisations' functions include activities to increase educational access and to reduce the numbers of out-of-school children by enrolling the poor and vulnerable groups, as well as the out-of-school children, in various levels of training. They also assist in improving the capacity of teachers and human resources, and improving the resources and training environment. These organisations include UN's specialised organizations such as UNICEF, UNESCO, ILO, World Vision, Save the Children's Foundation (UK), and also national NGOs such as the the Foundation for Development of Women in Rural Areas, the Centre for Children's Rights and Equal Step Centre.

In addition, 'Regulations for implementing training through the primary, secondary, upper-secondary education's EP' indicated that individuals and other organisations are able to provide training through the EP with permission. This activity has the advantage of lightening the workload of the government organisation and increasing access to the Equivalency Programme with a freedom in the training, but unfortunately coordination and regulation of this activity is still not determined. For example, it is not clear which organisation grants permission and makes financial decisions so a decision cannot be made at any level. Currently, there are organisations, enterprises and individuals who are interested in conducting the Equivalency Programme but due to the issues mentioned earlier, they are not able to operate in such a field.

2.3. FINANCING THE EQUIVALENCY PROGRAMME

Amendments in the Education Law (2006) have allocated variable costs for the Equivalency Programme training from the government budget, starting in 2008, and a certain proportion of the budget relating to the number of Equivalency Programme learners was given. By calculating these parameters of budget spent it is estimated that the following amounts were spent according to allocation of the variable costs per learner: in the 2007-2008 academic year 1.2bn tugrugs was spent, in 2009 about 1.5bn tugrugs was spent, and in 2010 about 1.8bn tugrugs was spent.

According to the Master Plan of the Education Sector, the Equivalency Programme's total variable costs will be 1.2bn tugrugs for each year from 2008 to 2011 and 1.7bn for each year from 2012 to 2015. For development and publication of the Equivalency Programme's modules, training materials, handbooks and recommendations for teachers, 176m tugrugs were allocated for each year from 2008 to 2011 and 193m for each year from 2012 to 2015.

This Equivalency Programme's financing is allocated from the MoECS to aimags, the Education and Cultural Departments of the capital city to local units, and onsite expenditure is operated by school directors. Most of this budget is spent on the NFE teachers' salaries and social security contributions (SSC) and the small amount remaining is spent on the organisation of the training.

Let's compare the Equivalency Programme's budget of the Uvs and Khovd aimags. In the Uvs aimag variable costs was calculated for 1,089 learners in 2008 and for 1,146 learners in 2009. From this budget the NFE teachers' salaries, social security contributions, salaries for formal school teachers (who taught special lessons for the Equivalency Programme learners) were allocated and the remainder of the budget was spent on the organisation of training in the baghs and on its fuel costs. The specialist at the aimag's Education and Cultural Department, G.Bolor-erdene, has mentioned that there were not many challenges regarding the budget.

However, in the Arkhangai aimag, even though a total of 458 learners enrolled in the Equivalency Programme training in 2009, variable costs was given for 352 learners (42m tugrugs). This was also spent on teachers' salaries, with the lowest salary being 108,000 tugrugs and the highest being 220,000 tugrugs. In 2010, the specialist responsible for NFE, B.Bilegt, said that even though the aimag had delivered its plan to the MoECS to enrol 611 learners, it reduced the amount of allocated budget (50m tugrugs).

The MoECS also allocates a small proportion of the budget for 'expenditure for training and practice', separate from the budget for the Equivalency Programme, but it is very common for local levels not to allocate this part of the budget. This is largely due to

factors such as the aimag's Education and Cultural Department's administration and the NFE specialist's experience, as well as the activities and school administration's attitude towards the NFE sector.

As seen from this data, variable costs given for learners of the Equivalency Programme is principally spent on its NFE teacher's salary. Wages in NFE is given in most places by the salary category 'TUBD-5', initiated by the government, and this category's salary is 219,000 tugrugs (based on an example of the Uvs aimag). In many places, a teacher's salary is calculated solely on that teacher's duration of employment and experience in order to avoid an intentionally false increase in the number of learners, which is thought to happen frequently in some areas. For example, in the 'NFE service' production unit's 'Primary and Secondary Education's Equivalency Programme Service' section, the detailed budget made by the finance staff of the Khovd aimag's Education and Cultural Department was: 2.9m tugrugs allocated for NFE teachers' salaries (the mean monthly salary being 244,000 tugrugs), 322.1 thousand tugrugs for social security contributions and 106.4-203.0 thousand tugrugs allocated for other variable expenditure. For the Erdenebulgan soum, the respective budget amounts allocated were: 1.29m (108,000 monthly) for salaries, 142.6 thousand tugrugs for social security contributions and 53.5 thousand tugrugs for other variable expenditure (Table 2.2).

Table 5.2. Detailed list of the EP budget for some soums of the Khovd aimag

№	Soums	Teachers' salaries	SSC	Other variable expenses
1	Altai	2928,0	322,1	203,3
2	Bulgan	5856	644,2	433,8
3	Erdeneburen	1296	142,6	53,5

As seen from the expenditure of the Equivalency Programme's budget, expenditure allowed for the organisation of training activities is very low.

- Teachers know the learners who are participating in the Equivalency Programme, and English, music and technology lessons are taught by the formal school teachers. Children also enrol in out-of-school classes that these teachers operate. According to the national programme for teaching the English language, children receive lessons no matter how many learners there are and the number of participants are recorded on the Programme implementation sheet. Besides, we do not have the money to pay the salary for a formal school teacher's extra hour of teaching. Volunteer worker, Altantsetseg, sometimes teaches life skills lessons but we seldom pay her with our own money.

From an interview with J. Ichinkhorloo, NFE's Enlightenment Centre's teacher, Bayanuul soum of Dornod soum (March 2010)

Formal school teachers rarely get paid for their additional hours, therefore these teachers tend to refuse to additional unpaid work.

From an interview with T. Ardager, NFE's Enlightenment Centre's teacher, Tolbo soum of Bayan-Ulgii aimag (March 2010)

It is necessary to increase the budget for the Equivalency Programme by reforming the rate for calculating the variable expenditure and to apply a monitoring mechanism on its expenditure. On the one hand, the NFE's Enlightenment Centre's teachers are responsible for organising training other than the Equivalency Programme's training, such as literacy, life skills and the NFE's other activities at local level, while their salaries are replaced only by the variable expenditure of the Equivalency Programme.

Such actions influence the NFE's activities and schools and local administrations only support activities that allocate the budget for salary and tend to dismiss other activities. Consequently, understanding that the NFE service only organises training for out-of-school children is spreading to all levels of its structure.

CHAPTER – 3

THE INFORMATION SYSTEM OF THE EQUIVALENCY PROGRAMME

- 3.1. MANAGEMENT AND STRUCTURE OF THE INFORMATION DATABASE**
- 3.2. THE MAIN PARAMETERS OF THE EQUIVALENCY PROGRAMME'S INFORMATION DATA**
- 3.3. USE OF THE DATABASE AND ITS CHALLENGES**

3.1. MANAGEMENT AND STRUCTURE OF THE INFORMATION DATABASE

The NFE's information structure is such that it goes from 'the bottom to the top'. In other words, the Enlightenment Centres - the basic units - collect the data and deliver it to the provincial office in Word and Excel file format, and the aimag (provincial office) sends this data to the NFDE Centre and the MoECS, and these two organisations cooperatively exchange their data (Figure 3.1).

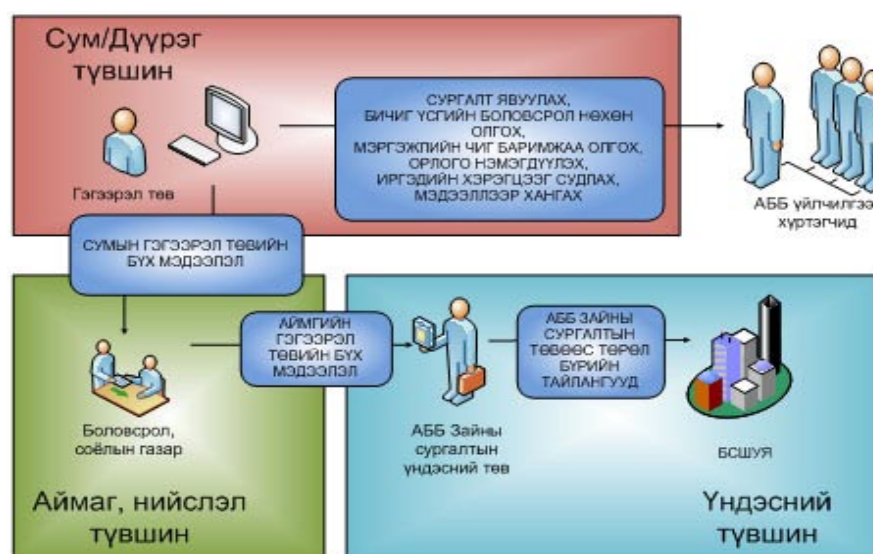


Figure 3.1. The NFE information database application management model

Relating to the implementation of 'Regulations for implementing training through primary, secondary and upper-secondary education's EP', the MoECS has started to collect the following administrative information related to the NFE's activity since the 2008-2009 academic year:

- On the form BDB-7B, 'Staff of the NFE's Enlightenment Centre', information on the staff member's number, age, gender, academic degree, educational level is collected
- On the form BDB-12, 'Number of groups and learners studying in the Equivalency Programme', information on the number and education level, age, gender is collected
- On the form BDB-15, information on the number, age, gender and causes of out-of-school children from 6 to 14 years of age is collected
- On the form BDB-20B, 'Completion rate for the EP training', the information on the number of learners who graduated in the EP in literacy and other training that provides the educational needs of the public is collected.

Even though all of this information regarding the EP is being collected, the education sector's statistical pamphlet does not show data collected from forms BDB-7B, BDB-20B. Therefore, organisations and individuals concerned in this section are not able to receive the data.

3.2. THE MAIN PARAMETERS OF THE EQUIVALENCY PROGRAMME'S INFORMATION DATA

The above mentioned data collection is insufficient to apply evaluation and monitoring on the implementation of the EP's regulation. Therefore, with the goal to establish an integrated information database for the NFE, software was developed in late 2009 with support from the UNICEF which collects the following sets of information data:

- **The NFE's Enlightenment Centre's data:**
 - Staff
 - Training
 - Financing
 - Learning environment
 - Learners
 - Projects and programmes
- **Other enterprises and training organised by them**
- **Registration of illiterate, out-of-school children and adults**

Each section of this database software has the same outline (Figure 3.2).

Figure 3.2. Main window of NFE's database software

The software provides the opportunity to collect not only quantitative data but also detailed information about the Enlightenment Centre's training environment and the EP learners (Figure 3.2 and 3.3).

Training organised in the field of NFE, especially the EP data, is put into the 'Training' toolbar (Figure 3.2).

Figure 3.3. Subsection for the Equivalency Programme data input

The screenshot displays the 'Дүйсөн сургалт' (Learner) subsection of the 'Equivalency Programme' software. The main window contains a form for entering learner data. The form has the following fields:

- Нэр (Name): [Text field]
- Сургалтын төрөл (Type of training): [Dropdown menu]
- Төлөө (Status): [Dropdown menu]
- Гүйцэтгэл (Implementation): [Text field]
- Эхлэх хугацаа (Start date): [Text field]
- Дуусгах хугацаа (End date): [Text field]
- Дууссан хугацаа (Completed date): [Text field]
- Хамрагдсан хувийн тоо (Percentage of participation): [Text field]
- Салбар нэгж (Branch): [Text field]
- Тайлбар (Remarks): [Text area]
- Сургалтын хэлбэр (Form of training): [Text field]

A smaller window titled 'Дүйсөн сургалтын түүх' (Learner's history) is also visible, showing a table with columns for Name, Date of birth, and Date of registration.

For example, information about the training participants is entered into the 'Learner' subsection, and by doing so, that learner need not to be re-registered when participating in different training (Figure 3.1 and Table 3.1)

Table 3.1. Learner's registration details

Name of institution	Last name	First name	Date of birth	Identification number	Minority	Date of registration	Gender	Official administration	Whether from a herder's family	Whether an orphan	Whether extremely poor	Literacy capacity	Whether ever went to school	Whether school drop-out	Drop-out year	School drop-out duration	Cause of drop-out	Whether learner has a disability
---------------------	-----------	------------	---------------	-----------------------	----------	----------------------	--------	-------------------------	--------------------------------	-------------------	------------------------	-------------------	-----------------------------	-------------------------	---------------	--------------------------	-------------------	----------------------------------

NB:

- In the column "**Causes of drop-out**", one of the following causes should be chosen: to work, deprivation of livelihood, sickness, hesitation to study, migration, other
- In the column "**Whether a learner has a disability**", one of the following should be chosen: none, musculoskeletal, mental, hearing, plurastic, vision, vocal
- In the column "**Literacy skills**", one of the following should be chosen: illiterate, semi-literate, literate
- In the column "**Whether an orphan**", one of the following should be chosen: not orphan, semi-orphan, orphan

One of the advantages of the NFE database software program is that the program has several language inputs. For example, a learner's registration parameters can be shown in English (Figure 3.4).

Figure 3.4. Learner's registration window in English

The screenshot shows the 'Learners - Engine Education v1.0' application. On the left is a navigation pane with options: Education, Learners, Literacy Training, EP Training, and Other Trainings. The main window displays a table of learners with columns: Registration No., Na., Sex, Date, Nationality, Unknown, N., and Re-enroll. A learner is selected, and a 'Learners' dialog box is open, showing registration details for a female learner born on 1990.09.23. The details include NFE Branches, Surname, Name, Date of Birth, Registration No., Nationality, Sex, Registered Date, Dropped school, Never enrolled school, Dropped out or not, Reason of dropped out, Year of dropped out, and Grade of dropped out.

Registration No.	Na.	Sex	Date	Nationality	Unknown	N.	Re-enroll
EA90030401	...	Female	1990.09.23	Yes	Халх	Yes	No
EA90092302	...	Female	1990.09.23	Yes	Халх	Yes	No
EA91030111	...	Male	1991.03.30	Yes	Халх	Yes	No
EA91082021	...	Female	1991.08.20	Yes	Халх	Yes	No

'Regulations for implementing training through primary, secondary and upper-secondary education's EP' indicates that individuals and other organisations are able to run training through the EP with permission. With this in mind, a separate toolbar has been added to not only collect data for the EP, but also to collect information and establish the database for other organisations working in the field of NFE (Figure 3.5).

Figure 3.5. Registration window of activities organised by enterprises, organisations and individuals

The screenshot shows the 'Бичиг үсгийн сургалт - Engine Education v1.0' application. On the left is a navigation pane with options: Аж, ахуй нэгж, ААН - бичиг үсгийн сургалт, ААН - дууссан хөтөлбөрийн сургалт, and ААН - бусад сургалт. The main window displays a registration form for 'Бичиг үсгийн сургалт' (Literacy Training). The form includes fields for Name, Surname, Date, Nationality, Sex, Registered Date, Dropped school, Never enrolled school, Dropped out or not, Reason of dropped out, Year of dropped out, and Grade of dropped out. Below the form is a 'Ханраг дагсад' (Participants) section with a table for recording participants.

Суралцагч	Үр дүн	Төгссөн эсэх	Гэрчилгээний №

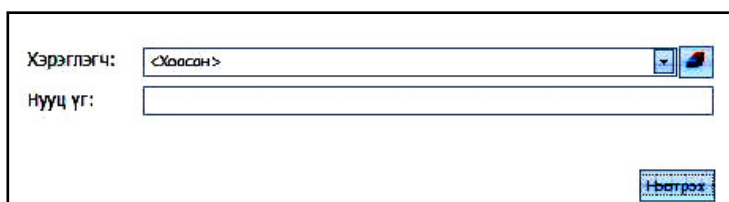
This last software tool could play an important role to create a partnership and synergy between governmental organisations and domestic, foreign or international non-governmental organisations operating in the field of Non-Formal Education.

3.3. USE OF THE DATABASE AND ITS CHALLENGES

Currently, it is the specialist responsible for the local NFE function to act as the main data collector by sending information data, necessary to make up the main database, to the Enlightenment Centres and then this data is entered onto the database categorised by province and soum (Figure 3.6).

One advancement is that while most aimags and soums had no internet connection in previous years and instant communication possibilities were limited, now more schools are connected to the internet, comparatively speaking. However, in most of these places current bandwidth speed and quality is still not good enough to enter data into the main database and is an obstacle for it to fully benefit from its function.

Figure 3.6. Internet log-in section



Хэрэглэгч:

Нууц үг:

Despite the challenges of bandwidth speed in internet connection, which is expected to improve in the near future, the possibility for NFE teachers and facilitators to independently enter data into the main database from their soum and local area is available.

CHAPTER-4

TRAINING CONTENT AND METHODOLOGY

4.1. TRAINING CONTENT

4.2. TRAINING METHODOLOGY

4.3. TYPES OF TRAINING MATERIALS AND THEIR SUPPLY

4.1. TRAINING CONTENT

Among the Non-Formal Education's programme, the Equivalency Programme's content and methodology have reached adequate levels. As mentioned above, the first version of the Programme's curriculum was developed in 2001 and after several years of trialling it, it was revised in 2005 in accordance with the new educational standards. The revised curriculum complies with educational standards which are oriented to competency building, and its knowledge and skills content for learners can be categorised into four sections: Communication, Knowledge, Life and Social Skills (Tables 4.1, 4.2, 4.3)

Table 4.1. Content of The Equivalency Programme's training

Content

1. Foreword
2. Goals of primary, secondary and upper-secondary education's EP
3. Objectives of primary, secondary and upper-secondary education's EP
4. Content of primary, secondary and upper-secondary education's EP

4.1. Criteria for an Educational Level of Competence Acquisition:

- Competence on communicating
- Competence on knowing academically
- Competence on life skills
- Competence on socialising together

4.2. Skills to be acquired within the competencies:

- Communication skills
- Knowledge-acquiring skills
- Life skills
- Social skills

Set of modules of the Equivalency Programme for Primary, Secondary and Upper Secondary Education

Хүснэгт 4.2. Цогц чадамжийн төлөвшилийн боловсролын түвшний үндсэн шалгуур (жишээ)

Primary education	Secondary education	Upper-secondary education
Communication skills		
Whether a learner is capable of expressing his/her opinions freely verbally, in writing, illustrations or physically	Whether a learner is expressing his/her opinions freely and accurately verbally, in writing, illustrations or physically	Whether a learner is active, thoughtful and responsible in expressing his/her opinions freely with a scientific and critical standpoint
Knowledge skills		
Whether a learner is capable of identifying the characteristics, changes, general properties of any given thing, object or event	Whether a learner is capable of coming up with assumptions, hypotheses and making correct decisions about the evolution and variation of any given thing, object or event	Whether a learner is capable of explaining the evolution and variation of any given thing, object or event based on quantitative reasoning and functioning
Life skills		
Whether a learner has acquired a basic understanding about self-awareness and life skills	Whether a learner has acquired skills to recognise typical jobs and career choices and their orientation	Whether a learner has acquired skills of continuous self-learning and rational organisation and the execution of any given task
Social skills		
Whether a learner wants self-fulfilment	Whether a learner wants to fulfil and develop the value of him/herself	Whether a learner wants to fulfil and develop the value of him/herself

Table 4.3. Sample content of module

Module name	Goal	Content	Primary education	Basic education	Complete secondary education
Mother tongue from childhood	To recognise, identify, explain the concept and idea of a passage, sentence and construction	To understand the main meaning of passages of various topics, to compose synonymous and antonymous passages, to determine and explain its meaning in detail, mood, beginning, critical point, ending. To select sentences and explain the meaning, to differentiate forms of words, construction, mood, adverbs, adjectives.	√	√	√

There has been no monitoring and evaluation on how effective the EP's module training currently is for meeting the learner's needs and demands. Therefore, in the future, a comprehensive evaluation needs to be made on the module's content, type, range, access and further adjustments should be made according to the conclusion of the evaluation. Evaluation of the NFDE Centre's EP modules are planned to take place in 2010.

As for a documentary record of the training, Article 3.3 of 'Regulations for implementing training through primary, secondary and upper-secondary education's EP' points out that the process and results should be recorded in the teacher's class-book and the learner's personal record. Currently, the NFE's teachers are using the same teacher's class-book as the formal school teachers. As for the learner's personal record, only a few out-of-school learners bring their personal record with them. The NFE teachers re-use that personal record which started when the learner first enrolled years earlier in their formal secondary school, while a new personal record is started for the rest of these learners.

However, regarding the distinctiveness of the NFE's training and activities, discussions with the NFE teachers clarify that a modified teacher's class-book and learner's personal record is required for both the NFE teachers and learners. Also, the evaluation type and its confirmation still remains an issue that needs to be resolved. As a first step, our Center has developed a modified version of a teacher's class-book and a learner's personal record that suits the nature of the NFE's activities. This version would be used after revision and approval from the MoECS (please see the attached version in the appendices).

4.2. TRAINING METHODOLOGY

The EP's training requires different methods to that of formal schools because the NFE's learners vary by age, knowledge, education level and life experiences. Therefore, a multi-grade teaching methodology has been used. Multi-grade teaching methods are widely used for pre-schools and small schools in foreign countries, and have been broadly introduced in the practice of NFE, especially in the EP, of Mongolia.

In order to introduce this method to training practice, several handbooks were developed for teachers, and a multi-grade teaching methodology and curriculum have also been developed and used. About 60% of teachers currently working in NFE have been enrolled and certified in methodological training for multi-grade teaching.

The above mentioned training is organised in a short term (2-3 days) model within the framework of the NFDE Centre's programmes and projects, but systematic teacher training for multi-grade teaching is still not well developed. However, several factors, such as poor social care of teachers and poor public awareness toward NFE activities, directly influence the instability of the NFE's Enlightenment Centre's teachers and impact negatively on teacher preparation. Although, training is organised annually within the framework of the projects, many teachers change jobs and the methodological training of teachers is not fully provided due to the lack of a systematic training and more attention should be given to this issue.

4.3. TYPES OF TRAINING MATERIALS AND THEIR SUPPLY

Several different types of training materials have been developed within the content of above mentioned programme. For example, the primary education textbooks, 'Mathematics' and the 'Mongolian Language' which were developed within the framework of the programme of 2001, were re-published several times. Then the Kazakh language version was created and 1,000 copies of these textbooks were distributed. Also, the seven sets of textbooks in secondary education, 'Mathematics and Informatics', 'Mongolian Language and Literature', 'Natural Science', 'English Language', 'Russian', 'Social Science' and 'Drawing', were developed in 2001 with the support of the IPEC programme of the International Labour Organization, and 8,500 revised copies of each were published in 2004. Around 15-20 of these textbooks were distributed to each of the NFE's Enlightenment Centres and are still considered the main material for the EP training. Of these textbooks for secondary education, three of them – 'Mathematics and Informatics', 'Natural Science' and 'Social Science' – were also translated into the Kazakh language.

The materials of the renewed EP curriculum of 2005 were developed in module form, which was based on four competences. It has a knowledge and skills content that is designed according to the educational level and a total of 200 modules are planned to be developed for the primary, secondary and upper-secondary education's EP. As from March 2010, a total of 112 modules have been developed, 46 for the primary education level, 45 for the secondary education level and 23 for upper-secondary education level. Compared to the textbooks mentioned above, modules are published and distributed in smaller quantities (mostly 500 copies each) but are not sufficient for all the learners. Therefore, in 2009, the modules were transferred into an electronic version (CD) for the learner's use (Figure 5.4). Also, all the modules developed so far can be found on and downloaded from the NFDE Centre's website.

Figure 4.4. Outline of the EP's module CD



Even though the NFE's Enlightenment Centres do not have modern training equipment and tools, individual centres are able to use these electronic training materials.

Currently, most primary, secondary and upper-secondary education's 'core' modules have been developed and are available. Even some of the other handbooks for learning knowledge and the skills that relate largely to under-developed life skills competences are developed. For example, seven life skills handbooks and health training curricula are available for EP use.

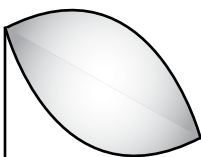
In addition to the above mentioned materials, textbooks designed for the formal schools, together with books and handbooks of the NFE's other programmes, such as health and ecology, can be used for EP.

CHAPTER –5



TRAINING QUALITY AND ACCESS

- 5.1. THE LEARNER IN THE EQUIVALENCY PROGRAMME'S TRAINING**
- 5.2. LEARNING ENVIRONMENT**
- 5.3. PARENTAL, GUARDIAN AND LOCAL SUPPORT**
- 5.4. TRAINING OUTCOMES, COMPLETION RATES**

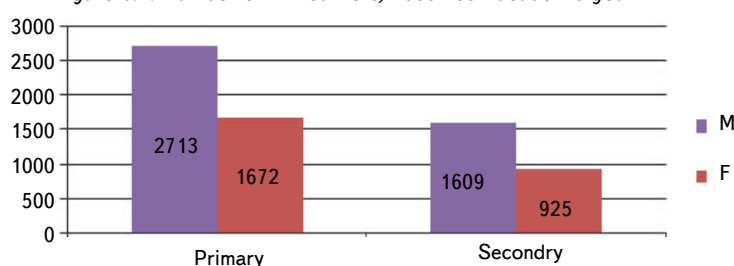


5.1. THE LEARNER IN THE EQUIVALENCY PROGRAMME'S TRAINING

Children who never went to school, school drop-out children and adults who did not receive an appropriate level of education earlier in life are enrolled in primary, secondary and upper-secondary education's Equivalency Programme. Even though the age group of EP learners is variable, most of them consist of school age children.

Age, gender and the training level of learners who are participating in the secondary education's EP are shown in figures categorised in the last three academic years.

Figure 5.1. Number of EP learners, 2006-2007 academic year

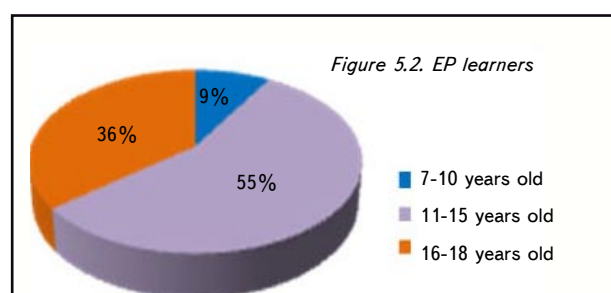


In the 2006-2007 academic year, 8,229 learners enrolled in the primary and secondary education's EP. 84% of them were school age children, 63% were male, 37% female. 63.4% of these children were enrolled in the primary education's EP and 36.6% enrolled in the secondary education's EP (Table 6.1 and Figure 5.1).

Table 5.1

Age	EP learners in academic year 2006-2007			Details:					
				Primary education learners			Secondary education learners		
	total	M	F	total	M	F	Total	M	F
School age children	6913	4366	2547	4385	2713	1672	2528	1609	925
7-10 years old	594	341	253	533	312	221	61	29	32
11-15 years old	3843	2410	1433	2819	1751	1068	1024	659	365
16-18 years old	2476	1615	861	1033	650	383	1443	915	528
Adults	1316	796	520	555	372	183	761	474	287
19-24 years ol	1096	672	424	465	282	183	631	390	287
Over 25 years of age	220	124	96	90	90	0	130	84	46
Total	8229	5162	3067	4940	3085	1855	3289	2077	1212

Source: MoECS's statistical pamphlet

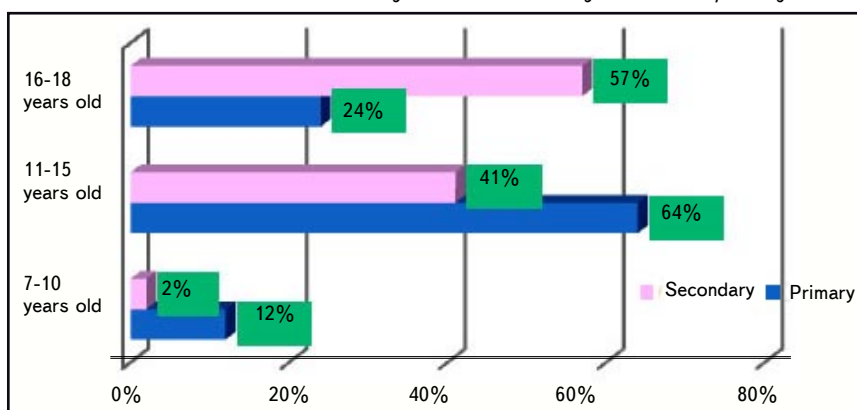


During that academic year, 55% of school age children that enrolled in the EP were from 11-15 years of age, 36% were 16-18 years of age and 9% were 7-10 years old (Figure 5.2).

Of these learners, 64% who were enrolled in the primary education's EP were 11-15 years old, 24% were

16-18 and 12% were 7-10 years old. Of the secondary education's EP learners 57% were 16-18 years old and 41% were 11-15 years old (Figure 5.3).

Figure 5.3. School age learners of primary and secondary level



As seen in Figure 6.3, more 11-15 year old learners were enrolled in the primary education's EP and 16-18 year old learners were mostly enrolled in the secondary education's EP. 24% of 16-18 year old learners were enrolled in the primary education's EP which means they were forming multi-age and level groups.

In the 2007-2008 academic year, a total of 10,069 learners enrolled in the primary and secondary education's EP (Table 5.2).

Table 5.2. EP learners of academic year 2007-2008

Age of EP learners	Total	Male	Female
School age children (10-18 years of age)	7946	5027	2919
up to 10 years of age	561	320	241
11 years old	461	267	194
12 years old	654	394	260
13 years old	794	513	281
14 years old	1062	662	400
15 years old	1242	833	409
16 years old	1375	901	474
17 years old	1048	670	378
18 years old	749	467	282
Adults (over 19 years of age)	2123	1349	774
Total	10069	6376	3693

Source: MoECS's statistical pamphlet

63% of these learners were male and 37% were female (Figures 5.4 and 5.5).

Figure 5.4. Gender of EP learners

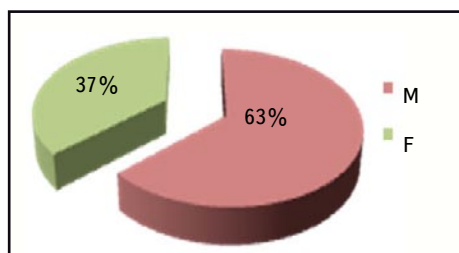


Figure 5.5. Age of EP learners

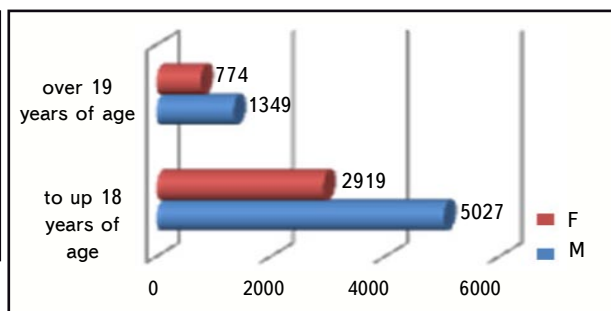


Figure 5.6. Age of EP learners

During that academic year, 79% of the EP learners were school age children (Figure 6.6). This confirms that out-of-school or school drop-out aged children were widely enrolling in the EP.

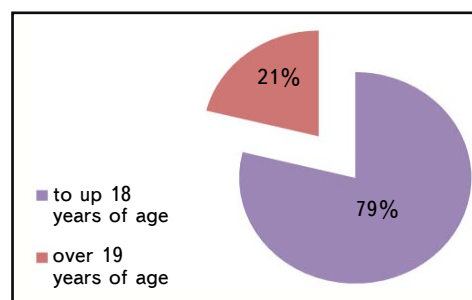
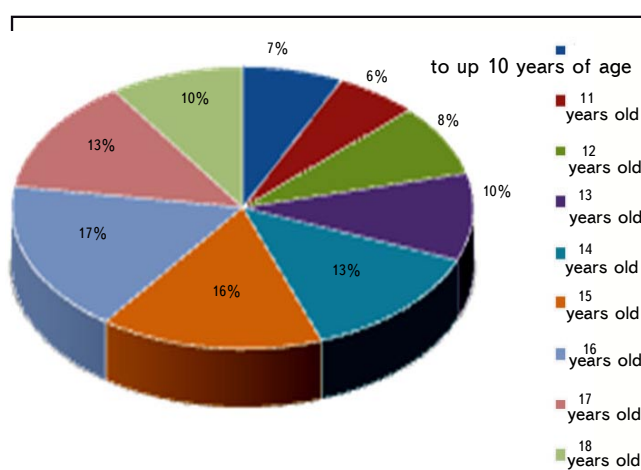


Figure 5.7. Age percentage of EP learners



40% of school age children enrolled in the EP were from 16-18 years of age and 39% were 13-15 years of age (Figure 5.7). Of these learners, children from 13-18 years of age were enrolled significantly more in the EP. In particular, most of the school age children enrolled in the training were from 15-16 years of age.

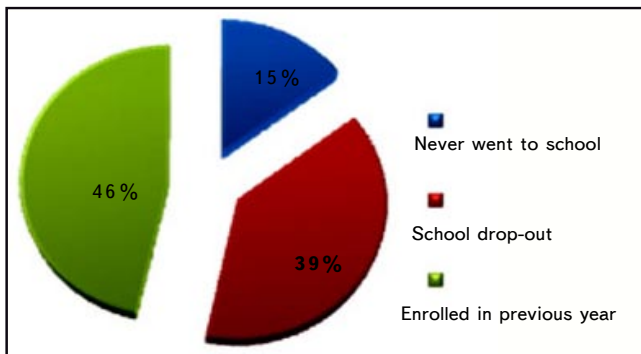
In the 2008-2009 academic year, a total of 12,319 learners were enrolled in the primary, secondary and upper-secondary education's EP with 63.9% of these learners being male while 36.1% were female. 50.6% of the learners enrolled in the primary education's EP and 40.4% enrolled in the secondary education's EP (Table 5.3).

Table 5.3. Details of the EP learners in the academic year 2008-2009

Parameter	Total	Male	Female	Details:								
				Primary education learners			Secondary education learners			Of them: number of senior year learners		
				Total	M	F	Total	M	F	Total	M	F
Number of EP learners	12319	7880	4439	6241	3998	2243	4982	3223	1759	1997	1259	738
Number of school age children from EP learners	9212	5932	3280	5348	3438	1910	3587	2313	1247	1328	836	492
9 years old	417	245	172	389	224	165	28	21	7	0	0	0
10 years old	306	187	119	293	180	113	13	7	6	0	0	0
11 years old	522	313	209	480	288	192	42	25	17	0	0	0
12 years old	742	467	275	664	415	249	78	52	26	0	0	0
13 years old	984	631	353	802	520	282	181	110	71	10	6	4
14 years old	1190	777	413	804	517	287	386	260	126	32	24	8
15 years old	1365	870	495	696	453	243	664	413	251	208	118	90
16 years old	1420	932	488	533	365	168	860	545	315	409	248	161
17 years old	1279	861	418	399	278	121	790	521	269	391	253	138
18 years old	987	649	338	288	198	90	545	359	186	278	187	91
19-24 years old	2316	1487	829	893	691	202	1117	736	381	517	327	190
24< years old	791	461	330	608	477	131	278	174	104	152	96	56

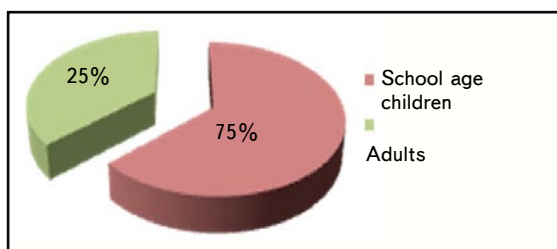
Source: MoECS's statistical pamphlet

Figure 5.8. Enrollment in EP



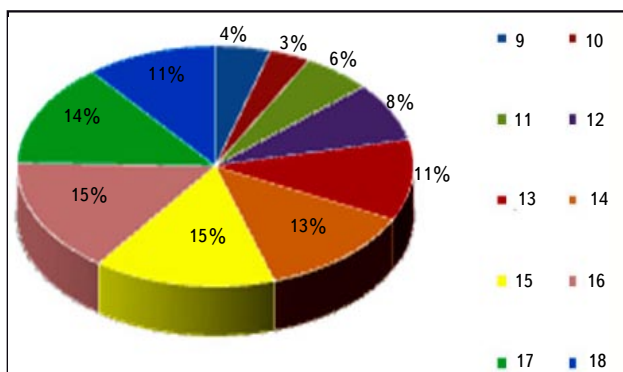
During that academic year, a total of 6,580 new learners enrolled in the EP, 15% of these learners never having been to school and 39% being school drop-out children. 46% of them were learners continuing their EP (Figure 5.8). 75% of the learners enrolled in the EP were school age children (Figure 5.9).

Figure 5.9. EP learners



The enrolment rate of children who never went to school or were school drop-outs was satisfactory and could also be seen as an improvement in EP access. As seen from the detailed age group of children enrolled in the EP, most of the school age children are over 13 years old.

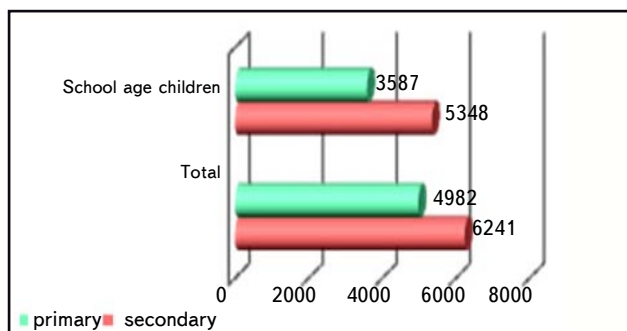
Figure 5.10. Age percentage of children enrolled in EP



Specifically, 15-16 year old learners constitute 30% of those enrolled, 14% are 17 year olds, 13% are 14 year olds, and 11% of all learners are 13 year olds (Figure 5.10).

58% of these school age children were enrolled in the primary education's EP and 38.9% were enrolled in the secondary education's EP (Figure 6.11). 37% of school age learners enrolled in secondary

Figure 5.11. School age children enrolled in primary, secondary education's EP



education's EP were enrolled in the senior year.

53.5% of all learners enrolled during that academic year were children of herders' families, which clearly proves that cattle herding is one of the main reason children do not go to school or drop out. However, it should be noted here that most of these herders' children are nobly helping with increasing their household income by herding other families' herds. Also, 1.2% of all learners were orphans and 9.7% were children with a disability status.

The number of learners enrolled in the EP has been continuously growing in the last three years (Table 6.5).

Table 5.5. Details of EP learners

№	Academic year	Participants of the Equivalency Programme's training			Of them: School age learners		
		Total	M	F	Total	M	F
1	2006-2007 year	8 229	5 162	3 067	6913	4366	2547
2	2007-2008 year	10 069	6 376	3 693	7946	5027	2919
3	2008-2009 year	12 336	7 888	4 448	9205	5926	3279

Source: MoECS's statistical pamphlet

As seen from this table, the number of learners has increased by around 2,000 for each academic year and because of the variable expenditure allowance, it is safe to state that training access has increased accordingly. 63.3% of all learners were made up of male learners.

This high rate of male learners can be explained by the socio-economic transition of the 1990s when large numbers of male children dropped out of school to help their households increase their income through labour.

Detailed information of learners enrolled in the EP in the 2007-2008 and 2008-2009 academic years are shown by rural and urban area (Table 5.6).

In the 2007-2008 academic year, a total of 7,946 school age children enrolled in the EP. 81.4% of these learners enrolled in the rural areas, while 18.6% enrolled in the EPs in urban areas.

Table 5.6. EP learners by urban and rural area

Participants of EP (age)	In rural areas						In urban areas*					
	2007-2008			2008-2009			2007-2008			2008-2009		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
<10	384	229	155	578	345	233	177	91	86	133	77	56
11	361	223	138	397	241	156	100	44	56	125	72	53
12	501	315	186	620	397	223	153	79	74	122	70	52
13	633	422	211	820	525	295	161	91	70	164	106	58
14	897	580	317	1008	676	332	165	82	83	182	101	81
15	1067	746	321	1180	764	416	175	87	88	187	106	81
16	1097	738	359	1239	826	413	278	163	115	180	107	73
17	892	592	300	1106	762	344	156	78	78	173	98	75
18	643	422	221	899	608	291	106	45	61	92	44	48
Total	6475	4267	2208	7847	5144	2703	1471	760	711	1358	781	577

Source: MoECS's statistical pamphlet

* Urban areas include: Darkhan-uul, Orkhon, Ulaanbaatar City

During that academic year, 65.8% of a total of 6,475 learners who enrolled in the EP in rural areas were male, while the number of male and female learners in urban areas are rather more equal (Figure 5.12).

Figure 5.12. EP learners of 2007-2008 acad. year (by urban and rural areas)

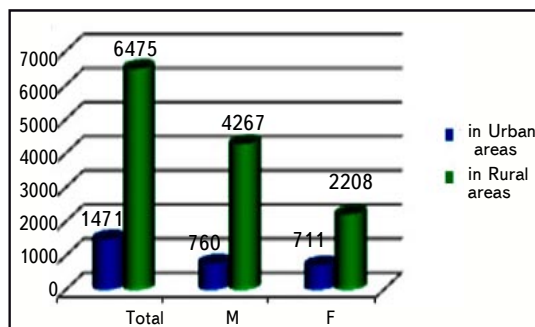
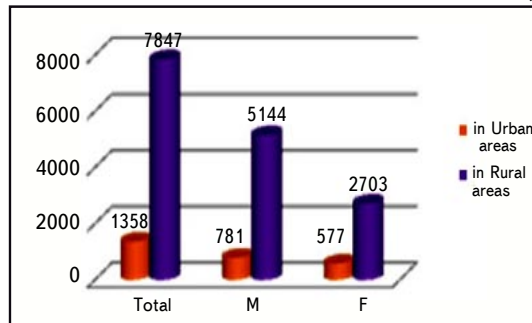


Figure 5.13. EP learners of 2008-2009 acad. year (by urban and rural areas)



In the 2008-2009 academic year, a total of 9,205 school age children enrolled in the EP. 85.2% of these learners were enrolled in rural areas while 14.8% were enrolled in urban areas. 65.5% of the learners who enrolled in rural areas were male while 57.5% were male in urban areas (Figure 5.13).

For the latter two academic years, the number of EP learners in rural areas has increased by 1,300 learners and in urban areas that number decreased by around 100 learners (Figures 6.14 and 5.15).

Figure 5.14. EP learners in rural areas

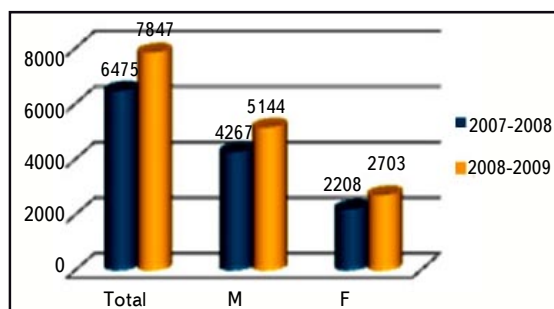
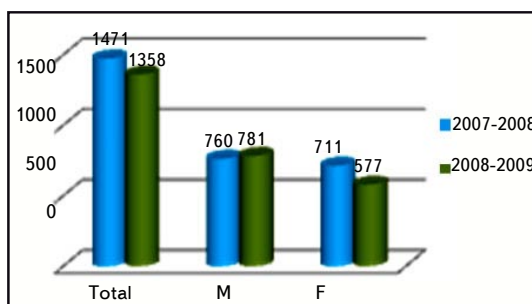


Figure 5.15. EP learners in urban areas



It can be concluded from this data that most of the out-of-school or school drop-out children were male and more children, especially those who herd cattle, in the rural areas tend to enrol in the EP. As for the enrolment rate of all out-of-school children in the EP, we lack accurate data about the number of school drop-outs and out-of-school children, so are therefore unable to evaluate the EP's results and have been challenged to plan future actions. For example, the survey on the 'Labour rate of Mongolian children', which was conducted by the International Labour Organization, shows that 29,556 children are out-of-school while the Kazakh children's education survey showed that around 36,000 children are out-of-school.

These results are not consistent with each other. The NFDE Centre's report of 2005 showed that 41,716 children were out-of-school and in 2006 it decreased to 22,198. It thought that the MoECS's 'BDB-15: 6-14 year old out-of-school children' collects its resources from formal schools, so an inappropriate source of the data suggests that their information could be imprecise.

Let's now see how many of the out-of-school children are enrolled in the EP based on the MoECS's data, since they collect their information through official administrative forms. In the 2007-2008 academic year, a total of 8,775 children from 8 to 15 years of age were out-of-school and a total of 3,361 children were newly enrolled in the EP in the 2008-2009 academic year (Table 5.7).

Table 5.7

Үзүүлэлт	Number of out-of-school children (2007-2008 academic year)			Number of new EP learners (2008-2009 academic year)		
	Total	M	F	Total	M	F
8-11 years	3418	1807	1611	888	589	299
12-15 years	5357	3385	1972	2473	1589	884
Total	8775	5192	3583	3361	2178	1183

Source: MoECS's statistical pamphlet

In the total number for out-of-school children, 8-11 year old children constitute 38.9% and 12-15 year old children constitute 61.1%. We calculate that 25.9% of 8-11 year old out-of-school children and 46.1% of 12-15 year old out-of-school children respectively have enrolled in the EP. This means that 38.3% of all out-of-school children have enrolled in the EP.

Now let's see how accessible the EP is for national minorities, especially Kazakh children. In the 2007-2008 academic year, a total of 8,775 children from 7 to 15 years of age were out-of-school and 27.6% of these children were in the Bayan-Ulgii aimag. During that academic year only 79 school age children were enrolled in the EP in the Bayan-Ulgii aimag, which constituted 1.2% of all learners in rural areas. In the 2008-2009 academic year, the number of EP learners has increased by 450 which demonstrates an improvement of accessibility to the training.

However, this number constitutes 6.7% of all learners in rural areas. This data shows that even though the number of out-of-school children in the Bayan-Ulgii aimag is comparatively higher than other aimags, enrolment rate in the EP is relatively low.

In conclusion, we can construe that an inadequate enrolment rate of learners can be related to these out-of-school or drop-out children not being included in the framework of national policies. Firstly, these EP learners are not included in the dormitory accommodation service. Due to a lack of policies and regulations over this issue, accommodation in a dormitory is decided solely by the formal school directors' preference and understanding. Reluctance to enrol in the EP because the learner has nowhere to stay in the centre of the soum, and leaving the EP without finishing its lessons, is very common. Also, the EP learners are left out of the 'lunch' programme. Most of the EP learners are members of low-income households, so including them in such a programme would be a helpful form of support to improve the access to training.

The above mentioned analysis about learners was based on data from the MoECS's statistical data. Data received at the MoECS and at the NFDE Centre is not consistent with each other, which proved a challenge in performing this analysis. For example,

the number of the EP learners at both organisations differed by 443 in the 2006-2007 academic year, by 329 in the 2007-2008 academic year and by 177 in the 2008-2009 academic year (Table 5.8).

Table 5.8

№	Academic year	MoECS			NFDE	Difference
		Total	M	F	Total	
1	2006-2007 year	8229	5162	3067	8672	443
2	2007-2008 year	10069	6376	3693	10398	329
3	2008-2009 year	12319	7880	4439	12496	177

This variance limits the opportunity to accurately evaluate the results of the EP and to determine future activities in order to intensify this training, and it consequently stands as an obstacle to the goal of forming a monitoring-analysis and evaluation mechanism. Therefore, it is considered necessary to obtain accurate data through an integrated method. In the previous section, we have mentioned how the NFE's electronic database software program has been created within a framework of solving this problem.

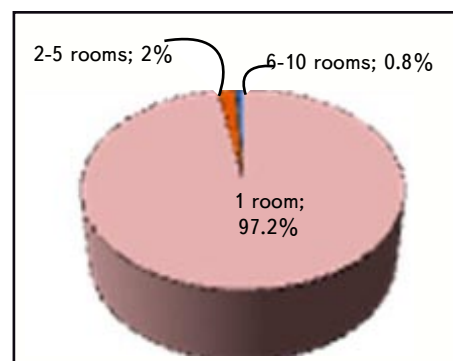
5.2. LEARNING ENVIRONMENT

The training environment of the EP includes the NFE's Enlightenment Centre's office, classroom, teachers, learner's interaction, a sufficient number of books and training materials, training curriculum, standard, external support and influence on the NFE's service.

Figure 5.16. Training facilities of Enlightenment centers

The NFE Enlightenment Centre's material

resource: The offices and venues of the NFE's Enlightenment Centres include: 97.2% of Enlightenment Centres operate and organise all its activities and training in one room of its associate head office's building. The training classrooms usually have a capacity for 10-20 learners at a time. Seven Enlightenment Centres, or 2%, have 2-5 training rooms; three Enlightenment Centres (those at the Bayangol District of Ulaanbaatar City, the Choibalsan soum of the Dornod aimag and the Orkhon aimag), which constitute about 3%, are provided with a better environment to run their training and have 6-10 rooms (Figure 5. 16). As can be seen, the NFE's Enlightenment Centres are not able to organise multiple training all at once, and furthermore about 60% of these venues are located in buildings that were built with an entirely different purpose to hosting such training, plus they do not have enough chairs, do not suit the learner's age and physical build and do not meet basic hygiene standards. Some of these Enlightenment Centres made further room by putting up partition walls in the hall or are located in very old buildings or do not have heating in the winter. As for classroom capacity, an average of 20 people is enough for most of the soums' Enlightenment Centres but in central areas, where they have more learners, the Enlightenment Centre's



training room capacity needs to be increased. Furthermore, 93% of these Enlightenment Centres do not have computers, 98% do not have a photocopier, 98.5% do not have wide screen equipment, 99.4% do not have a video player, 89.2% do not have an audio player. Furtherstill, some teachers' computer knowledge is poor and due to a lack of budget planning, availability of training materials is irregular among the Enlightenment Centres.

Teacher-learner ratio: As for the number of students per teacher, according to the 'Regulation for organising the Equivalency Programme', classroom training should have over 15 learners per teacher and in the case of home or learner-oriented training, it should have over 10 learners per teacher. The average number of learners for each group in rural areas is 15-20 and it is 20-25 learners in urban areas. Compared to a formal school (one class has around 35 students), one could assume that a teacher's workload at the NFE's Enlightenment Centre is light, but this group is made up of multi-grade learners whose educational level, age and mentality varies and it therefore demands a distinctive methodology and technique for each learner. Therefore, seen from this point of view, the NFE's Enlightenment Centre's teachers have far more responsibilities than that of formal school teachers.

Teaching/learning materials: The EP modules for each primary and secondary education level, together with handbooks and books developed within the framework of other curricula and formal schools' textbooks, are used as the teaching/learning materials of the Equivalency Programme. Currently, out of 190 planned modules for primary and secondary education, 125 modules have been developed and 84 have been published. Five hundred of each developed module are published and on distribution each Enlightenment Centre receives 1-2 modules, which, when compared to the number of learners, is one textbook for about 15-25 learners. As for the other curriculum, even though we aim to develop handbooks and books for each curriculum, this provision is still far from adequate. Currently, 1,000 copies of 30 handbooks have been published and distributed to the Enlightenment Centres where it is calculated that one such textbook is provided for between 7-13 learners.

The supply and sufficiency of training materials at the NFE's Enlightenment Centre is inadequate and the preparation of training materials for national minority groups is also an issue that needs to be resolved. One thousand copies of textbooks such as primary education's 'Mathematics' and secondary education's 'Social Science' and 'Natural Science' were translated into Kazakh and published and distributed among the NFE's Enlightenment Centres in the Bayan-Ulgii aimaig within the framework of the joint project NFDE and IPEC, ILO in 2005. Furthermore, we are planning to translate 20 'core' modules of the primary education's EP into the Kazakh language in 2010.

EP teachers and human resources: Today, 458 NFE teachers/facilitators are working nationwide and 130 (or 28.4%) of these teachers work at 10 Enlightenment Centres that operate its training independently, while the rest of the NFE's Enlightenment Centre has only one teacher, clearly showing that the range of activities and the capacity of those with only the one teacher are inadequate. As for those 10 independent Enlightenment

Centres, even though they are not able to organise training for adults, they continuously organise and carry out successful training for children and adolescents.

As for the teachers' education level, 301 or 65.7% of the NFE's teachers have a higher education while 157 or 34.3% have a specialised secondary education. While primary level education in formal schools is usually taught by specially educated teachers who graduated from pedagogical college, literacy education training and the Equivalency Programme organised in the NFE are taught by teachers who graduated from university. 90.6% of the teachers working at Enlightenment Centres majored in pedagogy while only 9.4% of these teachers majored in professions other than teaching, which shows that the teachers' educational level and capacity is high.

However, factors such as the unfavourable work environment for the teacher (classroom, equipment, material resources, transport etc), abandoned social care, reward, the encouragement system and poor administrative and public support, have impacted negatively on the stability of teachers' employment. Nationwide, only 163 or 35% of teachers currently working for the NFE have been continuously employed in same field for over three years, and this fact can be further developed in that less than 20% of the total 1,529 teachers prepared for the NFE during 1998-2004 from the NFDE Centre are still working in this field.

Also, a formal school teacher's role and responsibilities in the primary and secondary education's EP is important. It is noticeable that these teachers put more attention and consideration into teaching the EP learners and understand their livelihood situations and learning capacities.

I taught Mathematics to the Equivalency Programme learners last year. Learners were very motivated and active. When I first wrote a task on the board and asked who would like to solve it, a girl said, "I want to". She was pregnant. It felt very different to me, as I always saw students as young children. Since then I have come to understand and realise that the Equivalency Programme learners included varying age groups of people.

From an interview with n.Mandakh, dean Baruunturuun soum's secondary school, Uvs (March 2010)

Therefore, it is necessary to organise activities to provide training in information- and skills-building for teachers in the field of multi-grade teaching. To solve this issue, we have co-worked with the Mongolian Educational University's Pedagogical School by training students on the NFE's character, its services, the Equivalency Programme and how to organise its multi-grade groups. Training was organised among 400 senior year students who were being trained to become teachers. In the future, such information will be integrated into their curriculum to increase the EP's access and quality.

Therefore, it is necessary to organise activities to provide training in information- and skills-building for teachers in the field of multi-grade teaching. To solve this issue, we have co-worked with the Mongolian Educational University's Pedagogical School by training students on the NFE's character, its services, the Equivalency Programme and

how to organise its multi-grade groups. Training was organised among 400 senior year students who were being trained to become teachers. In the future, such information will be integrated into their curriculum to increase the EP's access and quality.

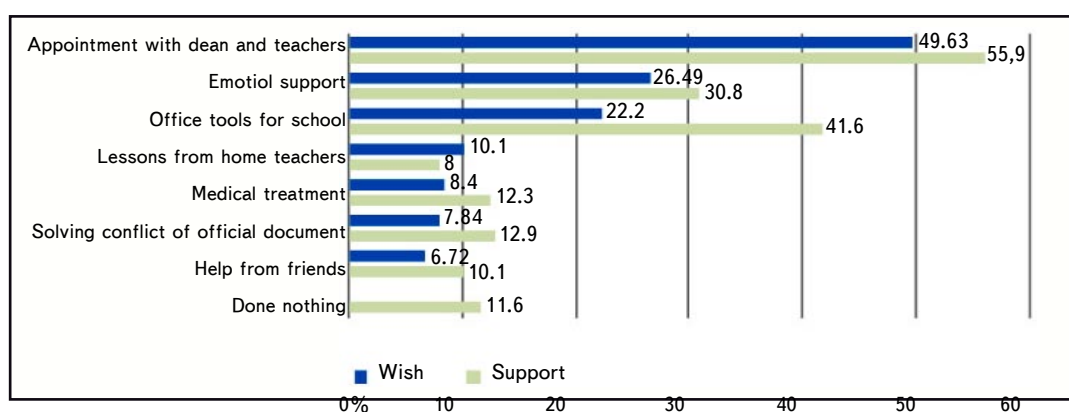
Teacher training programme: Currently, the NFE teacher training structure and curriculum has not yet been developed or adopted in any of the universities and colleges, and this type of lesson is not provided through their subjects. Therefore, the NFDE Centre organises short-term in-service teacher training courses for the NFE's teachers/facilitators with the goal of increasing their quality, methodology and knowledge level, usually with support from international projects. For example, between 2003-2007, through such in-service teacher training, together with meetings to share experiences and with other courses organised, a total of 2,514 NFE teachers/facilitators have participated and received certification. However, these NFE in-service teacher training activities are not regular but are only organised when the budget has available funding, indicating that the NFE's teacher training structure is still underdeveloped.

5.3. PARENTAL, GUARDIAN AND LOCAL UPPORT

Parental, guardian and local support is very important for learners of the Equivalency Programme who are receiving primary and secondary education. Therefore, this matter is discussed here in a separate section from the training environment.

A survey, 'The roles and participation of parents and guardians in increasing the educational access' was conducted among 500 children and around 1,200 parents and guardians, and some of its results are shown here as an example. The children are either out-of-school or learn through the Equivalency Programme. Firstly, let's look at what school out-of-children and adolescents wanted and what parents and guardians did to stop them from dropping out of school (Figure 5.18).

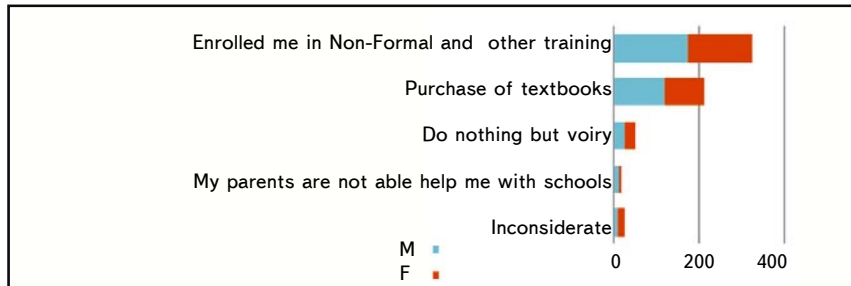
Figure 5.18. School drop-out children's wish and parental support



As seen from the figure, parents have provided significant support that their children were looking for. Regarding what children wanted from their parents and guardians after dropping out of school, 82.4% of respondent children and adolescents expressed their wish to learn and 264, or 49.3%, of those respondents asked their parents for the opportunity to start learning again immediately, and 123, or 23%, of these respondents

asked for emotional support. The following answers were given when asked what actions their parents or guardians had taken in order to support them with learning compared to their wish (Figure 5.19).

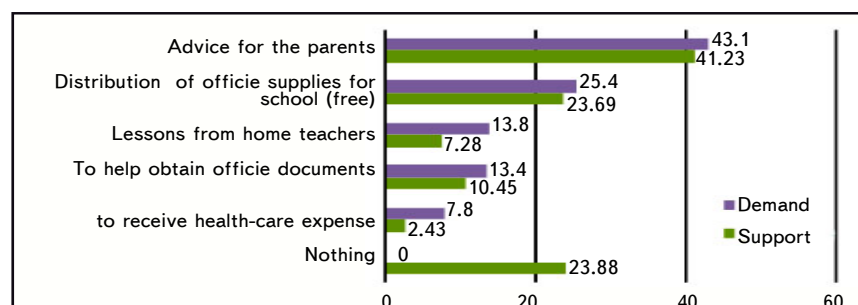
Figure 5.19.



Parents or guardians have helped 324, or 60.4%, of all respondents of the survey to learn by enrolling them in the NFE training or other training courses, while the parents or guardians of 210, or 39.2%, of all survey respondents have helped by purchasing books and textbooks for them. Also, parents' and guardians' reactions were different for boys and girls. More male respondents participated in this survey. In conclusion, while there are parents who are considerate towards their children, there are also some parents who are inconsiderate. Parents and guardians of about 43% of these children supported their learning by taking an interest through meetings with school directors, headmasters and teachers, by purchasing office tools for learning, and by providing them with emotional support as the children wished. The survey result showed that despite all these attempts, the main causes of children dropping out of school were household deprivation, the learner's health status, the poor academic performance of the children or their disinclination to learn.

However, it is commendable that 60.4% of survey respondents have enrolled in the NFE training to receive an education. 12.1% of survey respondents said that their parents were not able to do anything other than worry and that they were unable to actually help them due to their livelihood needs and possibilities. But in most the cases the parents were willing to help their children, so with the necessary information and guidance they would give more support and which could positively influence the children's future. A comparison of what respondent children of the survey wanted from schools, teachers and local administrations, and what support they actually received is shown (Figure 5.20).

Figure 5.20. Children`s demandfrom teachers and return



As seen from the figure, 231 or 43.1% of the respondents asked for advice from their parents; 136 or 25.4% asked for free office supplies; and about 73 or 13.6% of children answered that they would like their school, teachers and local administration to support them with opportunities for home-schooling and to help them obtain official documents. Children younger than 15 years of age tended to ask for free office supplies and medical care expenses more than the others. Figure 6.20 shows the support that the school, teachers and local administration provided in regard to the children's wishes, although a significant number of respondents chose to answer, 'did not provide any support'.

399 or 74.4% of children responding to the survey knew about the NFE's Enlightenment Centre, whose one main field of activity is to offer educational training for out-of-school children and adolescents, and families and parents of 332 or 61.9% of respondents were satisfied with their training. 311 or 58% of survey respondents considered that parents of children who currently learn, or have previously learned at the NFE's Enlightenment Centres, work with the teacher in order to support their children with their learning activities. Around 7% responded that their parents are involved in activities to improve their training environment and conditions, to prepare training materials and to organise other activities among learners. However, 140 or 26.1% of all respondents answered that their parents do not adequately work with the Enlightenment Centre's teachers, clearly demonstrating that these parents lack a proper understanding of the NFE's Enlightenment Centre, even when their children in some cases are enrolled in its training. This poor participation and support, and the poor understanding of the NFE's activities of parents, is sometimes caused by the parents living remotely, a busy work schedule, poor education and an unmotivated attitude.

Let's see how often other local organisations organise activities oriented towards out-of-school children and adolescents (Table 5.9).

Table 5.9. Frequency of activities organised by organisations (by number)

Organization	Don't know	Never	Few times a year	Few times a month	Few times a week	Daily
Bagh/khoroo	381	70	45	9	13	18
Library	374	68	24	18	35	17
School	350	50	36	20	23	57
NFE centre	155	12	49	68	65	187
Enterprises	425	56	35	14	3	3
International organisation	386	46	81	7	7	9

As seen from the table, local administrative and cultural organisations and enterprises do not organise activities oriented towards out-of-school children.

However, out-of-school children and adolescents do not usually visit these organisations. The survey shows that children and adolescents participating in the NFE's training organise activities for them as a representative of the Enlightenment Centre and receive the services of the other organisations mentioned above. Those who did not participate had little or no information and understanding about not only the other organisations' activities, but also about the NFE's activities (Table 5.10).

Table 5.10. Recreational services that children and adolescents used in the last 12 months (by number)

Frequency Recreational service	No service	Never	Few times a year	Few times a month	Few times a week	Dailyp
School	19	273	46	37	28	133
NFE's Enlightenment Centre	10	148	44	42	46	246
Cultural Centre	18	344	93	43	27	11
Bagh/Khoroo	2	512	11	8	3	0
Library	36	348	56	30	49	17
Book, newspaper store	34	403	52	18	17	12

Therefore, the local administration should take this issue into consideration and be required to cooperate by establishing an accurate registration of its residents using the lowest level of the administration unit, the bagh and khoroo, and to guide its administrative, training, customer service, enterprises and other organisations' activities to provide the necessary information and service for them.

Now let's see how the learner who enrolled in the Equivalency Programme evaluated their parental and local administration's participation and support in their learning activities, and what the teachers of the NFE's Enlightenment Centres thought of this.

The top three most commonly encountered challenges and obstacles, as told by NFE's teachers, in organising the training activities and professional and methodological development include the inadequate training equipment and tools, poor workplace conditions and poor parental support (Figure 5.21).

Figure 5.21. Percentage of challenges for teachers (in training activities, professional, methodological)

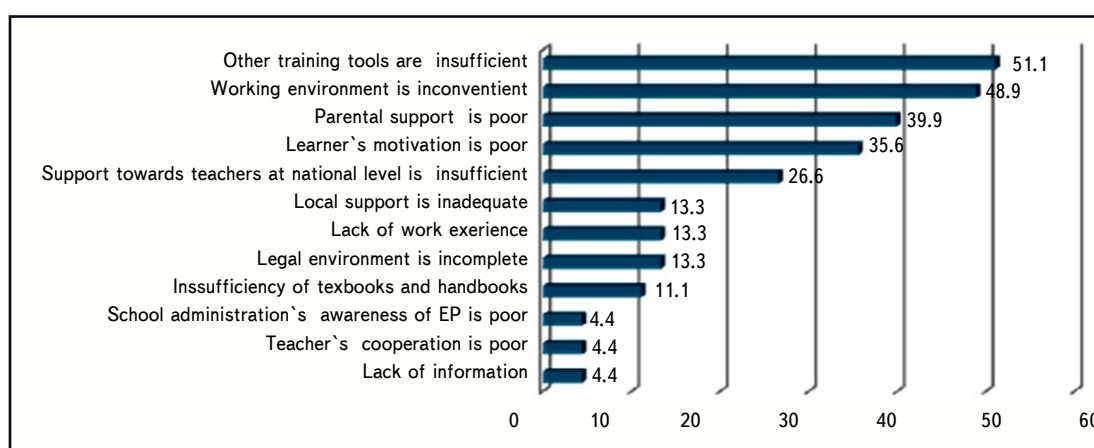
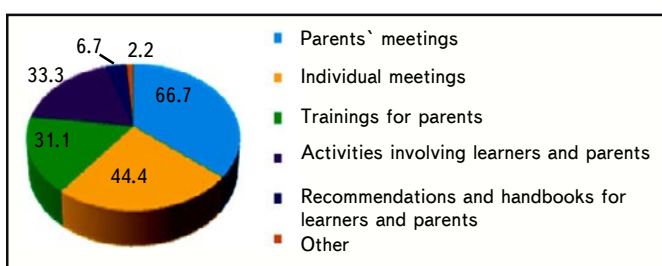
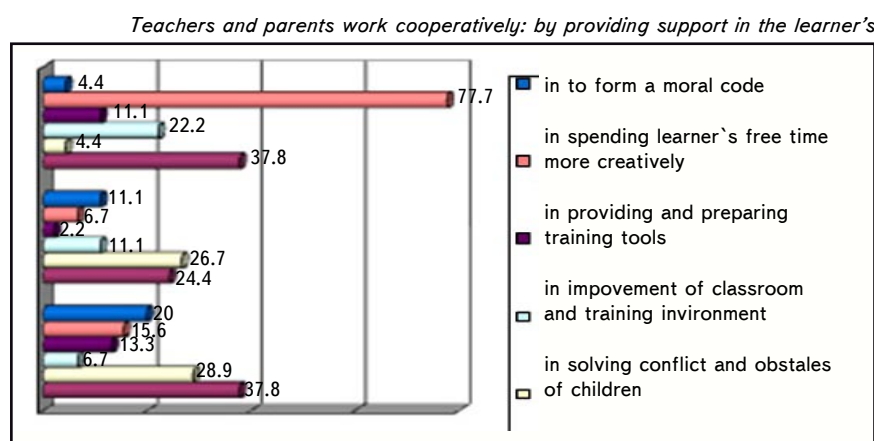


Figure 5.22. Cooperation of NFE teachers and parents, by percentage



The traditional parents' meeting is the dominant form of cooperation between teachers of the NFE's Enlightenment Centre and parents, while the development and distribution of the handbook for learners and parents constitutes only a small fraction (Figure 5.22).

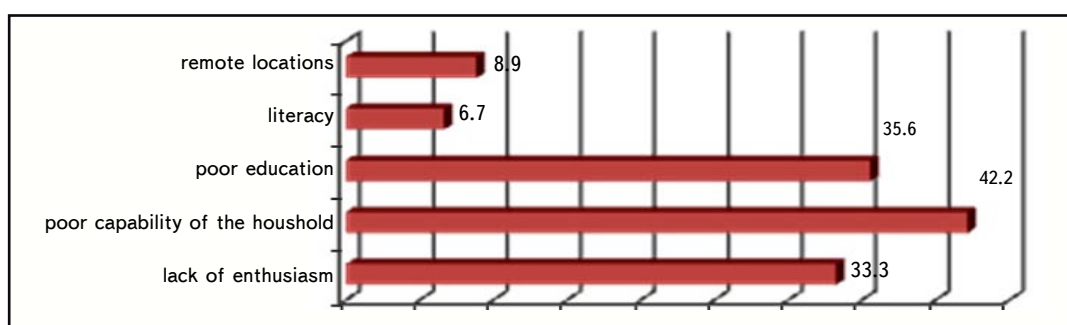
Teachers and parents work cooperatively: by providing support in the learner's studies, by solving conflict and obstacles to the children, by helping children spend their free time more productively, by improving the training environment, by preparing training materials and tools, and by forming a moral code and a proper upbringing for the learners. However, results of these activities seem inadequate (Figure 5.23).



Parents and NFE teachers have worked very satisfactorily in helping learners to spend their free time more productively. Experienced teachers confirm that one method to attract learners who have not enrolled in any classes and training for a long period of time is to invite them to participate in activities such as contests, competitions and excursions, rather than immediately starting to teach. However, only a few teachers are capable of organising such stimulating activities and most of the teachers do not pay enough attention to ensuring their learners' free time is used in a more productive way.

Many teachers note that one of the causes why they are not able to encourage participation and responsibility in parents and guardians is that it is very dependent on the motivation of parents, their family life and education level (Figure 5.24).

Figure 5.24. Causes of insufficient cooperation between NFE teachers and parents, by percentage



Inadequate parental support and participation in learning activities for out-of-school children is a very challenging issue. Even though teachers are cooperatively working with parents and guardians in several fields, such as providing support in the learner's studies, solving conflict and obstacles to the learner and by improving the training environment, the result of these activities still remains poor.

The fact that most of the learners enrolled in the EP have never been to school or dropped out of school, due to factors such as cattle herding and household deprivation, shows that some parents do not pay enough attention to their children's education, but some families are also so financially desperate that they need their children's help and labour. The survey also showed the importance of cooperation between parents, teachers and social workers to motivate and try to prevent learners from dropping out of school because of poor academic performance and a disinclination by the learner, whilst also providing emotional support for the children and to enrol them in suitable training. It is important to state here that younger children are not usually capable of making decisions on whether they need an education. Therefore, activities to positively influence parents' decisions are necessary.

Because children see their parents as role models and learn a lot from them, it is important to distribute the necessary information to parents and guardians, and it is also very important to attract and cooperate with the bagh/khoroo, training and other organisations to increase parental participation in their children's development through advocating the advantages of education and learning. In the future, not only financial support is necessary, but also handbooks, training and methodological guidelines for parents and guardians to interact with children in order to increase parental participation and roles.

5.4. TRAINING OUTCOMES, COMPLETION RATES

.....

Academic achievements of the Equivalency Programme learners can be directly evaluated by the number and rate of learners advancing in training levels and transferring to formal secondary schools and also by the status of primary, secondary and upper-secondary education certificates. Indirect or long-term results are evaluated by how learners are improving their livelihoods by using their knowledge and skills. An evaluation of the indirect result is most important in determining an education's benefits and values, but this type of information is difficult to obtain so this time the Equivalency Programme's results are evaluated directly. In other words, by the number of learners transferred to formal secondary schools and by the number of learners who received primary, secondary and upper-secondary education certificates. The MoECS does not have official data of how many EP learners transferred to formal secondary schools, or continued to learn at the NFE centres, so this analysis is based on the information data of the NFDE Centre.

The main policy for younger children enrolling in the EP is to transfer them to the appropriate grades of the formal secondary schools depending on their age and knowledge level. Therefore, this type of data is shown first.

In the 2006-2007 academic year, 17.9% of a total of 8,672 learners were transferred to a formal secondary school's appropriate grade, 10.4% of these learners transferred to

a primary level education and 7.4% of these learners transferred to a secondary level education. 51.2% of learners who transferred to a primary education level were male and 48.8% were female. 57.8% of learners who transferred to a secondary education level were male and 42.2% were female.

In the 2007-2008 academic year, 14.4% of a total of 10,398 learners were transferred to a formal secondary school's appropriate grade, 9.2% of these learners transferred to a primary level education and 5.1% of these learners transferred to a secondary level education. 49.5% of learners who transferred to a primary education level were male and 50.5% were female. 50.2% of learners who transferred to a secondary education level were male and 49.8% were female.

In the 2008-2009 academic year, 11.5% of a total of 12,496 learners were transferred to a formal secondary school's appropriate grade, 6.1% of these learners transferred to a primary level education and 5.4% of these learners transferred to a secondary level education (Table 5.11).

Table 5.11

№	Academic year	EP learners	Of them: transferred to formal schools								
			Primary			Basic (secondary)			Upper secondary		
		Total	Total	M	F	Total	M	F	Total	M	F
1	2006-2007 year	8672	909	466	443	647	374	273	128	56	72
2	2007-2008 year	10398	967	479	488	533	268	265	141	63	78
3	2008-2009 year	12496	763	421	342	684	430	254	111	52	59
Total		31566	2639	1366	1273	1864	1072	792	380	171	209

Although, the number of EP learners has been growing annually, it is obvious that the percentage of learners who transferred to a formal secondary school has been decreasing. This is related to the fact that the age and knowledge level of those learners do not meet the requirements to transfer to formal schools. Also, because of insufficient mental preparedness to transfer to formal schools, the EP learners tend to stay at the NFE centres and continue to enrol in the EP.

As a result of this training, 4,883 learners, or 15.4% of all learners, have transferred to formal secondary schools in the last three years. This data demonstrates the importance of the Equivalency Programme in allowing children and adults to enjoy the rights of acquiring an education. But factors such as the inadequate continuity system of the educational organisations' curricula and programmes, the lack of the NFE's capacity, and the legal environment that has not enabled it to cooperate with the formal schools' educational service, all impact negatively on the outcome of this training.

In the 2006-2007 academic year, 80.5% of all learners enrolled in the EP have continued to learn at the NFE centres and in the 2007-2008 academic year, 84.2% have continued to learn, and in the 2008-2009 academic year, 87.5% have continued to learn at the NFE centre's EP (Table 5.12).

Table 5.12

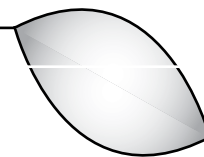
№	Academic year	EP learners	Number of learners continuing to study at EP		
		Total	Total	M	F
1	2006-2007 year	8672	6988	5364	1624
2	2007-2008 year	10398	8757	6396	2361
3	2008-2009 year	12496	10938	8535	2403

An increased number of learners (3.3%-3.7% annually) continuing to learn at the NFE centres is related to the fact that on the one hand a certain amount of finance has been arranged but on the other, there is an increased motivation and attitude of the learners. Also, a total of 31,566 (duplicated amount) learners have enrolled in the EP in the last three years, 76.05% of these learners being male and 23.95% of these learners being female.

Finally, using all the results, such as the learners, their learning environment, parental and local role and participation, and the Equivalency Programme's quality and access, it is concluded that they are insufficient. Firstly, even though the number of the EP learners is increasing annually, it is still not clear how many out-of-school children and adolescents are enrolled in the Equivalency Programme.

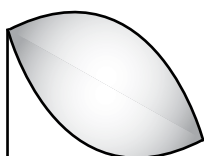
Also, because of the low amount of external finance, intentionally false increases in the number of learners has been observed and this acts as an obstacle to identify accurately the quality and adequacy of the training. In addition, the inadequacy of the training materials, tools, equipment, teacher training and the stability of teacher employment is directly and negatively influencing on quality of the training.

CHAPTER-6



GENERAL CONCLUSIONS

- 6.1. ACHIEVEMENTS OF THE EQUIVALENCY PROGRAMME**
- 6.2. CHALLENGES, FUTURE MEASURES AND RECOMMENDATIONS**



6.1. ACHIEVEMENTS OF THE EQUIVALENCY PROGRAMME

Current achievements of the Equivalency Programme are concluded as:

- The Equivalency Programme's content has been agreed on and a national level curriculum was developed.
- Several dozens of training materials for the Equivalency Programme have been developed and used in the training. For example, 8,500 copies of seven sets of the secondary education's Equivalency Programme textbooks were published within the framework of the project 'Improvement of the NFE's quality and access in the prevention of child labour', which was implemented with support from the International Labour Organization and were subsequently distributed to the Enlightenment Centres, with several of these books being translated into the Kazakh language and still being used today. Also, around 120 training modules have been created according to the Equivalency Programme's curriculum, which was approved in 2005.
- The Equivalency Programme's methodology has been developed. Teachers who organise the training for the Equivalency Programme have been trained in multi-grade teaching methodology, and many handbooks and recommendations have been published and distributed for these teachers. For example, the 'multi-grade training methodology', 'multi-grade training modules' and the 'methodology for organising training in multi-grade groups'.
- The Equivalency Programme's financing has been agreed. Learners enrolled in the training have been financed through variable expenditure per learner from the government budget (according to the enactment of 8.2 of the Education Law). A total of 1.4bn tugrugs was spent on the Equivalency Programme's variable expenditure in 2009 and 1.5bn tugrugs has been allocated for the year 2010.

6.2. CHALLENGES, FUTURE MEASURES AND RECOMMENDATIONS

Even though we have achieved the above mentioned advances, there are still many issues and challenges that need resolving. The following recommendations are being proposed as possible solutions to these challenges:

- Regulations to enrol out-of-school children in the Equivalency Programme are inadequate whilst training coordination is not established, training access is limited, and the legal environment to calculate results and the monitoring and evaluation mechanisms are not settled. Accommodation and food supply for the main target group—children of herders—has not been resolved. The main challenge is the low budget allocation in this field. It is necessary to take successive measures to improve the implementation of the policy documents and to establish the coordination of the training of the Equivalency Programme. In order to do so, the first step must be taken to develop the evaluation and monitoring methods for handling the data of the training process, the learner's

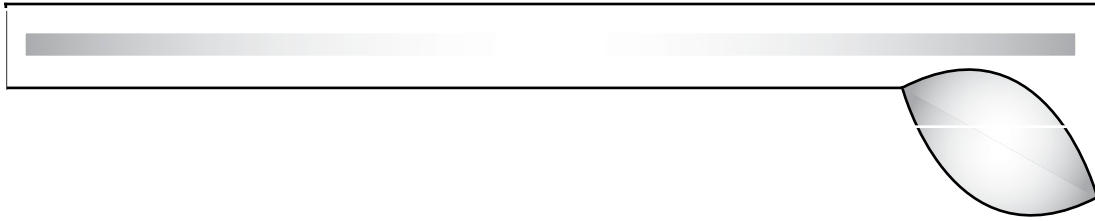
- educational achievement, establishing the knowledge and skills levels, and to have this evaluation and monitoring method approved by the MoECS.
- Information and data about the Equivalency Programme is inaccurate and insufficient. It is important to collect accurate and rational data and to revise the official data collection forms within the framework of this activity, to train the people responsible for collecting the data, and to create an integrated channel for a data-receiving process. Database improvement should be performed immediately by starting to use the information database software program that has already been created.
 - Use of information, communication technology and public media in the Equivalency Programme is lacking. Governmental regulations and financial support is needed to make the Equivalency Programme open and free to all learners, to promote the use of information technology and to transfer it into an online version. As a result of these activities, the implementation of legal documentation regarding the Equivalency Programme and Non-Formal Education will be enhanced, and it could also act as leverage to create an opportunity for everyone to have continuous and life-long learning possibilities.
 - The facilitation of parental, family, and public and local administrative participation and roles to increase access to the Equivalency Programme is needed, and its advocacy and cooperation is currently inadequate. In particular, there is a need to increase participation and support of the decision-makers, the school and local administrations in order to enforce regulations, and that such participation should be evaluated as one of the indicators of a positive outcome. Consecutive measures should be taken to make data more rational even starting from the bagh level.
 - The Enlightenment Centre has insufficient equipment, tools and training materials which result in a failure to meet the growing needs and demands in this field. Quality and access to the Equivalency Programme should not only be addressed by variable costs, but an initiative is also needed for the government to allocate more of the budget on the improvement of the training environment, conditions, the development of various types of training materials, teacher training and re-training. In particular, a budget is necessary for module development, and MoECS expenditure for training materials should be allocated to meet the demands of the learner regarding published material. This issue could also be resolved by re-directing finance for projects from UN organisations such as UNICEF, UNESCO and the ILO.
 - Capacity of organisations at all levels of NFE is inadequate, especially human resources, and is not sufficient to meet the requirements to shape the Equivalency Programme's environment. The NFE's teacher training structure is poorly developed, and social care, such as salaries and bonuses, are still not fully coordinated like that of formal school

teachers, and those issues are influencing the training quality and results. Therefore, it is important to resolve issues such as teachers' salaries and social care by institutionalising the Equivalency Programme. Teachers' issues can be resolved by integrating the Equivalency Programme's content into the curriculum of related universities and colleges.

- The consistency of the formal and non-formal education system is inadequate and so is its regulatory system. Even though regulations indicate that individuals, enterprises and other organisations are able to run training through the Equivalency Programme, it is still not clear which organisation is responsible for granting permission. Therefore, it is necessary for the MoECS, and its subsections, to plan and organise activities that promote synergy between governmental and non-governmental organisations, enterprises and individuals and to further develop a regulatory mechanism for this issue.
- It is important to periodically organise activities to establish the challenges, by monitoring and evaluating the implementation of the Equivalency Programme's regulations, and to find the solutions and a mechanism of implementation for these challenges.

REFERENCES

- NFE sector analysis, NFDE, UNESCO, UB., 2009
 - NFE activities reports at province levels, 2007, 2008, 2009
 - NFE survey results and recommendations, NFDE, UB., 2005
 - NFDE activity reports, UB., 2008, 2009
 - National Curriculum on Primary, lower and upper secondary education, UB., 2005
 - Regulation for conducting trainings on Primary, lower and upper secondary education, MECS, UB., 2007
 - National Programme on Education, Government of Mongolia, UB., 2010
 - Role and participation of parents and guardians for increasing educational access, Survey result, NFDE, UNICEF, UB., 2009
 - Statistical information for Educational field, UB., 2007, 2008, 2009
 - MECS activity reports, 2008, 2009
 - Monitoring and evaluation report on Implementing process for National programmes, UB., 2008
 - Master Plan to develop education of Mongolia in 2006-2015, Монгол Government of Mongolia, UB., 2006
 - National Comprehensive policy based on MDGs, Mongolian State Great Khural, UB., 2008
 - Current situation for working children in Mongolia, Survey result, ILO, IPEC, National Statistic's Agency, UB., 2008
 - National Report on MDGs, UB., 2007
-
- Annual reports ADRA and World vision in Mongolia, 2008-2009
 - Education for All, Global Monitoring Report, Literacy for Life. UNESCO, 2006
 - Final Reports for Regional Seminars on Equivalency programme, APPEAL, UNESCO Bangkok, Manila, the Philippine, 2006
 - Final Reports for Regional Seminars on Equivalency programme, APPEAL, UNESCO Bangkok, Jakhur, India, 2007
 - Final Reports for Regional Seminars on Equivalency programme, APPEAL, UNESCO Bangkok, Indonesia, 2009
 - Global Report on Adult Learning and Education. UNESCO, 2009 <http://www.unesco.org/en/confinteavi/grale/>
 - National Report on Adult Learning and Education, Mongolia, National Centre for Non Formal and Distance Education, Ministry of Education, Culture and Science, Mongolia, Ulaanbaatar, 2009
<http://www.unesco.org/en/confinteavi/grale/>
 - Non Formal Education Sector Analysis of Mongolia. National Centre for Non Formal and Distance Education, Ministry of Education, Culture and Science, Mongolia, Ulaanbaatar, 2009



APPENDICES

APPENDIX – I

**LIST OF POLICIES AND LEGISLATIVE DOCUMENTS CONCERNING THE
EQUIVALENCY PROGRAMME**

APPENDIX – 2

**LIST OF THE EQUIVALENCY PROGRAMME MATERIALS, HANDBOOKS AND
METHODOLOGICAL MATERIALS FOR TEACHERS**

APPENDIX – 3

TEACHER'S CLASS – BOOK

REGISTRATION OF LEARNERS WITH CONTRACT



APPENDIX – I

LIST OF POLICIES AND LEGISLATIVE DOCUMENTS CONCERNING THE EQUIVALENCY PROGRAMME

No	Policy and programme (term)	Resolution type (date)	Mission	Strategy and activities
1	Constitution of Mongolia	1992.01.13	Everyone has the right to education, the Government provides free basic education for all	-
2	Education Law	Parliament 2002.05.03	NFE as one of the component of Mongolian education system to be legislated and other policies and programmes to be developed	<ul style="list-style-type: none"> - Legislated the forms of NFE - NFE system was accepted at policy level - The form and methodology for NFE as well as the institutional status was identified
3	Equivalency Programme on Primary Education	Resolution # 159, 2001 by the Minister of Education, Culture and Science	Legislative environment for conducting the training through Equivalency Programme on Primary Education to be created	<ul style="list-style-type: none"> - Organised training on literacy education and remedial training for drop-outs
4	Equivalency Programme on Secondary Education	Resolution # 283, 2001 by the Minister of Education, Culture and Science	Acquire secondary education, meeting the educational standard and preparing for the next level of education and labour market	<ul style="list-style-type: none"> - Provide with secondary education certificate in case the learner meets the secondary education standard requirements
5	NFE Centre Activity Regulation	Resolution # 169, 2003 by the Minister of Education, Culture and Science	Coordinate the NFE Learning Centre activities	<ul style="list-style-type: none"> - Management and coordination - Duties and responsibilities - The financial source
6	Job Definition for Non-Formal and Distance Learning Methodologists and Teachers	Resolution # 169, 2003 by the Minister of Education, Culture and Science	Set up the job responsibilities and requirements for NFE methodologists	<ul style="list-style-type: none"> - Job responsibility, requirements - Job characterisation
7	Job Definition for teachers at NFE Learning Centres	Resolution # 169, 2003 by the Minister of Education, Culture and Science	Set up the job responsibilities and requirements for teachers at NFE Centres	<ul style="list-style-type: none"> - Job responsibility, requirements - Job characterisation
8	Primary, secondary and upper-secondary education's EP curriculum	Resolution # 358, 2005 by the Minister of Education, Culture and Science	Providing primary, secondary and upper-secondary education through EP training	<ul style="list-style-type: none"> - environment to acquire primary, secondary and upper-secondary education through EP - Module structure of EP
9	Master Plan to develop Mongolian Education, 2006-2015	Resolution # 192, 2006 by Mongolian Government	Quality, access, future plans of EP was identified in subsection "Non-Formal and Adult Education"	<ul style="list-style-type: none"> - Activity goals were identified - Financing was determined
10	Education Law	Amendments 2006	Enabled opportunity to conduct remedial primary and secondary education through EP and identified its financial source	<ul style="list-style-type: none"> - EP support through providing variable financing
11	Regulations of primary, secondary and upper-secondary education's EP training	Resolution # 362, 2007 by the Minister of Education, Culture and Science	Regulation for primary, secondary and upper-secondary education's EP	<ul style="list-style-type: none"> - Stated that any organisation, institution and individual who meets NFE's Enlightenment Centre's requirements was eligible to run EP training

APPENDIX – 2**LIST OF THE EQUIVALENCY PROGRAMME MATERIALS, HANDBOOKS AND METHODOLOGICAL MATERIALS FOR TEACHERS**

№	Name	Year
ONE. IN AREAS OF NFE THEORIES AND METHODOLOGY		
1	Structure of non-formal education	1998
2	Methodological issues for using training modules in non-formal education	2001
3	Integration and development of non-formal education	2001
4	NFE teacher's handbook	2002
5	Non-governmental organisations that function in field of non-formal education	2003
6	Education renovation, Duger.Kh	2001
7	Handbook for preparation of adults' distance training materials in local province	2002
8	Theories and methodology of open training, Duger.Kh	2003
9	Theories and methodology of non-formal education development in Mongolia	2001
TWO. IN AREAS OF DISTANCE TRAINING		
10	Distance training materials for NFE teachers (with video cassette)	2003
11	Materials of non-formal education's distance training	2007
12	Recommendations for teachers of English language distance training, Mira.N et al	2003
13	Eye of wisdom-1	2006
14	Recommendation for distance training textbook developers, Gundegmaa.D	1999
15	Issues of distance training's theory and methodology	2000
16	Management of distance training, Undrakh.Ts	2001
17	Distance training's video lesson 1, 2, 3	2006
18	Distance training's video lesson 4, 5, 6	2006
19	Wool crafting	2008
20	Wool – white gold	2008
21	Expansion of intellect	2006
22	Chicken farming is beneficial	2007
23	"Khoton" traditional dancing	2008
24	Not waste, if you wish	2008
25	Learn English yourself (аудио болон радио хичээлийн хамт) Н.Мира нар.	2003

THREE. IN AREAS OF EQUIVALENCY PROGRAMME		
26	Benefiting the nourishment of soil, Chimgee.S	2000
27	Solar ray, Lkhaakhuu.G	2000
28	Mathematics, Baldulam.B et al.	2000
29	Cases and exercises of Mathematics	2000
30	Animal husbandry, Erdenetsogt.N	2000
31	Mathematics	2004
32	Textbook of Mongolian language, Ganbolor.S et al	2000
33	Exercises of Mongolian language, Ganbolor.S et al	2000
34	Mongolian language	2004
35	Textbook of Literature, Ganbolor.S et al	2000
36	Textbook of reading, Tuya.D	2000
37	Becoming a person – starts at childhood, Gundegmaa.G	2000
38	Human, Nature and Society, Nyamdavaa.Yo et al.	2000
3.2. Secondary Education		
39	Natural Science, Sodov.Ts et al.	2001
40	Drawing, and creative crafting, Khukhuu.D et al	2001
41	Russian, Gundegmaa.D et al. (with audio cassette)	2001
42	Social Science, Nyamdavaa.Yo et al.	2001
43	Mathematics and informatics, Duger.Kh et al.	2001
44	My first English (with audio cassette)	2001
45	Mongolian language and Literature, Oyuntsetseg.Sh et al.	2001
3.3 EP modules for Primary Education		
46	Let's speak English, Gansukh.S, Chuluuntsetseg.D	2007
47	Household accounting, Chuluuntsetseg.O	2008
48	Natural wonders, Javzankhorloo.G, Namchinsuren.Ts	2008
49	Natural Disasters, Dulamdorj.S	2008
50	Bank interest rate, Erdenechimeg.B, Luvsandorj.Ts, Gantsetseg.Ch	2008
51	Me – my family, Gansukh.S	2007
52	Me – my environment, Tuya.U, Altangerel.N	2007
53	I am ..., Togtokhmaa.Z	2006

54	Surrounding us, Javzankhorloo.G, Namchinsuren.Ts	2007
55	I am Mongolian, Khantulga.T	2007
56	Business calculation, Erdenechimeg.B, Luvsandorj.Ts, Gantsetseg.Ch	2008
57	Creative calculation, Ganbaatar.T, Choisuren.E	2008
58	Rules in our life, Tuya.U	2007
59	Wonders of shapes, Undral.S, Batsuren.B	2007
60	Healthy diet, Khantulga.T	2008
61	Mathematic language and communication, Chuluuntsetseg.O, Erdenechimeg.B	2007
62	My body, Erdenechimeg.S	2007
63	My feelings by painting, Khukhuu.D	2006
64	My galleria, Khukhuu.D	
65	Addition and subtraction, Erdenechimeg.B, Luvsandorj.Ts, Gantsetseg.Ch	2007
66	Addition and subtraction II, Erdenechimeg.B, Luvsandorj.Ts, Gantsetseg.Ch	2007
67	Optimal decisions, Erdenechimeg.B, Munkhnasan.B	2007
68	Mother tongue from childhood I, Bulgan.B	2007
69	Mother tongue from childhood II, Oyuntsetseg.Sh	2007
70	Winter, summer, day and night, Navchaa.T, Yumchmaa.G	2006
71	In times of panic ..., Togtokhmaa.Z, Baigalmaa.Ch	2007
72	Weather moods, Navchaa.T	2006
73	Statistical accounting, Enkhtsetseg.D, Munkhnasan.B	2007
74	Multiplication and division, Erdenechimeg.B, Luvsandorj.Ts, Gantsetseg.Ch	2007
75	Communication, Tsegmid.N, Tuya.U	2007
76	Guide for communication, Enkhjargal.P	2007
77	Human talks Narantsetseg	2006
78	Хүн хэлээрээ II, Д.Гүндэгмаа	2006
79	Benefit of exercise in our life, Javzankhorloo.G, Namchinsuren.Ts	2007
80	Winning and losing, Erdenechimeg.B, Gantsetseg.Ch	2007
81	Inter-correlation, Enkhtsetseg.D	2007
82	Quantity, Undral.S, Otgonbayar.S	2006
83	Rhythm motion, Undral.S, Batsuren.B	2007
84	Language - mentality, Gundegmaa.D, Erdenesan.S	2007

85	Tea culture, Bayarmaa.G	2007
86	Sound mind in a sound body, Undral.S	2008
87	Healthy food, T.Oyun	2007
88	Healthy environment – Peaceful life, Munkhjargal.D, Togtokhmaa.Z	2008
89	Mother tongue – Key to education, Gundegmaa.D	2007
3.4 EP modules for Secondary Education		
90	Household calculation, Chuluuntsetseg.O	2008
91	Life, reaction, motion, Sumyaa.Ts	2008
92	Animals in our life, Suran.D, Gerelmaa.Kh	2008
93	Bank interest, Itgel.M	2008
94	Epic acts, Khantulga.T, Shurentsetseg.G	2008
95	Natural wonders, Javzankhorloo.G	2008
96	Substance in our life, Sumyaa.Ts	2008
97	Create accounting, Ganbaatar.D, Choisuren.Ch	2008
98	In our surroundings, Burmaa.B, Battsetseg.B, Dulmaa.A	2008
99	Trace our history I, Purev.O	2007
100	Trace our history II, Purev.O	2007
101	Wonders of triangle, Doyod.U, Dalaijamts.Ts	2008
102	Wonders of shapes, Doyod.U, Dalaijamts.Ts	2007
103	Mathematics language and communication, Erdenechimeg.B, Munkhnasan.B	2008
104	Century of Mongolians, Tuya.U	2008
105	My galleria, Khukhuu.D	2007
106	My body, Erdenetsetseg.S	2007
107	Eye - life, Burmaa.B, Battsetseg.B, Dulmaa.A	2008
108	Addition and subtraction, Erdenechimeg.B, Gantsetseg.Ch	2008
109	Optimal decisions, Erdenechimeg.B	2008
110	Health is happiness, Munguntulga.E	2008
111	Winter, summer, day and night, Odgerel.Ts	2008
112	Household budget calculations, Т.Хантулга, Б.Эрдэнчимэг	2007
113	Mother tongue from childhood I, Bulgan.B, Tumursukh.D	2007

114	Mother tongue from childhood II, Oyuntsetseg.Sh	2007
115	Mother tongue from childhood II composing, Gundegmaa.D, Erdenesan.D	2008
116	Good cattleman's herd is healthy, Undral.S	2007
117	Statistical accounting, Enkhtsetseg.D, Munkhnasan.B	2007
118	Network business, Itgel.M	2008
119	Are you looking for a job?, Togtokhmaa.Z	2007
120	Weather moods, Navchaa.T	2008
121	Literature, Oyuntsetseg.Sh, Chimgee	2008
122	Benefits of plants, Suran.D, Gerelmaa.Kh	2008
123	Climate, Navchaa.T	2008
124	Water is treasure, Odgerel.Ts	2008
125	Multiplication and division, Erdenechimeg.B, Gantsetseg.Ch	2008
126	Guide for communication, Enkhjargal.P	2007
127	Laws in our life, Tuya.U	2006
128	Inter-correlation, Enkhtsetseg.D, Chogmaa.J	2008
129	Human talks I, Gundegmaa.D, Erdenesan.D	2008
130	Хүн хэлээрээ-2, Battogtokh.D, Gundegmaa.D	2008
131	Motion is our life, Javzankhorloo.G	2008
132	Language - mentality, Gundegmaa.D, Erdenesan.S	2008
133	Tea culture, Bayarmaa.G	2008
134	Let's save our fresh water, Odgerel.Ts	2008
135	Healthy food, T.Oyun	2007
136	Mother tongue – Key to education, Gundegmaa.D, Erdenesan.D	2007
137	Minerals, Odgerel.Ts	2008
138	Sound mind in a sound body, Undral.S	2008
139	Me and my family, Gundegmaa.D	2007
3.5 EP modules for Upper-Secondary Education		
140	Life – struggle, Navchaa.T	2008
141	Bank interest, Itgel.M	2008
142	Information – spider web, Munkhtuya.L	2008

143	Addition and subtraction, Myagmar.Sh	2008
144	Mother tongue from childhood II, Unurbayan.Ts, Tuul.Ts	2008
145	Winning and losing, Statistical bookkeeping, Itgel.M	2008
146	Soil, Navchaa.T	2008
147	Human talks - II, Ts.Unurbayan, Ts.Tuul	2008
FOUR. OTHER		
148	Alcohol, enemy of life	1999
149	Let's benefit from natural blessing	2000
150	Dear teacher	1998
151	Introductory step into business	1999
152	Student workbook of business training	1999
153	Think, try, create	2000
154	Benefit of mother earth	1999
155	Family and children	1999
156	Let's learn market economy	1998
157	Preparation of distance training materials	1998
158	Distance training in Mongolia	1999
159	Citizen and law	1999
160	Cattle herd depend on owners	1999
161	Mongolian traditional clothing, Deel	2000
162	Blessing and fortune of cattle - 1	2000
163	Blessing and fortune of cattle - 2	2000
164	About project implementation	1998
165	Crafting mind	1999
166	With your children	1999
167	Human rights and local administration	1999
168	Children's health	2000
169	Children's upbringing	2000
170	With your children	2000
171	How to choose your career?	2003

172	You can do it	2003
173	Do you listen attentively to your children?	2002
174	Do you listen attentively to your children?	2002
175	Guidelines for project implementation	2001
176	Guidelines for organising training	2001
177	Children's rights I	2002
178	Children's rights II	2002
179	Handbook for teachers in supporting children's rights, roles and participation	2002
180	Use of distance training in development of children	2002
181	Children's future, career choice	2003
182	Barley flour is delicious..., Khukhuu.D	2008
183	Caution!	2006
184	Is a plastic bag a waste?, Undral.S, Batsuren.B	2006
185	Moral salience, Urtnasan.N, Samdan.Ts	2008
186	Learning the correct knot..., Khukhuu.D, Altantsetseg.B	2008
187	Preparation of compost. Batchuluun.Ye	2007
188	Our legacy is ours ..., Samdan.Ts	2008
189	Is your body weight within the normal range?	2006
190	Tobacco, silent killer	2006
191	Tobacco-plague fume	2008
192	International model for implementing the goals of UN's decade for Sustainable Development (2005-2014)	2006
193	Is it possible to use waste again?, Togtokhmaa.Z	2006
194	Extermination of bugs and insects...!, Т.Хантулга	2006
195	Proper use of vegetables	2006
196	Let's protect our liver	2006
197	Programme for life skills	2008
198	Your intellectual capacity, another bridge to life, Myagmar.O	2008
199	Communication millionaire, Myagmar.O	2008
200	Let's talk about the most important thing?	2008
201	Health education based on life skills, with curriculum	2007

202	For teachers	2006
203	First take care of your body, then your home	2006
204	Prevention of STD, HIV/AIDS	2006
205	Strive, my friend	2006
206	Let's live without harmful habits	2006
207	National Programme for development of Non-Formal Education	1997
208	Employment form of facilitators at NFE's Enlightenment Centres	2003
209	Primary education's EP	2001
210	Regulation of primary, secondary and upper-secondary education's EP	2007
211	National Programme for Distance Education	2002
212	Model rules of Enlightenment Centres	2003
213	Employment form of Enlightenment Centre's non-formal education teachers	2003
214	Secondary education's EP	2001
215	Guidelines for organising training for secondary education's curriculum	2001
216	Strategy and management of NFE's Enlightenment Centre	2004
217	Enquiry of non-formal education's books and textbooks	2004
218	Pamphlet of NFE and Distance training's documents	2003
219	Information management structure of non-formal education	2007
220	Life skills (with curriculum)	2004
221	Issues of Education for All	2004
222	Evaluation report of multi-grade training at bagh schools	2003
223	Interaction with teenagers, Myagmar.O	2003
224	Methodology of multi-grade teaching	2004
225	Guideline for organising multi-grade training	2004
226	Multi-grade training in Mongolia	2004
227	Modules of multi-grade training	2004
228	Multi-grade training curriculum	2004

TEACHER'S CLASS –BOOK

REGISTRATION OF LEARNERS WITH CONTRACT

№	Learner's name	Age, Gender	Parent's name, address, tele- phone number	Study level	Date of contract	Achievement

LOG OF IN-TRAINING GUIDANCE AND ADVICE

Registration number	Learner's name	Date of submission	Work hour	Study level, content	Assignments given

IN-TRAINING EVALUATION RECORD OF LEARNERS

[illegible]

LEARNER'S SKILL MONITORING SHEET

Learner's name								
Skills								
Communication skills								
To communicate in civil and authentic manner using correct verbal and written grammar								
To use delicate and elegant expressions in presentation of opinion								
Proper use of information expressed by sign language and symbols								
To express opinions about humanism, honesty, imitating and contempt actions. To take roles and responsibilities for themselves and in front of others								
To explain certain articles of laws, regulations and rules; and to use human rights laws to restore the violated rights								
To discuss about countries, their historic activities using a geographic map								
To prove your opinion using historic facts, resources and new information								
To understand and explain information that uses mathematical denotations, tables, diagrams, scale and calculations								
To express and explain basic inter-correlation of physical units and measurements verbally and by diagrams and formulae								
To explain natural, social and environmental actions and objects in illustrative compositions								
Knowledge skills								
To identify human's status in nature, society and environment, preferment of human rights and liberty								
To explain structure of organic and inorganic components of nature and its general character, properties, transformation, association and causes and reasons								
To understand correlation of living and non-living components of nature, and rational application of this knowledge								
To acquire simple skills to observe, correlate, identify, calculate, experiment with materials, substances and reagents found in nature and in household environment and its rational application								

To express physical measurements, laws, and its simple correlations verbally, in diagrams and equations									
To use computers and other household electronic devices properly according to its manual									
To use internet search engine to find necessary information and to use electronic mail									
Life skills									
To recognise and to develop own mental and physical distinctive qualities and to correct defective behaviour									
To protect your health and to prevent harmful habits									
To deal with everyday life resources (electricity, heating, temperature etc) in critical and economical manner									
To prevent and handle mental depression and stress									
To learn to plan and organise life and work									
To use natural resources properly to improve livelihood									
Social skills									
To learn to be more self-confident; to express, respect yourself and to express to others									
To learn to be respectful of collective decisions, to understand the importance of participation in decision-making									
To learn to be proud of, to protect and to acquire an attitude to develop mother tongue and history									
To recognise, prevent violations of human rights and learn to have attitude to restore violated rights									
To understand the necessity of enjoying your rights within rules and regulations and to execute your responsibilities; to learn to culturally face consequences in case of its violations									

Comment:

Skills are marked with following marks which represent learner's skills level:

A – Well acquired

B – Acquired but further learning is needed

C – Wants to acquire

D – Wants to acquire but later

[illegible]