The World Bank Group
Japan Social Development Fund (JSDF)
Dialogue Seminar,

“Improving Primary Education Outcomes for the Most Vulnerable Children in Rural Mongolia”

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Save the Children Japan
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• To improve the education outcomes of some 7,500 most vulnerable children (aged 5-10) in four educationally underperforming and underserved rural provinces of Mongolia.
**Project Components**

**Before** (in rural herder communities)

<table>
<thead>
<tr>
<th>Pre-school Education</th>
<th>Primary Education</th>
<th>(For school-dropouts)</th>
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</thead>
<tbody>
<tr>
<td>Preschools; summer alternative programs</td>
<td>Olympiad afterschool programs (for good students)</td>
<td>Difficulty accessing NFE classes; issues with NFE curriculum</td>
</tr>
</tbody>
</table>

**After** (in target herder communities, led by newly established ④*Community Education Councils*)

<table>
<thead>
<tr>
<th>Pre-school Education</th>
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<tr>
<td>Preschools; summer programs &amp; ①<em>Home-based school preparation program</em></td>
<td>Olympiad programs &amp; ②<em>Extracurricular after-school programs</em> (for disadvantaged students)</td>
<td>NFE classes &amp; ③<em>Compensatory distance education program</em> (for lower-primary school dropouts)</td>
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Component 1

- Community-based school preparation programs for hard-to-reach rural children (targeting 5 year olds with no access to ECE).
Developed & introduced home-based school preparation materials

- The “I Can Do It” handbook. Designed for 5-6 year old children with no access to ECE
- The 96-day lessons (aligned with formal ECE curriculum), with 200+ exercises to develop children’s cognitive and social skills, language & creativity
- Exercises can be done by the children themselves, or together with their family members
- Contents and pictures are specially designed in accordance with children’s needs and interests

- The “You are a Teacher” guide materials. All the lessons are provided with methodological assistance and guidance that is easy for parents to use while working with their children regardless of their education and literacy background
Component 1 (Cont.)

Use of locally available and affordable audio & DVD players

- Use of portable music speakers (US$ 5-10 per piece) to run audio recordings of the parental guidebook for illiterate parents
- Rented it out with toys/books whenever needed

- TVs and DVD players common amongst herder households (get electricity through solar power/wind generators)
- Rented it out with toys/books whenever needed
Provision of educational toys & pictorial story books

- Established the “My Book Palace” (the toy & book library) which includes educational toy and book packages for home use
- Each package contains 3 educational toys and 10 different story books
- Each family should use one package for 10-14 days, and return it to the librarian and take a new package
- After completing all 10 packages, children will have used a total of 30 toys and 100 books
Component 1 (Cont.)
Component 1 (Cont.)

- Parents are advised to spend 20-30 minutes a day, and a total of 3-4 productive hours with children in a week at home, using the resource materials provided (lesson handbooks, toys, etc.).
- The program is designed so that parents can improve the following six main skills of their children in the home environment.
Monitoring & Evaluation (M&E)

M&E tools developed and introduced

For teachers and librarians: 1) The program registration book; 2) the Teacher’s Notebook (to monitor changes in child development); and 3) Toy & Book package utilization tracking wall charts

For parents: The Child Development Notebook, for parents to record and monitor changes in the child’s development skills
Community Education Councils

- **The Community Education Council (CEC)** was established at each target community to facilitate the program implementation (across all 3 components), coordination and collaboration between the parents, education stakeholders, and local authorities.

- The CEC consists of 8-12 persons representing the parents, education sector, and local authorities.

- Elected by the decision of target parents and the public during the official meetings.

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Operational Manual for CECs

Block Grant Proposal Manual for CECs to support Community-driven Initiatives

The CEC, Munkhkhaan community

A CEC member facilitating a parental information session
• All **293** CEC members trained through a series of training
  - In **2013**, **4** trainings for **198** CEC members
  - In **2014**, **9** trainings for **293** CEC members
  - In **2015**, **2** trainings for **110** CEC members
  - In **2016**, **4** trainings for **145** CEC members (by December 2016)

• **Total training participants to date** – **5,323**
  - Trainers of training (ToT) for Components 1, 2 & 3
  - School directors, teachers and employees
  - CEC members
  - Provincial education authorities
  - Local government officials
  - Parents, community members, etc.
The Project Results to date

Achievement of the Results Indicators:
Number of direct beneficiary children

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of children</th>
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<tbody>
<tr>
<td>Year 1 (June 2013)</td>
<td>18</td>
</tr>
<tr>
<td>Year 2 (June 2014)</td>
<td>2355</td>
</tr>
<tr>
<td>Year 3 (June 2015)</td>
<td>2877</td>
</tr>
<tr>
<td>Year 4 (June 2016)</td>
<td>3535</td>
</tr>
<tr>
<td>Year 5* (Nov 2016)</td>
<td>4196</td>
</tr>
</tbody>
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Legend:
- Orange: Home based school preparation program
- Blue: After school program
- Dark blue: Compensatory education program
Key Lessons Learned

• The greater participation of parents in children’s education is possible, even if the parents are illiterate. Never underestimate the power of parental participation, especially the role of fathers in home-based learning.

• “Necessity is the mother of invention”. In our case, it was — “Obstacle was the mother of innovation” (i.e., use of portable music players).

• Community engagements, ownership and participation through the new structure of Community Education Councils, the key to success.

• Broader acceptance and increased ownership of the programs by the Government, through the Project Steering Committee mechanism co-chaired by the Government and Save the Children (i.e., alignment with the formal ECE curriculum; mobilization of local education authorities and expertise, etc.)

• The program approaches applicable to meeting the needs of other countries and groups of children.
1. A series of exchange visits and national forums organized to promote the project work at national level with the participation of beneficiaries
2. At local level, technical capacity is built sufficiently to continue the Home-based school preparation program, extracurricular after-school program as well as the compensatory education program.

3. Community involvement is assured through the well-established CECs; CECs are well able and can continue strengthening the public awareness; facilitate participation of parents and the community (the role of community participation in education highlighted in the 2016 amendment to the Education Law).

4. The project promoted approaches and methodologies are well adopted by the relevant institutions within the government education system, such as Life Long Education Centers and Aimag Education Boards etc.

5. Given the proven success of the project and the specific local needs, in 2016 the MECSS requested for a World Bank financial support for a nationwide replication of the project.
Contacts

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Thank you to the people of Japan