PROJECT TITLE: Case Study and National Workshop on Effective Management and Sustainability of Community Learning Centers in Mongolia

SURVEY REPORT

Project registration number: Implementation Partnership Agreement No:

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Ulaanbaatar 2011
# ABBREVIATION

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>EP</td>
<td>Equivalency Programme</td>
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<tr>
<td>EPT</td>
<td>Equivalency Programme Training</td>
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<tr>
<td>GOff</td>
<td>Governor’s Office</td>
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<tr>
<td>MECS</td>
<td>Ministry of Education, Culture and Science</td>
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<tr>
<td>MGT</td>
<td>Multi-grade Teaching</td>
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<tr>
<td>NFE</td>
<td>Non-formal Education</td>
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<tr>
<td>NFDE</td>
<td>National Center for Non-Formal and Distance Education</td>
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<tr>
<td>SS</td>
<td>Secondary Schools</td>
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ONE. PREFACE

1.1. Introduction

The purpose of the Community Learning Centre (CLC) is to promote human development by providing opportunities for lifelong learning to all people in the local community. CLCs support empowerment, social transformation and improvement of the quality of life of the people. Such CLCs had been set up named as NFE Gegeerel (Enlightenment) Centre since 1997 in our country and there are 370 NFE Gegeerel Centres currently. At the past time, NFE Gegeerel Centres have served commonly literacy and equivalency programme training on primary and basic education for out-of-school and dropout children and youths who came up during socio-economic transition period. But today, new needs and demands of training and activities for adults have risen accordingly to the decreased rate of school drop-out and EP and literacy training in recent years. Furthermore, the needs to improve life quality, to deliver socio-cultural service and to set up a possibility to participate in local development have been accumulated for nomad people who herd in remote area at four-seasoned rotation. It is considered that NFE Enlightenment Centre (CLC) has a main role to satisfy the needs and demands and this survey is conducted in order to improve its capacity and activity through identifying its challenges and obstacles, in particular related to management and sustainability issues, developing recommendation to solve problems, and disseminating good practices of the centres.

1.1.1. Contributions of the NFE Gegeerel Centres to achieving the EFA Goals

As with starting of “National Programme on NFE Development” implementation in 1997, establishment of NFE Gegeerel Centres have also begun. At first, NFE Gegeerel Centres whose general aim is to provide educational and training service oriented towards remotely located communities who live far away from any educational services, had largely concentrated on providing literacy trainings for adults and educational re-training for out-of-school children.

As UNESCO’s “Learning for Life” project was implemented between 1997 and 2003, NFE Gegeerel Centers had been established under local governors in all soums of the country, and its human and material resources had been set up. By the time project was completed in 2003, more than 50 NFE Gegeerel Centres closed and more than 100 NFE facilitators had lost their jobs due to cut in financial investment. Also, from every election to the next election, the authorities of soum administration were changed constantly making it impossible for NFE Gegeerel Centres to operate under the local governor of soums. Therefore, since 2003 NFE Gegeerel Centres had operated under local secondary schools and it has been keeping sustainability of the centres until today.

Furthermore, NFE Gegeerel Centers were established within the framework of project implemented by non-governmental organization ‘Information and Research Centre’ with support from APPEAL of UNESCO during 1998 to 2001 period. Main characteristics of the centers are that it operates under authority of Secretacey office to the local governor and its affiliation to the Educational and Cultural Centre and its staff include specialist (methodologist) for cultural activities, NFE teacher, several staff in charge of social welfare and sports activities and one of these staff did the managerial job. The NFE Gegeerel centers established within the project differs from other NFE Gegeerel centers through the fact that it has advantage over through its ability to offer learning continuous environment for people by organizing not only educational trainings but other cultural and sports related training since its staff includes specialists in charge of several different fields and their partnership. This operational scheme was practiced in all soums of Uvurkhangai province, several soums of Zavkhan, Bulgan, Gobi-Altai provinces and Songino-Khairkhan districts of Ulaanbaatar city but due to the lack of financial and management support its has been changed as other NFE Gegeerel centres.

At the beginning of project “National Programme on NFE Development” in 1997, there were 56 active NFE NFE Enlightenment Centers and grew to 358 in 2000, but with the completion of “Learning for Life” project in 2003, the number decreased to 309 due to its cut in financial investment. Since 2008, the

1 NFDE, Implementation report of National Programme on NFE Development, pg 9, UB., 2005
2 NFDE, Survey of Non-Formal Education Field, pg 41, UB., 2009
number has been increased again and as of 2011, there are 370 active NFE Gegeerel Centers in operation. (Chart 1)

Now there are 370 NFE Gegeerel centers in operation generally in 3 categories under formal school, under other organizations, and independent (1 NFE Gegeerel center in each soum of the aimags, 2 and more NFE Gegeerel centers in some high populated city and aimag centers) 9 act as independent centres, 341 work locating at the school buildings and the rest 20 work under the other organizations’ facilities, continuously organizing activities and literacy trainings for illiterate adults, and secondary education’s Equivalency programme for out-of school and dropout children, adolescents and adults, also trainings for livelihood and income increasing, lifeskills and general education promoting and other vocational oriented trainings. (Table 1)

Table 1. Number and categories of NFE Gegeerel Centres

<table>
<thead>
<tr>
<th>№</th>
<th>Provinces/city</th>
<th>NFE Gegeerel Center</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>Arkhangai</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Bayan-Ulgii</td>
<td>14</td>
<td>14</td>
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<tr>
<td>3</td>
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<td>25</td>
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<td>4</td>
<td>Bulgan</td>
<td>16</td>
<td>17</td>
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<tr>
<td>5</td>
<td>Gobi-Altai</td>
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<td>19</td>
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<tr>
<td>6</td>
<td>Gobisumber</td>
<td>4</td>
<td>4</td>
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<tr>
<td>7</td>
<td>Darkhan-Uul</td>
<td>14</td>
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<tr>
<td>8</td>
<td>Dornogobi</td>
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<td>9</td>
<td>Dornod</td>
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<td>Dundgobi</td>
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<td>11</td>
<td>Zavkhan</td>
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<tr>
<td>12</td>
<td>Orkhon</td>
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<td>Uvurkhangai</td>
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<td>Khentii</td>
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<td>22</td>
<td>Ulaanbaatar</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>341</td>
<td>20</td>
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Regarding the management structure, 9 NFE Enlightenment centres belong to the Governor’s office or Education Department but the daily activities are managed by the NFE Gegeerel centre director. Other NFE Gegeerel centres work under the supervisions of the formal school directors.

Usually in soum NFE Gegeerel centres only one teacher works, but in province NFE Gegeerel centres there are about 2-3 teachers. Ulaanbaatar or Orkhon province NFE Gegeerel centres which are functioning independently have a director, a methodologist and more teachers depending on the number of learners and financing. For example: Songino-Khairkhan district of Ulaanbaatar has 256000 population that is 4 times bigger than the province population. This number increases every year due to the in-migration and there are more drop outs. In 2010 there were 368 illiterates and 165 children enrolled in the Equivalency Programme training which is 6-7 times bigger than the soum NFE Gegeerel centre learners. That’s why there are more teachers in the urban NFE Gegeerel centre than the soum NFE centre. In Songino-Khairkhan district NFE Gegeerel centre except for the director there are 2
methodologists responsible for ECE and NFE, 13 teachers out of whom 2 are visiting teachers and 2 are subject specialized part-time teachers. So these numbers show the general picture of the independent NFE Gegeerel centres.

The six goals of EFA Dakar framework for action are related integrally to non formal education.

For the goal 2, our country has achieved a significant progress that net enrollment rate of primary education is 94.7 per cent and school drop-out rate is 0.8 per cent, compare to other regional countries (Chart 2, 3)\(^3\).

As a result of above mentioned progress, our country is included in “high intake, low dropout and high completion rates, reflecting strong progression through the school system”\(^4\) categorized by UNESCO.

For the goal 3 and 4, A “national life skills based literacy training curriculum” was developed and approved by MECS and 5505 people have been involved in the literacy training by year 2010\(^5\). According to the census of 2010, 159726 or 7.45 per cent of population over the age 10 are uneducated people (who is literate but has no primary education level) and 36519 or 22.8 per cent of them were determined illiterate. Increasing number of 2508 illiterate individuals when compared to the census of 2000 (34011 illiterates have been registered in 2000) is not a regression; rather it is a progress considering the population growth. Specifically, population grew by 380 thousands since 2000 where under-educated people accommodated 11.6 per cent of total population, but this rate decreased to 7.5 per cent by 2010. In 2000, literacy rate was 97.8% of population over the age of 15, but this rate reached to 98.3 per cent in 2010. In other hand, illiteracy rate was 2.2 per cent of population over the age 15, but this figure decreased to 1.7 per cent in 2010\(^6\). Although, literacy rate and educational level of population had increased as shown in paper above, now it is necessary to take a look into its quality issues.

For the goal 6, NFE Enlightenment Centres conducted activities on “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in “... essential life skills training” and total of 115929 people have enrolled by year 2010. The training had been conducted on following main subjects such as income generation: wool and felt making, hairdressing, make-up-beauty, beading art; socio-life skill: self-confidence,

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\(^3\) MECS, objectives of Education for all: Non-Formal Education, Discussion meeting, UB., 2011

\(^4\) UNESCO. EFA Global Monitoring Report 2011, pg 44, France., 2011

\(^5\) URL: www.nso.mn, reports of national census 2010

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**Inlet 1. EFA Goals Dakar Framework for Action:**

**Goal 1:** expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

**Goal 2:** ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

**Goal 3:** ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

**Goal 4:** achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

**Goal 5:** eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls ‘full and equal access to and achievement in basic education of good quality;

**Goal 6:** improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
decision making, planning; and health and ESD, however the number, types, and quality of these trainings are still insufficient. Percentage of 15 years to 54 years old age group has increased to 65 percent\(^6\) of the total population (it was 56 per cent according 2000 Census) which reflects the needs for adults’ training. Also there is an urgent need to allocate funding for these trainings from the state budget, in order to improve its quality, quantity, and types along with the training content and methodology.

1.1.2. General Concept of “Community Learning Centers”

UNESCO APPEAL (Asia-Pacific Program for Education for All)’s “Education for all Program” defines a Community Learning Centre (CLC) as a local institution outside the formal education system designed to serve rural or urban areas, usually set up and managed locally to provide learning opportunities for community development and to improve local people’s quality of life. “Community Learning Centers” whose establishment in regional countries received support from above mentioned program would be based on initiative and participation of its local communities and its main goal is to make positive effect through improving individuals’ capacity, to promote community development through the provision of life-long education for all, and to improve the overall quality of life of communities. The main beneficiaries of a CLC should be people with less opportunities for education, for example, pre-school children, out-of-school children, women, youth, and the elderly. CLC’s operation should be flexible and another of its feature is that center operate based on participation of the community\(^7\).

1.2. Need for the Survey

Such variable situations, needs and types of NFE Gegeerel Centers, along with its unequal quality and distribution of educational services have created needs to comprehensively analyse the activities of these centers in order to stabilize and expand their activities. Although several efforts to identify NFE Gegeerel Centers’ situation within previous surveys none of them could be accounted as comprehensive. By this survey, we aim to collect data in sections of its activities, target group, participation and partnership of local communities, human and material resources, management, and financing of NFE Gegeerel Centers and to analyse the collected data. Main feature of this survey is to develop a recommendation on which future approach should NFE Gegeerel Centers’ take on its policy, management and service to increase the participatory initiative and involvement of local communities through advocacy and continuous educational trainings.

1.3. Goal of the survey

The goal of the survey is determined as following:

- To inquire the current status of enlightenment centers
- To determine the good practices of enlightenment center’s activities and its possible challenges
- To develop and implement recommendations aiming to solve these challenges
- To direct the attention of decision makes and participants to accommodate the adult education and other goals and to increase their understanding

1.4. Methods

2.2.1. Survey commodity

We disintegrated survey commodities into studied object, subject, method and sample.

**Studied object:** Current status and future trends of following aspects would be studied:

- NFE Gegeerel center’s activities, service and sustainability
- Management, human and material resources, funding
- Public participation and cooperation

**Subject:**

- Teachers of Enlightenment Center

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\(^6\) same

\(^7\) URL: www.unesco.org
Customers and learners of Enlightenment Center
Local population
Soum and local administration

Method:
- Desk review: All official documents, reports, quantity and quality data related to NFE Gegeerel center’s activities and services will be collected and analysed. For instance some materials include implementation reports and data from “Survey of NFE field” performed in 2008, electronic information database of NFE, “National programme for NFE development”, “National programme of Distance Education”.
- Field survey - Questionnaire: Several types of questionnaire would be taken from the subjects that include teachers of NFE Gegeerel centers, beneficiaries of its services, the participants, learners, local community and local administrative representatives.
- Field survey - Individual and focus group interview: Individual interview involving NFE Gegeerel center teachers and local administrative representatives; focus group interview involving local communities would be performed and its collected information would be analysed.
- Field survey - Observation: Information would be collected through on-site visits to NFE Gegeerel centers and observation of survey objects and the data would be analysed.

Expected outcome:
- Current status of NFE Gegeerel center’s activities will be determined.
- Good practices regarding enlightenment center’s activities, services, management, structure and financing will be distributed.
- Difficulties and obstacles opposing the activities of NFE would be determined and its possible solutions would be calculated.
- Recommendations to increase NFE Gegeerel center’s services and to maintain its sustainability would be developed and implemented.

TWO. ANALYSES ON CURRENT SITUATION

2.1. Policy, legal environment

In “Laws on Education” approved in 1999, the denation was added that enabled the possibility of acquiring education through formal and non-formal method which became the fundamental of non-formal educational system. In “Laws on Education” approved in 1995, there was a denotation indicated that Mongolian educational system would be made up of formal and non-formal education, which reinforced the beginning of non-formal education field’s development.

This programme have specified the establishment of NFE Gegeerel center, whose responsibility is to serve the educational needs of the population through organizing non-formal trainings, which formed the jurisdical fundaments for “Community Learning Center” or “NFE Gegeerel center’s” to be established in our country. According to the programme, main goal of local NFE Gegeerel centers was to improve the quality of life through organizing; literacy trainings for adults, EP trainings for out-of-school and school-drop-out children and adolescents, lifeskills trainings oriented towards increasing the household income and general education promoting and vocational-professional orientation trainings.

Subsequently, “Laws on Education” have specified that NFE Gegeerel Centers, whose responsibility was to organize non-formal trainings at aimag, UB city, soum and district level and to assisst independent learners, could operate either as an independent center or an affiliate to

Inlet 2. Regarding establishment of NFE Enlightenment Center:
“Enlightenment centers oriented toward ‘assessing the population’s edudcational needs and to provide educational cultural services’ would be established at aimag and soum centers and large towns and urban areas. And these centers would be the organizations that organize non-formal trainings among local communities”

117th order of Mongolian Government in year 1997,
National Programme on NFE Development, 3.4
other educational organizations\textsuperscript{8}. This specification have effected NFE Gegeerel centers to be established in large numbers.

Since the approval of “National Programme on NFE Development” in 1997, 56 Enlightenment centers had established and from 1998 to 2002 this number have increased to 326\textsuperscript{9}, thus it was necessary to develop and approve the model regulation of its activities. Therefore, “Model Regulation of NFE Gegeerel Center” was approved by 169th order of Minister of Education, Culture and Science in 2003. This regulation have indicated NFE Gegeerel center as educational organization whose goal is to provide non-formal educational service to local communities and to organize trainings and advocacies, to distribute information, and to actively participate communities in local development activities and it also specified center’s activities to be open, continuous and sufficient\textsuperscript{10}.

Then, in 2010, this regulation have been revised by 556th order of Minister of Education, Culture and Science\textsuperscript{11}, which included denotation giving opportunity for NFE Gegeerel centers should be established with status of affiliate to secondary schools in soums with population less than 6000 residents and in towns with greater number of resident center should be established as independent center affiliate to Secretaty to Soum Governor and in UB city the center is to be established as independent and affiliate of Secretaty to District Governor.

Finally, policy and jurisdiction for activities of NFE Gegeerel Centers, whose responsibilities are providing continuous educational service for the population, have been set up.

Eventhough NFE Gegeerel Center have made achievements in its policy and jurisdictions, implementation of the policy was insufficient at site. Contributing factors are described below:

- Although, model regulation asks NFE Gegeerel Center’s activities to be continuous, open and sufficient, however in some soums the activities of NFE Gegeerel Center was only limited to EP trainings. It is directly related to fact that government funds the variable expenditure of EP trainings (appx. 1 million USD per year) which is only one part of activities organized by NFE Gegeerel Centers, and for other activities are literally not financed through any funds.
- According to model regulation, NFE Gegeerel Center’s budget would be financed through state and local budget, projects, donations, aids and center’s own income and other financial resources. However, local support on NFE Gegeerel Center’s activities, especially through budget funding have been at very insufficient level. It is not possible blame local administration for this misconduct, because they are usually not given authority to allocate the budget at local level by their decisions. In last few years, government has been paying attention to give local administration an authority to spend their own budget which would seem to help increase the support and participation of local administrations in NFE Gegeerel Center’s activities.
- NFE Gegeerel Centers have been inadequately carrying out their supposed responsibilities due to insufficiency in teacher and human resources’ settlement and stability, training equipments and materials and lack of fundings. From total number of teachers working in NFE 163 people or 65 percent work up to 3 years while 62.2 percent of survey covered teachers are working 1-3 years. From this it can be concluded that NFE teachers tend to work for shorter period either after their retirement from the formal school or while they are in waiting list. Out of 4329 teachers/facilitators involved in the trainings organized by NFDEin 1998-20010, only less than 20 percent has remained in the NFE which can be explained with lower salary and poor reputation and social welfare services for them\textsuperscript{12}. (Chart 4)

\textsuperscript{8} Mongolian State assembly, Mongolian law: Laws on Education, 17.2, UB., 2002
\textsuperscript{9} NFDE, Implementation report of National Programme on NFE Development (1997-2004), pg 8, UB., 2005
\textsuperscript{10} 169th decree of Minister of MECS in 2003, Model Regulation of Enlightenment Center
\textsuperscript{11} 556th decree of Minister of MECS in 2010, Model Regulation of NFE’s Enlightenment Center
\textsuperscript{12} NFE Sector Analyses , pg 94, UB., 2009
It is necessary to clarify the salary for NFE teacher/facilitator including them in government servant category since their salary currently depends on the local authority or formal school director having less salary than those of formal school teachers. However, they do not have subsidies that formal school teachers get and teachers expressed their dissatisfaction about the salary which challenges the policy adaption. In addition, 35-45 percent of the current NFE teachers/facilitators are paid by international NGOs such as Save the Children UK, World Vision, ADRA and Ekhlel.

2.2. Structure, administration and management

As indicated by decree 17.2 of ‘Laws on Education’, NFE Gegeerel Centers should implement its responsibilities of organizing non-formal trainings at aimag, UB city, soum and district level and assisting independent learners through either independent status or as an affiliate of other organizations. The reason for most of the NFE Gegeerel Centers are based on secondary schools or educational organizations is this way the centers would be able to operate on formal school’s material resources that are already established. At these centers, it is very common for only one person, called “non-formal education’s teacher” to work and sometimes 2-3 person staff is found in soums of aimag with higher population. There are advantages and disadvantages for NFE Gegeerel Center to operate based on secondary schools. Advantages include monitoring the NFE’s main activity which is literacy training and EP trainings for primary, lower and upper secondary educations, and ensuring the correspondence between formal and non-formal education through enrolling the teachers of formal education. However, the main disadvantage is school environment is not suitable to organize trainings for adults. It is very uncommon for herders, who were raised up in time when general social tendency towards school was that ‘school is the place only for children’ and also they always imagine training as continues process of learning for years initially.

Independent NFE Gegeerel Centers include 8 district centers of UB city and one center in Bayan-Undur soum of Orkhon aimag. These NFE Gegeerel Centers run their activities independently and usually has several staff including director, methodologist, social worker, teacher, accountant and bookkeeper etc. As for District NFE Gegeerel Centers of UB city, they operate as service office for District Governor’s office and reports its activities back to them. But for NFE Gegeerel Center of Bayan-Undur soum of Orkhon aimag, the center is considered as branch of aimag’s Department of Education and Culture and director of NFE Gegeerel Center functions as specialist for Department of Education and Culture that in charge of non-formal education. It is common for independent NFE Gegeerel Centers to organize not only literacy and EP trainings but also life skills trainings, oriented towards adults, in various contents and directions because these independent centers have better human resources than those operating as an affiliate to schools.

13 NFE Sector Analyses, pg 94, UB, 2009
Other organizations, NFE Gegeerel center that operates under administration of the soum governor, take about 2 percent of all the NFE Gegeerel centers. The main advantage to work under direct administration of the soum governor over other centers is that it makes it easier to reach herders and adults. Eventhough its activities belong to soum governor, its finance and budget pass through school director. For example: NFE Gegeerel centers of Kharkhorin soum, Uvurkhangai aimag and Ulaangom soum, Uvs aimag operates under administration of secretacy office of soum governor but its teachers receive salary from the school budget.

In addition, there used to be other distinctly different type of NFE Gegeerel centers called “CLC” that were established within the framework of the project implemented by “Information, training, research Center”, a non-governmental organization which were established with support of APPEAL of UNESCO from 1998 to 2001. We have discussed about CLC’s features earlier.

As for administration and management, NFE Gegeerel centers are different depending on its structure.

For NFE Gegeerel centers that are based on schools or secretacy office of soum government, “NFE development commission” a group usually consists of 6 to 10 people work to monitor its activities and provide administrative support. Members of this commission usually consist of soum governor, director of secretacy office, school director, director of healthcare center, social worker of the school and the soum and teachers of NFE. Depending on whether enlightenment center operates as affiliate to school or the secretacy office of soum governor, either school director or director of secretacy office of soum governor was responsible for monitoring its daily operations and to provide with administration and management (Figure 1.).

Several survey have revealed that operation of “NFE development commission” which is responsible for providing Enlightenment center activities with general supervision at soum level and its monitoring is inadequate. For instance, survey performed in 2008 involving 98 NFE teachers have revealed that responders evaluated responsibility and participation of soum governors as very good – 7.1%, good - 23.5%, average - 27.6%, poor - 19.4% and very poor - 19.4%\(^\text{14}\). Aslo, a survey performed in 2009 involving 45 NFE teachers have revealed that 13.3% of responders pointed out that they face challenges in work and tasks because of the poor support from local communities\(^\text{15}\). However, we can conclude that participation and support from directors of schools who are responsible for NFE Enlightenment Center’s daily operation are relatively adequate compared to that of local administratives. For example: according to survey of 2008, (Annex 14) from total of 98 NFE teachers that participated, 16.3% have rated the roles and participation of school director as very good, while 37.8% said good, 30.6% - average, 11.2% - poor, 3.1% have rated as very poor. According to the survey of 2009 (annex 15), 4.4% of total 45 teachers that participated in the survey said support from school directors is poor due to their lack of understanding and knowledge regarding non-formal and equivalency program. In summary, insufficiency of

\(^{14}\) NFDE, Survey of non-formal Education field, UB., 2009

\(^{15}\) NFDE, survey report of “roles and participation of parents and guardians on increase of secondary education’s distribution”, UB., 2010
participation and support from the administrative representatives especially the governor, towards Enlightenment Center’s activities at soum level is related to, in one hand, lack of determinate knowledge and understanding regarding the roles and activities of non-formal education and its Enlightenment Centers, and on the hand, possiblt to lack of available budget to allocate for Enlightenment center’s activity.

Independent Enlightenment centers operate as one department of the district governor’s office. District governor is responsible for providing with general administration over their activities and center’s director is in charge of coordination and management of its daily activities. Main distinction of Independent Enlightenment centers from that of the ones based on other organizations is that it has more staff members, such as methodologist, social worker, teachers, accountant and bookkeeper etc (Figure 2).

Subjects in charge of providing NFE Gegeerel center’s daily activities with support and cooperation are governors of bagh and khoroo. They should work closely with NFE Gegeerel centers such as carrying out surveys and registration for people living in its local areas that need to be enrolled in NFE trainings, and distributing information and announcements of the trainings, and actively enrolling its residents in the trainings. The reason behind making the roles and participation of bags governor this important is because not every NFE Gegeerel center’s teachers have the availability to reach remotely located communities and households, it is efficient to integrate this task with these governmental officials whose responsibility is to provide governmental service to every unit households and residents. Unfortunately, roles and participation of bagh governor is at an inadequate level as those of soum governors. For instance, survey performed in 2008 (annex 14) revealed that its 98 participant NFE teachers have evaluated the roles and participation of bagh governor as very good – 6.1%, good – 24.5%, average – 33.7%, poor - 17.3% and very poor for 16.3% of the participants. Also, a survey from 150 learners (annex 14) have shown that only 9.3% of the learners have admitted that they receive information about NFE and Gegeerel center from bagh governor.

These data indicate that it is necessary to take definite actions to increase the awareness of soum and bagh administrative toward NFE Gegeerel center’s activities. Even though, trainings organized for administration of several aimags (Dornod, Uvs, Tuv) in 2008 were effective, such trainings have not been organized since, due to financial issues. It is thought to be related, in one hand, to despite the fact that there are possibilities to distribute information to bagh governors by using NFE teachers themselves, teacher re-training activities do not usually take place or either already trained teachers work unenthusiastic at their job and its common for teachers to transfer to another job, but on the other hand, administration’s work place situation is also plays as an obstacle, because local authorities keep changing from one parliament election to the next one.

2.3. Main activities and target group

Figure 2. Organizational structure of Independent NFE Gegeerel center
Main trainings and activities of NFE Gegeerel Center organize in reconciliation of local community needs can be divided into 1) literacy, 2) elementary, lower and upper secondary EP, 3) life skills training.

2.3.1. Literacy training
One of the main orientation of “National Programme on NFE Development” approved in 1997 was to improve the literacy education level of the population through Enlightenment Centers whose responsibilities was to organize non-formal trainings among local communities. During the socio-economic transition period, early 1990’s, in our country the main livelihood of our population at the time was cattle husbandry. And with its privatization, it was very common for children, especially the males, to not enter schools in order to help their household livelihood by herding their private cattle. By 1999, there were total of 40,5 thousand out-of-school children aged from 8 to 15 years of age and 8.7 thousand or 21.5% of them had never entered primary level schools16. Also, according to the census of 2000, 2.2% or 34011 of adults (over 15 years of age) were illiterate17 and therefore it was necessary to organize these literacy training programmes.

NFE Gegeerel Centers have been organizing trainings based on needs of literacy education at 2 levels, primary and re-training level. Training curriculum and its materials are also developed and based on these 2 categories. As for type and frequency of literacy training, school age children’s literacy training was organized at schools while adult literacy trainings were usually organized during summer for period of 14 to 20 days. Although, it is not enough time for learners to become literate, this training scheme suits their free time, work load and financial ability.

Total of 81214 people have been enrolled in the literacy training during the implementation period of “National NFE development programme” (1997-2004), and 65% of these learners have become literate and functional literacy users. Rest of these learners have either left the training during its session or were unable to enroll due to personal necessities. Also, because the literacy trainings usually took place during the summer, it was very common for its learners to forget what they have learned in the training when they come back the next summer18. Nevertheless, it was achievement that almost 53 thousand illiterates have become literate and improved their literacy level. It should be noted that about 1000 visiting teachers19, who were trained within the framework of the project “Learning for Life” implemented from 1997 to 2003, have played an important role. After the completion of this project and termination of its funding, the trainings have left to its local administration which decreased the quality and distribution of the training.

According to ‘laws on administration and fundings of governmental organizations’, the aimag, district, soum governor’s “productive performance contract” have started to be evaluated, from 2002, by how they performed on delivering effective literacy trainings to its local communities and illiterate groups (also on whether if they succeeded to enroll out-of-school children in this training) which in-return increased the number of local administrations who funds the activities to organize literacy training programs within their local area.

Number of illiterates have decreased in recent years and number of soums and local areas that eradicated its illiteracy. Therefore, number of summer literacy trainings and its participants have also decreased. Even though, it is a favourable result, its quality performances are still widely questioned.

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16 NFDE, Implementation report of National Programme on NFE Development, хүүл 17, UB., 2005
17 Mongolian National Statistical committee, Summary of population census, UB., 2001
18 NFDE, Implementation report of National Programme on NFE Development, pg 13, UB., 2005
19 Ts.Undrakh, Management of Distance Education, pg 60, UB., 2001
Literacy training is one of the main services offered by NFE Gegeerel centers to its local community and in 1997 total of 6995 participants, in 2000 total of 11561, in 2004 total of 10441, in 2008 total of 6562, in 2010 total of 5505 participants have been enrolled in literacy training and their skills and knowledge have increased for each level. *(Chart 14)*

As shown in this figure, number of participants have decreased each year and it is thought to be directly connected to the fact of decreasing number of illiterates.

**2.3.2. Equivalency Programme Training**

One of the main goals for “National Programme on NFE Development” was to re-educate the children, adolescents and adults who did not enroll in school at all or dropped out of school during the early 1990’s, the early stage of socio-economic transitions. Also, according to “population census” of 2000, 3.2 percent of all adult population was “literate but uneducated”, thus it was necessary to organize activities to provide these adults with primary and secondary education. As of 1999, there were 40.5 thousand out-of-school children aged from 8 to 15 and 13.3 thousand or 32.8% of them had dropped out of school between 1 to 4th grade.

Due to above mentioned needs, NFE Gegeerel centers have started to organize primary and secondary education’s re-training activities for out-of-school and school-drop-out children and adolescents and 2839 learners have enrolled in the training in 1997, 4453 in 1998, 3788 in 1999, 8890 learners have enrolled in year 2000. Subsequently, in 2001, the minister of Education, Culture and Science have approved “Equivalency Programme for Primary Education” by 159th decree, “Equivalency Programme for Secondary Education” by 283rd decree. These approvals have became the fundamentals of Enlightenment centers’ to provide re-education through its Equivalency Programme trainings for target population. Total of 5453 learners have enrolled in 2001, 8018 in 2002, 6944 in 2003, 7941 in 2004, 8133 learners have enrolled in EP trainings of year 200520 organized by NFE Gegeerel centers according to these programmes. Approval of “Equivalency Training Programme for Primary, lower and upper Secondary Education” by 358th decree of minister of Education, Culture and Science in 2005 have gave opportunity to expand the NFE Gegeerel centers’ re-educational service activities and to re-educate the people who never got a chance during their proper age for education. Then, the approval of “Regulations of Equivalency Training Programme for Primary, lower and upper Secondary Education” by 362th decree of Minister of Education, Culture and Science in 2005 have became the backbone for article 8.2 and 40.2 of Educational Law, revised in 2006 and starting with academic year of 2007-2008, the variable expenditures for the learners of this programme were financed from the state budget.

This variable expenditure cover has increased the distribution of the trainings and total of 10398 learners have participated in academic year of 2007-2008, 12460 in 2008-2009 and 11668 learners have enrolled in trainings organized during academic year of 2009-201021.  

*Inset 4: Revisions made on “Laws on Education” (2006)*

8.2: “it is possible to acquire primary and secondary education through non-formal education’s equivalency programme in order to receive or self learn the education of certain time periods and contents of this programme and regulations for its training activities would be approved by a government member in charge of educational issues”

40.2: “fixed expenditure for government property schools at all levels and gross budget for dormitories of formal secondary schools, vocational-industrial educational centers and part of children garden’s meal budget and normative expenditure for each students enrolled in formal and non-formal educational trainings of children’s garden and secondary education regardless of its property type should be allocated from the state budget”

Total of 100 thousand learners, un-substracted number for each learners, have enrolled in the EP trainings, one of the main services that Enlightenment centers provide for local communities, from 1997 to 2010 *(Chart 14)*.

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20 NFDE, Implementation report of National Programme on NFE Development, pg 22, UB., 2005
As for the outcome of these trainings, 8.3 percent or 2639 learners out of total of 31566 learners who enrolled in the training during last 3 years (2006-2007, 2007-2008, 2008-2009) have transferred to corresponding primary level grades of formal school, 5.9% or 1366 have transferred to lower secondary level grades, and 1.2% or 380 have transferred to upper secondary level classes of formal schools. (number is not-subtracted number for each learners). The rest of these learners, 84.5% or 26683 have continued to enroll in EP trainings.

2.3.3. Life-skills training

Life skills training is one of the trainings which were offered from NFE Gegeerel centers since its establishment. Life skills trainings include trainings and activities of contents and approach other than that of literacy and EP trainings, such as trainings aimed to increase general educational level of the population, livelihood supporting trainings oriented towards increasing household income and trainings to help develop individuals’ socio-psychological skills. In details, the content of this trainings are divided into groups; promotion of general educational level in the field of economy, ecology, jurisdiction and health, household income increasing in field of bakery, hairdressing, beauty, carpentry, felt ware, and promoting and developing individual skills in field of self-confidence, time and schedule planning, decision making etc.

Life skills trainings have various different contents and types according to needs, interests, features and teacher availability of local communities and is usually organized in short-term setting. Average of 100-150 thousand learners participate in life skills trainings annually (Chart 16). For instance, in 2010 total of 4822 out-of-school and school-drop-out children have enrolled in the trainings which had 8 to 12 hours of content ‘preventing from STDs/HIV/AIDS’, and in 2011 total of 1600 learners (teenagers) have enrolled.

2.3.4. Target group

Target group can be determined by the fundamental concept that every resident living in local area should receive the services of NFE Gegeerel centers. However, target group of NFE Gegeerel centers can be categorized into main and special groups regarding the general pattern of service costumers and learners (Figure 3).

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22 NFDE, Analyses of Secondary Education’s EP trainings, UB., 2010
Main target group includes school-drop-out and out-of-school children and adolescents and illiterate and semi-literate adults. Special target group include those who wish to increase their household income through improving their education, unemployed people, home occupied women, parents and guardians of kindergarten kids who will enroll in short term trainings, disabled citizens, resident who came to the country after staying for prolonged period of time in abroad and community members who wish to acquire the knowledge they need.

Majority of people, belonging to main target group, who wants to become literate and to acquire primary and secondary education are school age children or children who are aged from 10 till 18 years of age. For instance, as seen from the last 4 academic years’ reports, most of the learners that participated in literacy or primary and secondary education trainings were of school age children (Table 2).

As seen in the table, percentage of school age children among the main target group of learners enrolling in EP trainings were 84 in academic year of 2006-2007, 78.9% in 2007-2008, 74.6% in 2008-2009 and 62% in 2009-2010 (Chart 15).

Figure above demonstrates that percentage of school age children among the learners enrolling in EP trainings has tendency to decrease subtly. This is thought to be related to dramatic decrease in school-drop-outs but on the other hand it can also be caused by the fact that those children in the past have now grown up and are being referred to age group of above 19 years old. In other words, percentage of learners of age group ‘above 19’ among the learners enrolling in EP trainings have

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**Table 2. Learners of EP training**

<table>
<thead>
<tr>
<th>№</th>
<th>Academic year</th>
<th>Learners of EP training</th>
<th>From all learners: School age children</th>
<th>From all learners: Learners above 19 yrs of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2006-2007</td>
<td>8 229</td>
<td>6913</td>
<td>1 316</td>
</tr>
<tr>
<td>2</td>
<td>2007-2008</td>
<td>10 069</td>
<td>7946</td>
<td>2 123</td>
</tr>
<tr>
<td>3</td>
<td>2008-2009</td>
<td>12 336</td>
<td>9205</td>
<td>3 131</td>
</tr>
<tr>
<td>4</td>
<td>2009-2010</td>
<td>11 668</td>
<td>7 240</td>
<td>4 428</td>
</tr>
</tbody>
</table>

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25 MECS, Statistical Info
been increasing in last 4 academic years. As an example, learners of age group ‘19 or above’ have increased from 19% to 38% (Chart 16).

As figure demonstrates, when the average number of all learners enrolling in EP trainings for the last 4 years have been constant at 10 thousand, yet the percentage of learners of age group “above 19” have been rising, which means that age and social status of main target group is also changing. It is directly related to dramatic decrease in school drop out rate and also referred as a sign informing us to make changes to EP trainings thus it would have more life skills oriented contents which oriented towards adults. Also, 80 percent of all learners enrolling in literacy trainings are also adolescents or learners above 15 years of age (43% were 15-23 years of age, 37% were 24-49 years of age) which further proves the above mentioned event.

As for sex ratio of learners of main target group, 60 percent of all EP trainings learners were male. In details, 62.7% of learners in academic year 2006-2007, 63.3% in 2007-2008, 63.9% in 2008-2009 and 64.2% in 2009-2010 respectively (Chart 17).

This higher percentage of male learners is related to parent’s attitude towards their children’s sex (parents tend to say that boys would somehow take care of their own livelihood and it very important to educate their girls), and also to a common incidence of male students to drop out of school to help their family’s livelihood by livestock herding or finding a job.

As for special target group members, majority of them are adults and women’s participation and enrollment is usually higher than that of male.

2.4. Other activities

One of the main goals of NFE Gegeerel centers is to mobilize and increase the participation of community members in developmental activities of their local community.

It is essential for our NFE Gegeerel centers to continuously emphasize on mobilizing the community members, assessing their needs, and planning and implement its programme based on this information and to evaluate the outcome accordingly with the general concepts of “Local Community Development Center”.

2.4.1. Mobilising the Public

The term “mobilizing the public” is determined by action to change public knowledge and attitude by improving their understanding about pressing issues of local communities and its contributing factors. In mobilization of the public, questionnaire, discussion (individual and focus group), role playing and public broadcasting means such as radio and television on public holiday etc are very useful. Because NFE teachers need to be “advocator, enlightener”, they should be able to identify the pressing issues for members of the community and help them to understand its causes, opportunities to solve, and find a gateway. However, because NFE Gegeerel centers’ services are not fully sufficient the public lacks of information about this center. For example: survey from 150 people revealed 76% of the participants said they have almost never heard of or have been to NFE Gegeerel centers. Also it is common for teachers working at NFE Gegeerel centers to lack in knowledge and skills to mobilize public. Therefore, it is essential to start and intensify the activities to mobilize public through improving the knowledge and skills of the teachers.

24 NFDE, Survey on Non-Formal Eduaction Field, pg 75, UB., 2010
25 NFDE, Survey on Non-Formal Eduaction Field, pg 45, UB., 2009
2.4.2. Needs Assessment
It is very important for the activities and services run by NFE Gegeerel centers to be compliant with the needs of local communities and general public. Because adults are more likely to learn the things that they need relatively quicker and have interest to use their acquired knowledge to increase their income.

In reality, it seems that NFE Gegeerel centers’ teachers perform pre-activity public needs assessment at comparatively inadequate level. It is related to lack of teachers’ needs assessment methodology knowledge and skills. Therefore, it is essential to organize trainings for capacity building for teachers.

2.4.3. Planning, choosing and implementing the Programme
It is NFE Gegeerel centers’ responsibility to plan and to implement the certain type of trainings and activities based on needs assessment of the public. But in reality, due to their lack of knowledge and skills to perform needs assessment on public and community, teachers are operating inadequate when planning, choosing and implementing the programmes that comply with public needs.

2.4.4. Informative data collection and distribution
Collecting and distributing informative data such as educational level of local community and their needs, activities organized from NFE Gegeerel centers, number of participants and its outcome, is responsibility of NFE Gegeerel centers’ teachers. In reality, data collection activity have been performed very inadequately at NFE Gegeerel center level. The contributing factors include lack of ability of teachers to identify which data to collect, also due to lack of human resources, time and money they are unable to reach every households and people. Even more, because of their inadequate written communication skills NFE Gegeerel centers’ teachers are failing to document and distribute comprehensive information about the activities they organized. Therefore, it would be useful to develop a forms which has contents intended to collect information about people received the NFE Gegeerel centers’ services, activity progress and the end results.

2.5. Quality, outcome and satisfaction
Determining the quality, outcome and customer satisfaction of activities organized by NFE Gegeerel centers is an important indicator of center’s future expansion. Outcome of the services can be divided into direct and indirect outcomes. For instance, direct outcome of the activities can be determined through several factors such as defining the number of learners enrolled in certain trainings, what knowledge and skills they gained and whether if the learners were satisfied. Indirect outcome can be determined by what changes they have experienced as an individual after participating in the training (demeanor, personal behaviour, communication skills, socialization etc), how they increased their household income and what affect they made on others etc.

Quality and outcome of EP training, one main compound part of NFE Gegeerel centers’ services, is determined based on criteria “whether if met the standards of education”. For this reason, learners of EP trainings who met the criteria can either transfer to corresponding grade at secondary schools or continue to enroll in EP trainings until completion to receive certification of primary and secondary education. Of all the learners enrolled in the training during academic years 2006-2007, 2007-2008, 2008-2009, 15,4% have transferred to corresponding grades of secondary schools, proving that EP trainings organized by Enlightenment centers plays an important role in ensuring the every person’s right to have education.

Features of life skills trainings are that there are no certain standards and is mostly organized for short term basis, therefore it is not possible to evaluate and summarize its activities like that of institutes that meet the certain standards of long term education. Therefore it is very common to determine the quality and outcome of life skills training through number of learners, their acquired knowledge and satisfaction.

2.6. Resources
In this section the resources are divided into three categories 1) human 2) materials 3) ITC usage.

26 NFDE, Implementation report of National Programme on NFE Development, pg 46, UB., 2010
2.6.1. Human resources

Eventhough there are 458 teachers working at NFE Gegeerel centers, currently 364 teachers are registered on non-formal education’s database. Based on this information, the enlightenment center’s human resource condition is examined. Of all teachers, 282 or 77,4% are female, 82 or 22,6% are male.

Of all NFE Gegeerel center’s teachers, 263 or 72,2% had received higher education, 77 or 21,1% have diploma, 16 or 4,4% have graduated special secondary, 7 or 1,9% have upper secondary and 1 or 0,2% have lower secondary education (Chart 18). Of all 340 teachers who had either diploma or higher education, 277 or 81,4% had received teacher’s major, 63 or 18,4% had received other majors such as translator, lawyer, financier, educational social worker, psychologist, engineer, journalist etc. (Chart 19).

Of all 340 teachers who has either higher or diploma education, 77 or 22,6% have diploma degree, 251 or 73,8% has bachelor’s degree and 12 or 3,5% had master’s degree (Chart 20).

Of all 364 teachers, 286 or 78,5% were full time teachers and 78 or 21,5% has additional jobs (Chart 21). 16 of all the teacher who has additional jobs were primary education teachers, 12 were specialty course teachers, 13 were social workers, 7 were librarians, 6 were school managers, 4 were secondary school’s directors, 2 were dormitory teachers, and 18 were of other professionals (Chart 22).

For 78 teachers with additional jobs, their major is considered as their main jobs and the title ‘non-formal education teacher’ refers to additional job. Majority of these teachers do not receive additional salary for their additional task as NFE teachers and therefore they largely concentrate on their main tasks. For these teachers, they basically do not have classroom for Enlightenment center, so there are cases where they name their main job’s room as NFE Gegeerel center’s room, such as social worker’s, school manager’s
or dormitory teacher’s room. While NFE Gegeerel centers need a team with more than one professionals to provide multidisciplinary and continuous educational service for local communities, cases such as these where NFE teachers having additional works are proof that these jobs are being neglected and abandoned.

As for work place stability, years worked as NFE teachers for 364 teachers registered on NFE information data varies from 1 month to 13 years (Table 3).

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Years worked</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>&gt;1 1 2 3 4 5 6 7 8 9 10 11 12 13</td>
<td>364</td>
</tr>
<tr>
<td>Percent</td>
<td>50 26,6 12 8,8 2,6</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen from the table, 50 percent of all NFE teachers have been working for NFE from 1 month to 2 years and 26.6% had experience of 3 to 5 years as NFE teachers, 12% for 6-7 years, 8.8 percent for 9-11 years, 2.6% have been working at NFE for 12 to 13 years (Chart 23).

In summary, majority of NFE teachers do not stay stably at this work position. This situation thought to be related to lack of local authority, community and individual’s understanding and awareness towards NFE and on the other hand, related to under-developed social welfare system and low salaries of the teachers.

28.4 percent of 458 teachers at national level is working at individual centers and at most of the soums only one person is working as NFE teacher at NFE Gegeerel Center and it proves that teachers and human resources are insufficient to effectively organize literacy, EP and life skills trainings and educational services among local community.

2.6.2. Funding

Fundings for NFE’s Enlightenment centers can be divided into two categories, 1) internal 2) external.

1) Internal resources

Internal resources of funding for Enlightenment center includes state and local budget.

State budget: Activities of Enlightenment centers have started to be funded by state budget since 2003. Since its establishment in 1997 all expenses related to NFE Gegeerel centers “Live by learning” project. Subsequently, when this project ended in 2003, an approval have been made to fund each soum’s Enlightenment centers with 750 000 tugrugs annually from the state budget. But, the amount of funding was not enough to organize literacy, EP trainings as well as life skills training, also there were instances where this funding was not allowed for Enlightenment centers by local authorities due to their priority issues and lack of understanding and awareness. However, this government funding for Enlightenment centers have played an important role for its existence at current level.

Then, changes have been made to “Education Law” in 2006 indicating that all the costs of student who is receiving primary and secondary education through EP trainings would be provided by the government budget and started to distribute this budget since 2008 which have resulted in appreciable increase of governmental funding in NFE Gegeerel centers. This training’s budget was eventually making up all the amount of funding NFE Gegeerel centers received from the government annually. According to Educational master Plan, average of 1.2 billion tugrugs have been planned for variable expenses of EP trainings in years 2008 to 2011 and 1.8 billion for years 2012 to 2015. The number of out of school or

27 NFDE, Survey on Non-Formal Education Field, pg 92, UB., 2009
28 БСШУ-ны сайдаа 2003 оны 08 дугаар сарын 18-ны ордны “Хуваарилалт хийх тухай” 1/3016 тоот тушаал
school drop out children and adolescents who are enrolling in EP trainings have also increased from 8000 annually to 12000 annually.

Data shows that it was unnecessary to specifically allocate budget of housing, electricity and heating expenses to Enlightenment centers based at schools and variable expenses paid from the state budget was almost spent only on teacher’s salary and social insurance taxes and only fraction of this fund left was being spent for organizing the activities. It is common for some soum that has fewer number of EP training learners to be unable to cover the salaries for the teachers not to mention the expenses related to organizing the NFE Gegeerel centers activities.

For independent NFE Gegeerel centers, larger amount of fundings are being made to its activities of EP training, literacy, life skills training, office rent and salaries for its teachers and staff. For instance, as of 2009, total of 300 million tugrugs were allocated and spent on NFE Gegeerel centers within the UB city including 40 million for Khan-Uul district’s NFE Gegeerel center and 70 for Bayanzurkh district’s etc.  

**Local budget:** Local budget plays an important role in improving the NFE Gegeerel center’s activities and increasing its distribution. 

According to “Educational law”, the expenses of EP learners’ and according to “Model regulation of NFE Gegeerel center”, the some portion of the resources for its activities should be funded by the local budgets. In order to validate this order, certain denotations have been put in “productive performance contract” which would be made between the aimag and UB city governors and Minister of Education, Culture and Science. However, in reality support and fundings from local areas to its Enlightenment Center is very insufficient, and at soum level NFE Gegeerel Center received virtually no support. The reason is related to lack of understanding about NFE from administration part but it is undeniable that their authority and amount of budget is too insufficient to support any NFE Gegeerel Center related activities.

In the future, it is necessary to allocate budget from state budget fund for not only EP trainings and also for literacy and life skills trainings, and to allocate financing at local level to support activities of Enlightenment Centers and to spend the allocated budget optimally.

2) **External resources**

External resources for NFE Gegeerel center’s funding include international organization’s programme, project, donation and aids.

Since the approval of “National Non-formal Education Development Program” in 1997 and the period when establishment of Enlightenment center have started the funding and program of international organizations was of importance in budget of the center. For example, the project “live by learning” which was implemented from 1997 to 2003 with the support from UNESCO have been responsible for all the expenses related to Enlightenment centers at national level, including its activities such as establishing current coordination of Enlightenment centers, training its teachers and facilitators, and strengthening its facilities and material resources. The main difference of this project from others was the fact that this project fully covered all of its activity related expenses.

29 NFDE, Implementation report of National Programme on NFE Development, pg 15-16, UB., 2010
30 NFDE, Survey on Non-Formal Eduaction Field, pg 57, UB., 2009
“Basic education” program was implemented in 2003 cooperatively by Ministry of Education, Culture and Science and UNICEF, and “Non-formal Education” sub-project was one of its constituent. Within the framework of the project, much attention has been given to supporting the EP trainings, preparing the teachers and human resources, and developing the training materials.

Also, support from international organizations such as World Vision, ADRA etc have been focused on providing NFE Gegeerel Centers with modern training equipments and tools. For instance, World Vision international organization’s “herder’s livelihood development” project have supplied Enlightenment centers located in Bayannuur, Bulgan, Deluun soums of Bayan-Ulgii province, Bayan-Uul, Bulgan, Khalkhgod, Kherlen soums of Dornod province, Baruun-turuun, Undurkhangai soums of Uvs province, Tsenkhermandal, Kherlen soums of Khentii province with used technical equipments, chairs and tables and training materials worth 4-5 million tugrugs.

Within the framework of the project, “providing population of Mongolian rural areas with comprehensive social services” implemented, from 2010 to 2012, in cooperation by Mongolian government and UN’s specialty organizations, enlightenment centers of 5 soums from Bayan-Ulgii, Dornod,Uvs, Khovd, Khuvsgul aimags, total of 20 soums have been renovated and transformed into “model” center to serve the local communities, also much attention has been given to increase the capacity of teachers and human resources.

Programs and projects of International organizations usually implemented through central organizations and up until 2008 main priority was given to the training of teachers who were to develop training materials and policies, and since 2008, more attention was given to support the activities of Enlightenment centers at units. For example: UNICEF have set its program activities for 2012-2015 to be oriented towards the units. The projects that have either implemented or being implemented accordingly to this approach include: “Herders livelihood Improvement” project along with its sub-projects “Literacy Education”, “Distance Education for Herder’s children and Adolescents” implemented cooperatively by NFDE center, affiliate to Mongolian Ministry of Education, Culture and Science and World Vision Mongolia International Organization; and activities related to 2.1 and 2.2 of the goals of project “Providing Mongolian Population in rural areas with comprehensive social services” implemented from 2010 to 2012. In details, within the framework of the sub-project “distance education training for Herders children and adolescents” and “Literacy Education” implemented jointly with project “Improving the livelihood of Herders” of World Vision Mongolia, International Organization, 37 million tugrugs of funding was made to support the Enlightenment centers of 23 soums from provinces Bayan-Ulgii, Dornod, Uvs, Khuvsgul and Khentii provinces. Also, within the framework of the goal 2.2 of the project “Providing Mongolian Population in rural areas with comprehensive social services” being implemented jointly with UN’s specialty organizations, as of 2010, around 70 million tugrugs funding has been allocated to support the EP trainings organized by Enlightenment centers.

In the future, it is necessary to monitor the proper expenditure of funding given to units by its intended use and to pay attention to improving the liability of teachers and staff, task performance and skills.

Government and International organizations’ expenditures on NFE in 2003-2008 is shown in the Chart 24.
2.6.3. Material resources

Material resources of NFE Enlightenment Centers, whose goal is the development of local communities through providing continuous educational service among population and to ensure their participation, are discussed in details below by training venue, classroom, technology, equipments, handbooks and other tools.

**Venue and classroom:** majority of NFE Gegeerel Centers run its activities in 1 to 2 room venue capable to house around 20 people, and located near the organization building it based at.

Of individual centers, NFE Gegeerel Centers at Bayan-Undur soum of Orkhon province, Bayangol, Sukhbaatar, Chingeltei, Nalaikh districts of UB city has its own building with 4 to 10 rooms. NFE Gegeerel Center of Songinokhairkhan district in UB city has 3-4 rooms at one wing of 5th school and NFE Gegeerel Center of Bayanzurkh district has 6-7 rooms at 97th school, NFE Gegeerel Center of Baganuur district has 2-3 rooms at Educational sector, NFE Gegeerel Center of Khan-Uul district has 2-4 rented rooms where they are running their activities. NFE Gegeerel Centers of central districts of UB city each has 1 classroom at the school located at their districts and organizes EP trainings whether they have their own building or not.

341 NFE Gegeerel Centers that are based at schools basically uses one room of either school or dormitory building as NFE Gegeerel hall, only few have 2 to 4 rooms. For instance, within the framework of the project “Providing Mongolian rural population’s livelihood with comprehensive social services”, rooms were added to Enlightenment Centers of 20 soums, 4 each from Bayan-Ulgii, Dornod, Uvs, Khovd, Khuvsgul provinces and these centers now have 2 to 4 rooms which expands the opportunities to serve local communities. Of NFE Gegeerel Centers that are based at schools, the ones in Choibalsan soum of Dornod aimag and Jargalant soum of Khovd aimag has 4-8 room training facility.

NFE Gegeerel Centers based on other organization, secretaty office for soum governor also usually has 1-2 rooms where they operate.

Such as this, NFE Gegeerel centers either have usually 1-2 room at its affiliate organizations or individual centers usually own their facilities with capacity of 6-10 rooms, however the quality of these rooms and venue is also that of interest. For instance, NFE Gegeerel center of Bayan-Undur soum in Orkhon aimag has been operating in old facility of Agricultural college’s building which have been
declared as not fit for use by National General Inspection Agency several times. NFE Gegeerel center of Songino-khairkhan district of UB city is always under pressure to empty the rooms they use at school building, NFE Gegeerel center of Khan-Uul district do not have money to rent a room or they would have to move at least 2 times a year.

**Training equipments and technologies**: training equipments such as radio, TV, computer and projectors are very important for Enlightenment centers to provide its public service. These equipments would also be used for many other essential purposes such as printing and publishing the training materials accordingly to the specific needs of local community, and also for collecting information data and as training tools. As NFE’s information data shows that even though its numbers are few, equipments such as computer, LCD projector, TV, printer, copier, music player, camera etc are widely used for Enlightenment centers’ activities (Table 4).

<table>
<thead>
<tr>
<th>Name of the equipment</th>
<th>Computer</th>
<th>LCD projector</th>
<th>DVD player</th>
<th>VCD player</th>
<th>Overhead projector</th>
<th>TV</th>
<th>Photo camera</th>
<th>Camera</th>
<th>Music player</th>
<th>Printer</th>
<th>Copier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>44</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>11</td>
<td>20</td>
<td>2</td>
<td>25</td>
<td>20</td>
<td>9</td>
</tr>
</tbody>
</table>

But not all of these equipments are compatible with center’s official usage, for example, 9 out of 44 computers were not working.

Inadequacy of modern training equipments is one of the main factors which affecting negatively on the development activity of Enlightenment center. Though not in a great extent, supplying of Enlightenment centers with training equipments have been done. For instance, with support from international programs and projects about 10 Enlightenment centers usually get equipped with computers, printers etc, annually.

Conventional training tools that are common at Enlightenment centers, including student’s table, chair, boards, cupboard, shelf etc are usually donated from the school as they were replaced.

A very few Enlightenment centers have equipments and tools that are used for vocational and professional orientation trainings such as hairdressing, beauty, handphone repair, chef tools, carpentry tools and felt combing tools etc (Table 5).

<table>
<thead>
<tr>
<th>Name of the equipment</th>
<th>Beauty and hairdress equipments</th>
<th>Wood cuting machinery</th>
<th>equipments of handphone repair</th>
<th>Kitchener tools</th>
<th>Sewing machine</th>
<th>Wool combing tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>21</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>36</td>
<td>5</td>
</tr>
</tbody>
</table>

The equipments and tools, especially the ones used for vocational and professional orientation trainings are essential to direct Enlightenment centers’ activities toward adults and to organize various life skills trainings. Inadequate participation and support offered from local communities toward Enlightenment centers’ is directly related to the fact that center has almost no training material base, equipments and tools which meets the needs of communities, especially the ones used for trainings to increase the household income amount. Therefore, it is necessary to implement activities, at all levels, to supply Enlightenment centers’ with tools and equipments required to organize professional oriented trainings.

**Supply and sufficiency of training materials**: Supply and sufficiency of training materials are regarded as one of the important areas of training environment. The amount of various training curriculum, materials, handbooks required for Enlightenment center to provide within the communities for its training and its sufficiency is important. These training materials were selectively developed by NFDE center, a professional methodology organization, an affiliate to MECS, and between 2002 to 2010, total of 751 publishing pages printed materials of 181 type, 420 minutes of audio and video materials of 15

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31 NFE’s information data
type have been produced and distributed among Enlightenment centers at national level. Although, we have been developing the training materials in many types, its sufficiency still have been inadequate. For instance, survey showed that for each module of EP training 15 to 25 students and for each literacy or life skills training handbook 7 to 13 students are being allotted, affecting negatively on sufficiency and quality of the trainings. In order to solve this problem, “Non Formal and Distance Education’s training materials” which includes 48 types of handbooks and video lessons for literacy and life skills training along with “Equivalency program modules for Primary, lower and upper secondary education” CD material that include 102 modules and 10 handbooks for healthcare and life skills trainings have been developed and they have been believed to met the needs of learners and teachers who has computers. However, it is still necessary to pay attention on sufficiency and supply of training materials in the future.

2.6.4. ICT usage
ICT usage in training and in other activities is very important. Advances in science and technology such as handphones, computers and internet have been became part of daily life. For Mongolia, a country with scarcely located population and poor infrastructural system, the internet communication, in particular, plays an important role in educational field. Soum schools have been connected to the internet network and its teachers and students have begun to benefits from its vast information possibilities, also our educational sector have been contacting with teacher at soum level through internet to distribute information and to monitor and recommend on their activities. Although a few, NFE Enlightenment Center’s teachers have been using an internet which advances their report information exchanging functions and communication with professional and methodological organizations. ICT usage in daily activities have been increasing, due to increasing number of younger teachers working at NFE Enlightenment Centers during the last few years.

2.6.5. Cooperation and partnership
NFE Gegeerel centers need to function through cooperation and partnership with given local communities, governmental and non-governmental organizations, internal organizations, programs and project units.

As seen from current situation, while some enlightenment centers are cooperating with not only local but with non-governmental organizations at national level to implement projects and programs, there are some enlightenment centers that do not know or manage to cooperate with other organizations or individuals.

2.7. Needs for Capacity Building

Activities for capacity building are essential to ensure the regular and expanded activities of enlightenment centers. Lets take a look at human resource capacity at 3 levels, 1) individual, 2) organizational, and at 3) national level.

2.7.1. Individual level
Eventhough, trainings to improve the speciality and methodology of the teachers of NFE Enlightenment centers have not yet been developed into a coordinated steps, NFDE center, affiliate to MECS have been constantly organizing short term (usually with 24 hour contents) trainings with support from donor organization’s programs and projects. For instance, total of 19 trainings for teachers have been organized from 2002 till 2010 and 2938 teachers and specialists have been enrolled. However, there is still a need to increase the skills of NFE Enlightenment center’s teachers and specialists. Because, due to inadequate social welfare structure, poor public awareness and understanding towards NFE, it is uncommon for teachers to work stably, currently almost half of registered 364 teachers have only been working from 1 month to 2 years. These new teachers lack of full idea about their responsibilities and roles due to poor understanding about the newly developed field of NFE thus it is very common for them to create the image, as described by local communities, “do not perform their job properly” or “middle man who is

32 NFDE, Implementation report of National Programme on NFE Development (2002-2010), UB., 2011
33 NFDE, Survey on Non-Formal Eduaction Field, UB., 2010
34 NFDE, Implementation report of National Programme on NFE Development, UB., 2011
used for every momentary tasks” within local communities. However, there are some teachers that are expanding the activities of Enlightenment center to reach local communities. As some surveys about needs assessment for improving the training of teachers from Enlightenment center\textsuperscript{35} show, 48.9% of all enrolled teachers said they would like to receive more training on methodology to use EP and modules, 42.2% wanted to train more about how to increase the parents and community’s participation in Enlightenment center’s activities, 31.1% about psychology features of school drop out children, 28.9% about mixed group training methodology, 17.8% about policy and legal environment of NFE and 13.3% of these teachers said they want to receive more training for knowledge and skills for children, parents and family communication. One of the fields that needs more attention within the framework of capacity building activities at individual level, apart from the ones regarding Enlightenment center’s teachers, is the volunteer activists and subsidiary households. For they are part of support resources of activities of Enlightenment center through action such as distributing the information among local communities, it is essential to improve their knowledge, skills and capacity. Enlightenment center’s teachers have an important role in improving the capacity of these participants and households. Main method is to influence these activists by increasing the knowledge and skills of Enlightenment center’s own teachers.

2.7.2. Organizational level

Organizational level or Enlightenment center’s need for strengthening its capacity can be categorized into 3 sections, 1) increasing the funding, 2) improving the material resources, 3) regularizing the activities of NFE commission.

EP training’s variable expenditure alone is not sufficient to expand the activities of Enlightenment center. Therefore, allocating budget for literacy and life skills training aimed to local communities and population as a whole is important to increase the quality, distribution and frequency of the service and to establish the monitoring system.

Strengthening the material resources of the Enlightenment center especially supplying with equipments and tools needed for the life skills training has essential role not only to provide the needs of the learners and to increase their household income but also on increasing the participation of the population. One of the evidence that material resources are not adequate is seen from the survey which included 45 NFE teachers\textsuperscript{36}, where 51.1% said insufficiency of training equipments and tools is reflected as challenge to their operation.

Even though NFE commissions are present in most of the soums, its real responsibilities, which are monitoring and evaluating activities of Enlightenment centers and to provide and support with daily assistansse and administration is not carried out properly, therefore their activities need to be stabilized and intensified. By doing so, it would be possible to improve the role and responsibilities of the teachers at local level and to monitor and evaluate their work’s quality and efficacy. One of the methods to improve the function of this commission is for professional organizations at aimag and national level to distribute information about NFE and its Enlightenment centers to its member organizations and to apply constant monitoring-evaluation on their activities and to provide with regular recommendations and guidance.

2.7.3. National level

Needs for strengthening the capacity at national level can be divided into four categories, including 1) to further develop the policy and legal environment, 2) to influence the policy makers, 3) to solve the financial issues comprehensively, 4) to organize coordination for monitor and evaluation activities.

It is important to further develop the policy and legal environment of the Enlightenment center and specially to ensure its implementation.

\textsuperscript{35} NFDE, survey report of “roles and participation of parents and guardians on increase of secondary education’s distribution”, pg 57, UB., 2010

\textsuperscript{36} NFDE, survey report of “roles and participation of parents and guardians on increase of secondary education’s distribution”, pg 57, UB., 2010
There is need to advocate the concept of Enlightenment centers and the fact that its public organization which has beneficial impact towards local development to policy makers.

One of the pressing issues at national level is to solve its financial problems. Its solution has an important role in serving the person’s life long learning need.

It is essential to establish information database regarding Enlightenment center’s services and to further develop the monitoring-analysis and evaluation system based on this database which could ensure the possibility of determining the center’s future tendency, approach and its planning.

THREE. FIELD SURVEY

In order to get acquainted with activities of unit’s NFE Gegeerel centers and to involve local administration, residents and community, we have chosen Adaatsag, Erdenedalai soums of Dundgobi aimag and Bayan-Unjuel, Lun, Erdenesant soums of Tuv aimag, Bayan-Undur, Sant, Ulziit, Yesun-zuul soum of Uvurkhangai (9 soums from 3 aimags) aimag, all are from the central region of the country. Total of 297 people which include 281 adults, 7 NFE teachers, 9 administrator officers have participated in survey. Collection of randomized sample is directly related to the financial budget and issues of present day. Because Mongolia is scarcely populated country and communities are located in remote areas and process of reaching the Enlightenment centers of remote areas require additional funding and on the other hand, Mongolia is depends on only one country (Russian Federation) to import its fuel and gasoline supplies and Mongolia has experienced delicate burdening of fuel shortage that started during the fall of year 2011 and is still not resolved completely. Also, eventhough we have informed the soum governors, directors of schools and NFE teachers of areas we planned to visit through specialist of Department of Education and Culture who is in charge of NFE, many of them were absent during our visit due to holiday season. In such cases, deputy governor, director of secretacy to local governor, director of the schools were enrolled in the survey and in absence of NFE teachers, the elementary level teachers who assisst NFE teachers with summer literacy trainings have been enrolled in this survey.

Tuv aimag’s Bayan-Unjuul Soum

We were unable to meet with NFE Gegeerel Center’s teacher due to her absence. So we met with N.Zulkhuu, director of school and collected following data. The soum has total of 2500 residents and 9 grade secondary school. The NFE Gegeerel Center does not have its own venue, currently it is sharing a room with elementary class, however they were granted to receive a room for NFE Gegeerel Center from the new school building under construction.

Summer literacy training was currently taking place in 5-wall ‘gher’ that was donated from the project ‘Sustainable livelihood-2’ that currently being implemented in the soum. Tables and chairs for the students of summer literacy training were provided from the school. Summer literacy training has been continuously organized for last 4 years. There were 16 learners, from 7 to 45 years of age, in this year’s summer training. Because most of the local residents are engaged in sheep, cow, horse dominated farming, life skills training for adults usually concentrates on felt and woolware, dairy product processing and exhibitions are organized. They have said that many herders families who have lost all of their herds are migrating from the soums to aimag center and only the families that are poor and lack the opportunity to migrate stay at their soums and make a living by helping rich herders.

We used to work collaboratively with NFE’s teachers but we have not worked together in last 2 years. We are not working for them because they still have not given us the salary for working as part time teacher for 21 day – EP training. NFE’s Enlightenment center is located together with elementary class, and enlightenment center used to have its own departments but now it has been changed into english department.

School teacher Ariunbold, Soyoloo, Myadagmaa, Baigalmaa
Dundgobi aimag’s Adaatsag soum

We have met with NFE teacher O.Gantulga. Soum has 3000 residents and 9 grade secondary school. NFE’s Enlightenment center operates under the auspice of the secondary school and has official full time job position. Total of 21 learners had participated in EP training and 67 learners enrolled in life skills training. Life skills trainings are organized in cooperation with Labor welfare center and people tend to participate extensively in trainings for bakery and musical instruction trainings for horse fiddle playing. They organize summer literacy training annually, and this year they had made contract with 4 locals to work as an home teachers and enrolled 77 learners in their training. The salary of these teachers are funded from the secondary school budget and it depends on the performance of their learners.

NFE’s enlightenment center’s operations have been carried out normally, especially the teachers journal keeping and training curriculum development and plans are well documented.

Dundgobi aimag’s Erdenedalai soum

We have met with N.Enkhdelger, director of secretacy office for soum governor, and Sh.Enkhsukh, specialist at social policy coordination department, and inquired about the NFE Enlightenment center’s activities and local support. Soum has 6142 residents, about 158.4 thousand livestock and has been leading the country for its number of horses and sheep for almost 40 years. NFE’s activities have been run rather well at certain times, it does not receive any support from local funds. I think we should select the training after doing needs assessment survey among locals. This year soum’s governor’s office have organized training course designed to provide profession orientation towards the citizens of vulnerable group. Also, organized ‘Dul’ militarized-sports match in order to enhance the children’s and adolescent’s physical condition and to boost their nationalistic notions.

Eventhough NFE’s activities are run rather well at certain times, it does not receive any support from local funds. I think we should select the training after doing needs assessment survey among locals. This year soum’s governor’s office have organized training course designed to provide profession orientation towards the citizens of vulnerable group. Also, organized ‘Dul’ militarized-sports match in order to enhance the children’s and adolescent’s physical condition and to boost their nationalistic notions.

O.Bayarsaikhan, deputy Governor of Soum
covered on the educational section of Soum governor’s productive outcome contract. Eventhough there are no approved NFE commission, soum and local administration constantly provides with support they can give and ensures the coordination of related specialists to run NFE’s activities normally.

I have a very gifted hand, so I have participated in NFE’s life skills training to further develop my skills, now I made wood carvings and crafts to sell. I sometimes even make fully carved ger by as an order. My son had dropped out of school from 4th grade and after finishing serving military he came home and participated in 21 day – life skills training in wood crafts and now he helps with my work to increase the household income. We have purchased equipments with 5million tugrugs loan and paid off the loan with the earnings. In the future, i am planning to enroll my boy in NFE’s EP training to help him receive secondary education diploma.

Ts. Dorj, soum citizen 49 yrs old

Erdenesuren is an skilled NFE teacher who has an experience of 7 years working at NFE. He said that support and help he receive from the administration is good because the attitude of directors and administrative staff at all levels towards the education of its community is appropriate.

Uvurkhangai aimag’s Sant Soum

We have met B.Tulga, a deputy governor of soum and collected following data. He has only been working as deputy governor for 4 months, thus did not have very good information regarding its NFE Gegeerel Center’s activities. Soum has 3434 residents and 11 grade school. NFE Gegeerel Center is based on school, there are no NFE commission. We could not enter the Enlightenment Center, due to its NFE teacher’s absence.
Survey in progress at Uvurkhangai aimag’s Sant soum  
NFE’s Enlightenment Center’s Building

NFE’s teachers involve only certain types of people over and over into their trainings. I suspect that some of the participants are usually the teacher’s relatives and friends or something. They do not allow us to take part.

B. Myagmarjav, 47 yrs, soum resident

Uvurkhangai aimag’s Bayan-Undur soum

J. Munkhbayar has started learning at NFE Gegeerel center since 2004 for 3 years until 2007 when he took a graduation test of 8th grade but did not receive the certificate because of his examination materials were lost. He has not participated in any of NFE’s trainings they said. We have inquired about J. Munkhbayar from NFE’s teachers and school director, they said previous school directors and NFE teachers from 2007 have unintentionally left his examination materials behind thus he did not receive a certificate but they are planning to enroll him in upper secondary education level training to help him get a certificate.

As we met with NFE’s teachers Myagmarjav, school director Davaasuren, they informed us that soum’s NFE activities have become regular and literacy, EP, lifeskills trainings are organized and receives a good support from the school. The soum’s NFE teacher’s documentation, registration and survey activities were at satisfactory level. But teacher noted that support from soum admininstration was poor. Soum administrative staff were absent due to summer vacation.

Uvurkhangai aimag’s Ulziit soum

I have dropped out of school from 4th grade. Fortunately, I have received my secondary education diploma after participating in NFE Enlightenment center’s EP training for 4 years. And I want to continue to study and fulfill my dream of receiving secondary education diploma. Also I have participated in life skills training, now I produce compressed fuel at home and sell to increase my household income.

N. Byambatogtokh, 27 yrs old, female
We have met with L. Gantulga, Government administration staff of secretacy to soum government office. Soum has 2700 residents. Gantulga said NFE enlightenment center is financed from secondary school’s budget but is located oddly at Soum’s governor’s office, even though life skills trainings are organized at each bagh’s but enrollment of locals are not adequate and he feels that fall and autumn are preferred season for organizing the trainings. Locals participation is very low during the summer season. Generally, having locals enrolled in any types of training has become very challenging. Whole community tend to show up and participate only when they are promised a money or materialistic rewards in return. As for Enlightenment Center’s equipments, he said it was better equipped than Secretary office of Soum Government and it even has internet connection. They are planning to establish Law and Jurisdiction department and he said it would be more efficient to establish this center collaboratively with NFE Enlightenment Center. He noted that they make contracts to work with retired teachers and collaborate with them to organize the various types of trainings organized at NFE Enlightenment Center.

**Uvurkhangai aimag’s Yesunzuul soum**

We have met with D. Altantsetseg and Tserenkhand, both soum’s school managers and collected following information. Soum has 3400 residents, NFE enlightenment center is based at secondary school. Sustainable living-2 project was implemented and as a benefit the enlightenment center has been equipped with about 9 millions tugrugs worth of equipments. NFE enlightenment center is equipped with personal computers, scanners, LCD projector, printers and cameras. Total of 36 learners are being enrolled in EP training, of them 19 are in upper secondary education level, 4 in lower secondary and 13 are in primary education level.

I live with my husband and 3 children. I have participated in NFE’s training few years back and learned to plant vegetables. Now, our family grows 10 different types of vegetables in 0.8 hecter field, the harvesting has already surpassed our family’s needs, therefore we supply the rest of the harvest to number of organizations in our soum with contract. We try participate in every trainings that organized by NFE’s enlightenment center. They are proven to be so helpful in daily life.

*Dorjkhad, 35 yrs, female*
At soum resident Dorjkhunad’s home

Tuv aimag’s Erdenesant soum

We have met with B.Sarantuya, director of soum’s secretacy and G.Uranchimeg, social worker of the school and collected following informations. Soum has 5000 residents, 12 grade secondary school and NFE enlightenment center is based at the school. Its NFE commission has 8 members and lead by soum governor, 5 of those members are governors of different baghs and rest are NFE enlightenment center’s teachers. Local administrative offices pay a lot of attention to provide good collaboration between NFE enlightenment center activities and governors of baghs. Annual literacy training is organized in collaboration with NFE enlightenment center for children and adolescents who are at military drafting age. Life skills training is organized with collaboration of welfare department of Governor’s office. Survey has showed that there were 219 unemployed residents in the soum.

One of the features of this soum is that residents have started cooperative. Currently, this cooperative has about 60 members and runs agriculture related operations. The cooperative has been operating since June, 2011.

I have participated in 14 day – life skills training in 2010, where I have learned how to repair shoes and now I am running my own shoe repair shop. I pay 10000 tugrugs monthly for my repair shop rent and I make about 5000-7000 tugrugs daily. I am planning to make shoes by an order and to expand my business.

Buyandalai, 43 yrs, male

NFE enlightenment center’s teacher, B.Munkhsaikhan said that center has undergone renovation and is not yet finished. Total of 16 learners have participated in this year’s literacy training. Soum’s people’s representative council have set up goal to eradicate illiteracy among soum residents by 2012. Life skills trainings are organized in collaboration with non-governmental organizations and welfare department of governor’s office. In EP training people ranging from 16 yrs of age to 45 years have participated and 3 have received lower secondary and 2 have received upper secondary education certificate.
Tuv aimag’s Lun soum

We have met with S.Narantsogt, director of Lun soum’s secondary school and D.Jargal, NFE teacher and gathered following information. Soum has 2400 residents, and its NFE Gegeerel center is based at soum’s 12 year secondary school and Jargal has been working at NFE since 1997. Total of 40 learners are studying in EP training including 30 for elementary level, 4 for lower secondary and 6 for upper secondary level education. There are 15 illiterate adults living in this soum and the literacy trainings are organized every summer. They organize life skills training in collaboration with labor welfare service center and organize the training in field of feltware, sewing, pearl and wood carving, 160 participants have already enrolled in this year’s trainings.

As for capacity of enlightenment center, the learning materials, handbooks and manuals are well supplied and teachers prepare training materials suited to local features but supply of equipments and tools were inadequate. D.Jargal, teacher, said school administration tries to provide them as much support as they can. They run their trainings in classrooms of the school, since the NFE Gegeerel center’s capacity is low. Staff of enlightenment center receives funds for the gasoline required for vehicles from school to perform survey among remote baghs every summer. This soum’s migration is very high. Local residents of soum frequently move to Ulaanbaatar city and residents of western provinces come to settle in high numbers. There were around 100 households that settled here from Uvs aimag alone. These migrates stay at this soum for short duration of time and then move to Ulaanbaatar city thus their attendance in registrations and survey is poor they said.

I have studied for 3 yrs for EP training of NFE’s Enlightenment center and received secondary education diploma upon completion. Last year, I have graduated from “Gegee” college in Orkhon aimag and currently i am studying at correspondence college in political science, i will graduate in 2012. As a result of life skills training, now I am running my own cafeteria, barber shop, beauty salon to increase my household income. I have also participated in tailoring training and started to rent the dresses I sew for 8000-10000 tugrugs the during new years and other holidays. By participating in NFE’s life skills training, many positive changes have been made in my life and my household income have been increasing so I am ever grateful for the NFE. Our cafeteria’s own ‘Suulen khuu’ food have won an award from aimag’s food exhibition.

N.Narantungalag, 28 yrs, female
My wife has participated in 21 day – life skills training and now she makes felts, wool, pearl beads, silk products and sells at local markets which increases our household income. Local residents gather in fall and winter season to learn to make felt boots. Currently she is producing felt boots with her friend Munkhuthul. I make wooden carvings at home and also organize training together with NFE teacher. I have worked as facilitator teacher in Darkhan, Bayankhongor, Nalaikh, Dornod aimags. Many local youngsters come to me with desire to learn from me. I teach these kids everything i know and do without any fees.

Kh.Tumennast, wife S.Tsogtbadrakh

**Questionnaire for teachers**

7 NFE teachers have enrolled in the survey, 6 of them were teachers or received higher education and 1 was of different major.

4 NFE teachers enrolled in the survey said that the amount of salary they are receiving does not fully appreciate the amount of work they do. This complain is related to inadequate implementation of 600th decree of 2010 approved by Minister of Education, Culture and Science regarding NFE teacher’s workplace description and salary valuation.

![Chart 25. Service year of NFE full-time teachers for government](image)

As for workplace status, 7 teachers are all full time staff and 2 of them have other work responsibilities.

84.1 percent of all NFE Gegeerel Centers enrolled in the survey relied on Secondary schools and rest relies on Secretacy Office of Local Governor. They explained that there were some advantages when NFE Gegeerel Center is based at secondary schools, for instance the local residents would have chance to visit NFE Gegeerel Center when they come to school to meet with their children’s teachers and it is convenient for special course teachers of lower and upper secondary education level to teach for its EP trainings.

NFE Gegeerel Centers predominantly organize more literacy and EP trainings and organize relatively fewer life skills and various other trainings for adults and the reason behind this distinction is the financial issues. Most of the life skills trainings that are being organized are the ones that oriented towards increasing the income of households such as those in the field of felt and woolware, dairy product processing and leatherware crafts and others including beauty and barber trainings, bakery, sewing trainings and driver’s courses. However, trainings oriented towards improving its learner’s general educational level such as those of healthcare, legislation, economy, environmental trainings are organized very rarely.
Teachers said that they use all of their internal resources to organize the trainings that take place either in classroom or non-classroom type and whenever possible they reach learners at home to organize trainings and give them tasks.

As for specialty skills of human resources for teaching, all of the teachers have improved their specialty skills by participating in short term trainings in NFE field for 1 to 6 times at local level and 60 percent of these teachers have participated in short term training-seminars at national level for 1 to 3 times.

Detailed data of teachers’ answers to the question ‘in what kind of training methodologies would you like to learn in the future’ with multi choice answer are shown below (Chart 26.)

![Chart 26](Chart26.png)

In what kind of training methodologies would you like to learn in the future?

Detailed response for request to sort out the types of difficulties and challenges often faced when organizing NFE activities at local level by its frequency is shown. (Table 6)

<table>
<thead>
<tr>
<th>Types of difficulties and challenges for organizing NFE activities</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners are inactive, not motivated</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply of training materials are inadequate</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools and equipments are insufficient</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers and human resource are insufficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Answers for the question that investigates the status of local community’s participation in NFE Enlightenment center’s activities and their support and cooperation include 3 answers indicating ‘none’ and its reason ‘community do not understand their activities thus they do not support’.

As seen from the table above, main challenge in organizing any type of activities is financial support and it is consistent with the lack of financial allocation for literacy and life skills training from the State budget. Second main challenge of learners being inactive, not motivated is consistent with interview of L.Gantulga, Government administration staff of secretacy to soum government office and on the other hand it is thought to be related to lack of participation and cooperation of local community. Reason for this inadequate support is related to poor public awareness and insufficiency of its advocacy activities.

For the question ‘what other local organizations do you cooperate with’, responders replied with Secretacy office of Local governor, hospital, school and Cultural center.

Most of the teachers that participated in the survey felt that poor support from the local administration is not their responsibility(Table 7.)
Table 7. Support from local administration

<table>
<thead>
<tr>
<th>Support by local administration</th>
<th>Good</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

6 NFE teachers that participated in the survey have said that training materials supply is sufficient. Those who said insufficient, their explanation was the insufficiency in the number of training materials distributed in the first place.

**Questionnaire taken from residents**

We have asked our survey participants whether if they knew about “the local NFE’s Enlightenment center” and of total 195 participants have answered “yes” and the rest “no”. Detailed data of answer by provinces and subprovinces are shown below (Table 8):

<table>
<thead>
<tr>
<th>Name of province</th>
<th>Name of subprovince</th>
<th>Total number of participants</th>
<th>Answered “Know”</th>
<th>Answered “Do not know”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>By percent</td>
<td>Number</td>
</tr>
<tr>
<td>Tuv</td>
<td>Bayan-Unjuul</td>
<td>36</td>
<td>25</td>
<td>69,4%</td>
</tr>
<tr>
<td></td>
<td>Erdenesant</td>
<td>26</td>
<td>17</td>
<td>65,4%</td>
</tr>
<tr>
<td></td>
<td>Lun</td>
<td>33</td>
<td>21</td>
<td>63,6%</td>
</tr>
<tr>
<td>Dund-gobi</td>
<td>Adaatsag</td>
<td>37</td>
<td>25</td>
<td>67,6%</td>
</tr>
<tr>
<td></td>
<td>Erdenedalai</td>
<td>37</td>
<td>23</td>
<td>62,2%</td>
</tr>
<tr>
<td>Uvurkhangai</td>
<td>Sant</td>
<td>29</td>
<td>23</td>
<td>79,3%</td>
</tr>
<tr>
<td></td>
<td>Bayan-Undur</td>
<td>24</td>
<td>17</td>
<td>70,8%</td>
</tr>
<tr>
<td></td>
<td>Ulziit</td>
<td>29</td>
<td>22</td>
<td>75,9%</td>
</tr>
<tr>
<td></td>
<td>Yesunzuil</td>
<td>29</td>
<td>22</td>
<td>75,9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>281</td>
<td>195</td>
<td>69,4%</td>
</tr>
</tbody>
</table>

Majority of survey participants were female, 58.4 in percentage and 41.6 percentage were male, and 17.4% of all participants were 15-24 yrs of age, 24.6% were 25-34, 28.1% were 35-44, 20.3% were 45-54, and 9.3 percent of participants were aged above 54. (Chart 27.)

![Chart 27](image)

Questionnaire of total of 195 survey participants who have said they were acknowledged about NFE’s Enlightenment Center is analysed in details below:
1. For the question “**What kind of activities do you think the Enlightenment center run?**”, 137 participants have chosen 1 answer, 37 have chosen 2 answers, 17 have chosen 3 answers and another 17 have chosen 4 answers, the participants were allowed to choose multiple answers. 79 of these participants or 40.5% have chosen the answer “they train illiterates”. 116 participants or 59.5% which is most of the participants have checked answer “they train school drop out children”. 39 participants or 20% have chosen an answer “they organize activities oriented towards residents and adults”, 13 or 7.6% of participants have checked “they only run activities for children”. 35 or 18% of the participants chose “distribute information”, 33 or 17% have chosen “they distribute books and learning materials”, 9 or 4.6% have chosen “they organize meetings and forums”, 56 or 28.7% have chosen “they run all kinds of activities and trainings necessary for local residents”, whereas 2 of all the participants or 1% have chosen an answer “other activities”.

2. For the question “**Are you a regular customer of Enlightenment center**” 44 or 22.7% of the participants have chosen “yes”, whereas 74 or 37.9% have chosen “sometimes”, 58 or 29.7% have chosen “I visit seldomly”, and 19 or 9.7% of the survey participants have chosen an answer “never”. (Chart 28)

3. For the question “**For what purpose do you go to Enlightenment Center?**” responders were allowed to choose multiple answers and most of the participants have chosen 2 answers. 38 have chosen 2 answers and 157 have chosen 1 answers.

55 participants or 28.3% have chosen the answer “to enroll others (children or brothers etc) in NFE trainings”.

40 participants or 20.5% have chosen the answer “to get books and booklets to read”.
35 participants or 18% have chosen the answer “to get consults from the teachers”.
35 participants or 18% have chosen the answer “to learn about their activities”.
25 participants or 12.8% have chosen the answer “to get enrolled in the training”.
21 participants or 11.8% have chosen the answer “other”.
13 participants or 7.7% have chosen the answer “by other’s recommendation”.
5 participants or 2.6% have chosen the answer “never”.

4. For the multiple choice question “**Who should receive the services of Enlightenment Center**” and most number of answers checked by the survey participants was 3 answers. 8 residents have chosen 3 answers, 16 have chosen 2, 171 have chosen one answers.
44 participants or 22.6% have checked the answer “children”.
24 participants or 12.3% have checked the answer “adults”.
126 participants or 64.6% have checked the answer “all residents of local area”.

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Chart 28.
24 participants or 12.4% have checked the answer “unemployed and poor people”. 6 participants or 3.1% have checked the answer “others”.

However, if we cross analyse the answers of this question from that of first question, which was “In your opinion, what kind of operations do Enlightenment center run?” where 79 participants or 40.5% have chosen the answer “they train illiterates” and most of the participants or 116 (59.5%) have chosen the answer “they train school drop out children”, following summary emerges.

In one hand, the fact that majority or 64.6% of the participants said they think all residents of the local area should benefit the service of NFE’s enlightenment center confirms that their conventional understanding of ‘only illiterate, school drop outs or people from vulnerable group go to NFE’ is changing. These changes could be assumed to be related to expansion of activities in this field of education and raise in public awareness, but on the other hand it also could be related to fact that local residents could see NFE as organization which organizes financially well funded EP and literacy training. Also, we conclude that informative and advertisement activities about NFE’s functions at local level is inadequate.

5. For the question “Is Enlightenment center’s activity beneficial to your life?”, 66 of all participants or 33.8% have said “Yes, very important”, 106 participants or 54.4% have said “beneficial when its available”, 23 participants or 11.8% have chosen as answer “not necessarily, their activities do not reach us”.

6. For the question “Do you take active part in Enlightenment center’s activities?”, 98 of all participants or 50.3% have chosen as answer “yes”, 78 participants or 40% have chosen “occasionally”, 19 participants or 9.7% have chosen “never”. Therefore, it shows that it is necessary for local administrative organizations and NFE’s teachers to organize informative and advertisement activities about their NFE and its functions, in order to involve residents in Enlightenment center’s activities. (Chart 29.)

7. For the question “Do you think enlightenment center’s activities are adequate?” 81 of all participants or 41.5% have said “yes”, 71 participants or 36.4% have said “some of them” and 44 participants or 22.1% said “no”. (Chart 30.)
8. For the question “If you chose adequate, what effect had it done to your life?” Participants who have chosen “no” on previous question were allowed not to choose any answers, thus 15 of all participants or 7.7% have not chosen any answers. Of all participants, 15 have chosen 4 answers, 13 have chosen 3 answers, 42 have chosen 2 answers and 125 participants have chosen only 1 answer. The answers were:
68 participants or 35% have said “eventhough it has not effected my livelihood, i think it is adequate”,
51 participants or 26.2% have said “I have gathered new information and knowledge”,
50 participants or 25.6% have said “I have learned some life skills”,
26 participants or 13.3% have said “I became literate”,
16 participants or 8.2% have said “I have made some new friends”,
15 participants or 7.7% have said “I have increased my household income”,
and 5 participants or 2.6% have chosen an answer “Not adequate, it had no effect on my life”.

9. For the question “What is your opinion and suggestions to strenghten Enlightenment center’s activities?” responders were allowed to choose multiple answers and 94 of all participants or 48.2% have chosen as answer “it is necessary to organize trainings and activities that are useful for people’s life”.
87 participants or 44.6% have chosen “It is important to advocate among locals more about Enlightenment center”.
60 participants or 30.4% have chosen “it is necessary to supply enlightenment center with equipments that are needed”.
31 participants or 15.9% have chosen “Enlightenment Center should have more teachers”.
38 participants or 19.5% have chosen “Administrative staff should pay more attention to Enlightenment Center”.
2 participants or 1% have chosen an answer “Other”.

10. For the question “How important do you think your participation is in improvement of Enlightenment center’s activities?” 62 of all participants or 31.8% have chosen an answer “Very important”, 119 participants or 61% have chosen “Important”, 14 participants or 7.2% have chosen “Not important”. (Chart 31.)
11. For the question “If you think it is important, in what type do you think locals should participate?” responders were allowed to choose multiple answers and most number of answers chosen by participants were 2. 44 participants have chosen 2 answers and 151 participants have chosen 1 answer. 124 participants or 63,6% have answered “to collaborate in order to teach my own knowledge and skills to others”. 81 participants or 41,6% have chosen an answer “To give my opinion on activity planning”. 23 participants or 11,8% have answered “To give donation and aid”. 10 participants or 5,1% have answered “Other”.

12. For the question “What kind of services would you like to receive from Enlightenment center?” responders were allowed to choose multiple answers and participants have chosen 2 answers at most. 47 participants have chosen 2 answers and 148 participants have chosen 1 answer. 126 participants or 64.7% have chosen as answer “To promptly receive information useful in daily life”. 88 participants or 45.1% have chosen “to participate in training directed to increase household income”. 22 participants or 11,3% have chosen “to take part in other activities initiated by locals”. 8 participants or 3,6% have chosen an answer “other”.

Questionnaire of total of 195 survey participants who have said they were unacknowledged about NFE’s Enlightenment Center is analysed in details below:

1. For the question “Which location of enlightenment center’s site would be favourable for you?” 51 of all participants or 59,3% have chosen an answer “school building”. 2 participants or 2,3% have chosen “school dormitory building”, 10 participants or 11,6% have chosen “Municipal office building”, 17 participants or 19,8% have chosen “Cultural center building”, 5 participants or 5,8% have chosen “other” and 1 participant or 1,2% have chosen an answer “at home”. (Chart 32.)

2. For the question “By receiving the information above, would you actively take part in Enlightenment center’s future activities?” 37 participants or 43% have chosen “regularly”, 33 participants or 38,4% have chosen “sometimes”, 16 participants or 18,6% have chosen as answer “no need to participate”. (Chart 33.)
Questionnaire taken from local administrative staff

In the questionnaire total of 9 people who could represent local administration were enrolled including deputy governor, director of secretaty to governor, government administration officer, director of school etc. All 9 soum administratives have answered that NFE’s activities have been covered on procurement contract of governor’s plans and within the action plan of 2011, they emphasize to enroll 30 learners from each soum in literacy, life skills and EP trainings which are to be organized and implemented. As for governors of Uvurkhangai province’s Sant and Ulziit subprovinces’ action plan of 2011 aims to provide NFE’s Enlightenment center with necessary equipments and learning materials and to improve the quality and sufficiency of its service.

Apart from Lun subprovince of Tuv province have allocated 250000 tugrugs for NFE related activities onto its 2010 budget planning, none of the other subprovinces have allocated any amount of budget for NFE.

When asked what type of support they needed in order to implement the NFE activities planned at subprovince level their response was financial support (8), books, textbooks and handbooks (7), methodology (5), enlightenment center equipped with modern technologies (4).

Questionnaire responders have determined the main challenges in implementation of NFE activities as lack of vehicles and its fuel to reach the learners (8), lack of possibility to enroll learners in classroom courses (5) and lack of teachers for life skills training (1).

By questionnaire subprovince commission for implementation of NFE activities were present in 7 subprovinces and their function was rated as “average” for 4 and as “good” for 3. Also 7 subprovince’s administration have evaluated their NFE enlightenment center’s activity and its teacher’s work experience as “good”, 2 subprovinces’ administration have evaluated NFE enlightenment center’s activity as “average” but its teacher’s work experience as “good”.

For question ‘in order to improve NFE’s activity, what kind of measures could be taken from subprovince’s administrative organizations?’ majority of the responders have answered ‘to accomodate with management and administrative leadership’ while 2 have said ‘to allocate financial support from local budgetary fund’ (Dundgobi-Adaatsag, Uvurkhangai-Sant) and 1 said ‘to provide with equipments’ (Tuv-Erdenesant).
FOUR. BEST PRACTICES, LESSONS LEARNED AND RECOMMENDATIONS

4.1. Best practices

From all the soums that participated in the survey, activities of Lun soum of Tuv aimags’ NFE Gegeerel center have become rather regular and its literacy, EP and life skills training functions were satisfactory. D.Jargal, NFE teacher, has been constantly taking charge of her occupation for almost 10 years and have became full time teacher since 2006. Her initiative and school’s support have been well noted. In her private collection of library, she had around 600 teaching materials from handbooks of “Living by learning” project which was implemented from 1996 to 1997 with support from UNESCO to recent books that were distributed by NFDE, as well as about 70 learning materials which she created by herself, thus improving the outcome of the training. Also there were numerous example of organizing various types of life skills training that were organized in collaboration with Secretacy office of Governor, Cultural center and local residents which increased the household income of its learners and their livelihood. Eventhough capacity of NFE Gegeerel Centre is poor, the fact that she used school classrooms, cultural center venues and some learners’ home while they were vacant to run the classroom courses could be considered as good practice for other aimags and soums.

There were literally no cases of NFE acitivities that were based on local community’s initiative and participation among the soums participated in the survey, however when we visited to evaluate Bayankhongor aimag’s NFE activity status in May of 2011, a trip financed by UNICEF, by writing project proposal in response to local community’s initiative to equip and furnish her Zagh soum’s NFE EC within the framework of the project “Sustainable livelihood” teacher have managed to set up its EC in one of school dormitory’s room and furnished it with almost 5 million tugrugs worth equipments. These included teacher’s and student’s table, chairs, safe vault, book shelf, skills training counter, computer, sewing machine, microwave oven, equipments for cooking and bakery, vacuum cleaner, water sterilizer, speakers etc. Also this NFE Gegeerel Centre have wrote project proposal to acquire musical instruments for children development center within the framework of project “Sustainable livelihood-2” again and the budget of 920000 tugrugs have been granted.

By certain intervals of time “Cultural and public activities” take place and total of 16 lectures are given among organizations of the soum and voucher is given to the residents who have participated in this events. If one collects 10 vouchers he or she gets a chance to participate in lottery (to travel to UB city). Also 10000 tugrugs were collected from every household of the soum in order to create children-friendly environment and “Outdoor fitness field” have been utilized. Apart from this, with initiative from soum administration and support of soum residents, they have started to put together treasury by accumulating the 21000 tugrugs they are given monthly from the government through “Human Development” fund and have purchased planting stock and seeds of various plants, fruits and vegetables and started to cultivate them on public fields. Soum’s NFE teacher have taken active part in this activity and enrolled some local residents in agricultural training.

As for one example to demonstrate how local administrative organizations’ support was like, NFDE specialists have visited on site to see how district’s secretacy office to governor is functioning to support the strengthing operation of material resource of Sukhbaatar district’s NFE Gegeerel Centre in September of 2011. The center has 300 m.sq 2 story building that worth 260 million tugrugs which has 2 vehicle garage, hall equipped with 25 computers and 2 training rooms equipped with 60 computers, foreign language study room with 20 chairs, teachers room, fully equipped barber shop and beauty training room and fully equipped room for trainings of handphone repair etc. This center was given over to NFÉ Gegeerel center by the order of District governor. The center is located in northern part of the city where there is high concentration of immigrant population that moved in from the countryside, therefore the center provides trainings for the children of these families who yet do not have citizenship registration and schools drop out children, also many children came here from eastern part of UB city.
Apart from above mentioned estate, the center runs activities in 3 classrooms at secondary schools of surrounding area. This Enlightenment-Development center is a very good example of outstanding support from the local administration toward NFE’s activities and on the other hand its success is partly due to activeness and initiative of director, methodologist and teachers working at this EC.

4.2. Lessons learned and Recommendations

We conclude that in order to improve the sufficiency, quality and management of NFE Gegeerel Center’s service it is necessary to take following measures and to support policy wise. These include:

- The survey has revealed that eventhough almost one decade have passed by since the introduction of NFE field but public understanding about its function is still inadequate. Compared to previous survey, it has been observed that people are acknowledged about “Non formal education”, however it was common for public to understand NFE as an initiative that organizes training only for school drop out children and illiterate adults. Therefore, it is necessary to raise public awareness and to intensify the advocacies that ‘NFE is an life long educational field which provides educational services oriented towards public in a whole’ at every levels. (these advocacy activities could include: either field visiting advocacy activities during events involving the communities and open days of bagh, soum; to assign task to organize activities to increase soum and local authority’s awareness towards NFE every 4 year simultaneously with election campaign visits etc)

- It is important to increase the public participation in NFE activities at each level. In order to do so, we could improve NFE’s management mechanism, specially by establishing management teams at grassroot level unit of NFE, an Gegeerel center that are consisted of local representatives of soum, by planning its activities, by reporting its activities to higher administrations, and by collaborating and using any possibilities to mobilize support as needed.

- It was common for local NFE’s to lack capacity to document and archive its activities and data. Therefore, it is recommended for NFDE to develop standardized guidelines for documentation and bookkeeping.

- Survey revealed that majority of the residents have evaluated importance of NFE Gegeerel Centre’s highly and it is essential to improve capacity of NFE Gegeerel Centre and its learning environment and financial funding by comprehensive policy mechanism.

- Based on “Regulations of NFE Gegeerel Centre” approved by 556th decree of 2010 from Minister of Education, Culture and Science, to develop certain criteria that assigns the roles and responsibilities of each NFE Gegeerel Centre and its staff, capacity and service range depending on leveling system that places NFE Gegeerel centers at soum, aimag center and capital city’s level etc.

- It is necessary to turn NFE Gegeerel centers into organization that is both supporter of the lifelong education among the resident of its local area and information distributor; and to improve its environment to provide education; to increase the capacity of its teachers; and to develop and implement policies and strategies to accommodate with convienient environment for
stable occupation. In order to do so, first it is important for related specialists of Secretacy office to Governor and Department of Education and Culture of aimag, soum, UB city and districts to apply monitoring to the implementation of “NFE Gegeerel center’s regulations” which was revised in 2010 and put into compliance.

- There is also need to produce well prepared staff to meet the needs of citizens and adults’ educational need that emerges with present time. Therefore, it is necessary to set up a system that prepares NFE’s human resources and provide its re-training. Especially it is essential to incorporate NFE aspects into the curriculum of universities and colleges that prepare the teachers and to take measures to introduce a system in which the students who are going to become teachers would study certain courses for required credit hours to be eligible to work at NFE fields.

- It is necessary to implement the training programs that have been newly approved in the NFE field, to increase the supply of training materials and handbooks, and to allocate funding from the state budget in order to finance these activities.

- The survey revealed that local administrative organizations’ role and participations in NFE field is currently inadequate. Eventhough, in educational law there are several clauses regarding the roles and responsibilities of bagh governor and soum local administrations to enroll out of school children in educational services, it has been shown that its implementation was very poor in reality. Therefore, it is necessary to take advanced level measures oriented towards the implementation of this law’s clauses.

- Eventhough there are numerous direct and indirect documents on policy and legislation of NFE, their excusion is insufficient at all levels. Therefore, in order to improve the excusion of policies, it is necessary to develop monitoring and evaluation system and to create financial leverage.

- For process of improving the management, planning, executing and administering the activities of NFE, possessing accurate data and information is most important. But from this survey’s point of view, apart from the data collected by the NFE teachers which is only limited to data of their learners, in fact NFE’s information data system is poorly set up, its data collection methodology is indeterminate and from primary level unit till the highest level none have trained well to the methodology to collect, analyse datas and to use their results in NFE’s forthcoming activities. Therefore, it is important for NFDE to pay attention to intensify the implementation of activites to improve NFE’s information data structure and to set up its data center.

- It is essential to improve the coordination and quality of trainings organized within the framework of NFE, especially foremost importance should be given to adult literacy training. The survey revealed many factors that contribute to this poor outcome such as literacy trainings are organized now and then, learners participation rate is low and due to lack of their free time, learners are usually unable to participate and training environment is not suitable. Therefore, in order to reserve this situation, it is recommended to improve the coordination of training, provide with administration, to choose date and time that are suitable to various local features and to make contract at school administration or Education and Cultural Department level, to create environment that supports as many household as possible and to launch mobile “gher-schooling”.

- One of the steps to regulate all of the above by policy is to integrate every national programs of various fields and directions that have the goal to accomodate life long learning for the population, at government policy level; and to newly develop law that determines the concept, regulations, content, management, administration, funding of life long education and the rights, roles and responsibilities of units who are participating in educational operations.
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