

Chapter 1: Building up Structures and Institutional Frameworks: Policies, Legal provisions, Delivery system, and Innovations

Adult education is, broadly in the world, considered as a key to the development in the twenty-first century. This is based on a growing realization that the development process is in fact an educational process and that development primarily depends on the people themselves. Along with other indicators such as life expectancy and GNP, status of adult learning is recognized as a crucial index to measure the human development of nations.

We can say that Education for All is becoming a basic identification for productivity of each nation's educational structure. In other words, literacy education, achievement of universal primary education, coverage of all school aged children in schools, provision of schooling for all people in a certain level, free schooling for children and acquisition of basic education are the main issues to achieve the objectives of EFA. In addition to these, it is admitted as one of the main part of EFA to provide good quality education for adults, especially for rural people and develop good education for those people. We should provide our population with the opportunity to participate in a drastically changing society through developing the lifelong education, improving their educational level as well as introducing new technique and technology.

The current main direction of educational renovation in Mongolia is to provide all the population, regardless of their ages, with the opportunity to learn throughout their lives. For this purpose, development to create a necessary environment has been made.

As stated in the laws of Education that Mongolian Education Structure will be the combined structure of Formal and Non-Formal Education, it has broaden its area of service and provided the growing needs of population, as well as has legalized the environment of factors influencing on society development.

As mentioned before, educational structure that we are developing today is the combined structure of Non-Formal and Formal structure. The UNESCO-developed documents suggest that establishing this structure is the basis for creation of an environment for lifelong education as well as education for all.

The Mongolian government paid attention to the structure of NFE and the implementation of the article of the Educational law, and approved the National Programme on Non-Formal Education in 1997 and the National Programme on Distance Education in 2002. The approval and the implementation of the Programmes is one of the activities of the government to achieve the goals set by the World Education Forum, Dakar.

The mission of the National Programme on Distance Education is formulated as follows:

- To increase the efficiency, quality and sufficiency of Formal and Non-Formal Education, to provide the population with continuing education, to support the strengthening of their life skills and to form and develop a National Non-Formal Education structure.

The mission of the National Programme of Distance Education is to implement the following objectives:

1. Establishment of policy regulation and management structure

2. Formation of distance education service and mechanism of activities
3. Preparation of staff on Distance Education and development of capacity of human resources
4. Formation of information and technical milieu that is sufficient, high quality as well as efficient
5. Selection of the right form of Distance Education and development and implementation of its content and methodology

The National Programme on Non-Formal Education formulated has the following mission:

- To establish and develop the educational structure that enable each citizen to continue his or her learning process in an appropriate form and time

Within its framework, there have been set 6 directions as shown below, each of which includes concerns on adult education:

1. Improving the literacy education of the population
2. Improving the general educational level of population
3. Providing the re-training for population
4. Providing the vocational training, professional skill learning and promoting professional and educational level of employees
5. Supporting the creative initiatives
6. Helping the population in enhancing self-learning

In Mongolia the provision of adult education is being realized through the non-formal education structure. This structure includes:

1. At a national level, the National Center for Non-Formal and Distance Education, under the authority of the Ministry of Education, Culture and Science and its officers responsible for 5 regions
2. At province and capital city level, the Non-Formal Education Commissions, headed by the governors and directors of the Education and Cultural Centres, the Non-Formal Education Divisions and methodologists who are responsible for the National Programme implementation and the non-formal education development
3. At sub-province and district level, the subprovince Non-Formal Education Commissions, the Learning Centres, methodologists and teachers responsible for the Programme in field implementation.

Chapter 2: Investment in Adult Learning

Non-formal education learning materials and facilities are prepared at national, regional and aimag or local levels respectively. About 360 Learning Centres, 22 methodologists, 352 soum methodologists at soum level (Although soum methodologists worked on either full-time or part-time basis, the NFE methodologist and teacher's status has been defined only as a full time by the 169th Resolution of the Minister of Education,

Culture and Science) and 1000 visiting teachers are prepared to provide citizens with continuous education. About 60 different kinds of theoretical and methodological textbooks, learning materials on life skills, 18 kinds of textbooks, guidelines and teacher's manuals on Equivalency Programme of Primary and Basic Education have been prepared.

Within the framework of the "Gobi woman" project the FM radio station of a 100 km range in Darkhan-Uul aimag, the Erdenet-102.4 FM radio station in Orkhon aimag were established, as well as radio studios were opened in other 3 aimags. The establishment of radio stations made a great contribution in the preparation of radio programmes and distance education material development.

During the implementation of the "Learning for Life" project, also investment was advanced: all Education and Cultural Centres in aimag and capital city were supplied with UAZ-469 vehicles for use of the NFE; aimag Learning Centres were given computers and small copy machines; some visiting teachers were given the motorcycles; all soums were provided with audio players and radios.

Another significant investment was made to non-formal and distance education by Korean International Cooperation Agency (KOICA), Republic of South Korea. It supported the NCFDE with a radio studio, a television studio and a printing house to create technical conditions for distance learning.

The followings are the financial resources for supporting adult education:

- State centralized and local budget
- International organizations, credits from donor organizations, free grants
- Receipts from vocational training
- Service payment
- Aid from companies, state organizations and citizens

The biggest overseas donor organizations supporting the education for adults, that is 15 and above aged population, are UNESCO, UNICEF, World Vision-Mongolia, ILO/IPEC, Save the Children UK, Save the Children Norway and UNFPA.

In 1997-2001, 4.037.605.472 tugrics or approximately 4 million US\$ were spent for Non-Formal Education and the considerable amount was spent for adult education.

Within the framework of UN Literacy Decade, the Mongolian government has been undertaking the task to improve literacy education, trying to achieve 99% of literacy. Only for 2003 the literacy training involves 8900 persons and it is estimated to spend about 132 million tugrics for it.

Chapter 3: Participation

The adult education training is mostly organized in two forms: the self-teaching and face to face meeting. Except for these forms, it also broadly uses the traditional forms of training. The Learning Centres in most aimags organize the training in the forms of:

A:

- vocational and labour oriented training
- correspondence and evening courses
- temporary and seasonal training

- home school

B:

- learner- centered teaching
- self-learning
- visiting teacher
- distance learning
- traveling school

The group A training is oriented to gathering people in one place, but group B based on independent self-study mostly. It is clear that using only one method from above is insufficient for contemporary educational demands. Furthermore, it is possible to establish in aimags an open school or a branch at basic education schools for adults with a flexible structure and content in order to unify the non-formal education forms.

Training courses in urban and rural areas should be organized in different ways. They are greatly determined by local production, geography and weather conditions. However, there is a main principle: to organize training in that way which shall enable learners to study continuously.

Today at a National level the below mentioned training is being conducted quite actively:

- Literacy education for drop-out school, and for illiterate adults and re-training of primary and basic education by Equivalency Programme
- Temporary vocational training for people who are interested in raising their family income in their spare time and for people who do not have professions and jobs
- The training aimed to enhance the general educational level of population

These are the spotlight directions due to the lack of information for rural people and big number of dropouts and unemployment.

In 1997-2001, literacy training involved 45281 people, 27540 of whom had literacy education and 17741 improved their literacy level. Vocational training involved 94859 people, 57175 of them had the training for labour enrollment, 37684 had vocational training. For the training on promotion of the general educational level of population, 512893 people took participation and 99406 of them were trained in politics, 55772 in economics, 251670 in health, 78149 in ecology and 27896 people had other kinds of training.

Chapter 4: Research Studies in the field of Adult Learning

There are important differences in how children and adults learn, based on their different life roles, the amount of life experience they have, and their life goals. Although some researches and studies on adult learning have been made in Mongolia, they were limited just to such activities as needs assessment, on which training based and conducted. Currently, we are rather following the traditional forms of training in adult education, because of insufficient stock of research.

Further, we should carry out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves, taking into consideration the learning features of adults, e.g. their preference to a practical approach; their learning experiences; a large reservoir of life experiences to bring to and support

new learning; and readiness to learn when an event in their personal / professional life sparks “the need to know”.

Especially, the researches should be connected to the peculiarity of Mongolian people, in order to improve the conditions of adult learning, overcome inadequacies in the provision of adult learning and take measures in achieving greater accessibility, relevance and quality. In other words, we have to develop the appropriate form of training for Mongolian adults, considering their mental, psychological peculiarities as well as the specificity of their activities. Also, we should prepare learning materials, radio and TV programmes for the distance learning considering the adult’s peculiarities based on the developed research.

Chapter 5: Adult Educators/ Facilitators’ Status and Training

With the purpose of implementing 3rd item of 17th article of Educational law of Mongolia and based on the decision made in the Minister’s Committee of MOSTEC on 24th of April 2003 the following legal requirements were approved:

- The aimag, capital, soum, district Learning Centre’s statute,
- NFDE (non-formal and distance education) methodologist’s duty definition,
- NFDE teacher’s duty definition

These legal requirements gave Non-Formal Education methodologists and teachers a full time job status.

With the purpose of realizing distance education policy nationwide, MOSTEC is planning to implement a Distance Education project. Within this project, Ulaanbaatar can have direct connection with 12 aimags and conduct training for teachers, authorities through distance training. In order to stabilize legal and financial environment of non-formal education, 750.000 Tg for each soum (based on census of 2000) in local areas at country level total of 274.798.700 Tg were allocated for non-Formal Education from 2003.

Further, we want to increase this amount step by step including salary of visiting teacher, expenses for activities and equipment expenses to regulate the activities.

Chapter 6: Empowering Adult Learners

Today there are 1 million and 200 thousand adults in Mongolia and about 100.000 of them are studying in a certain level of educational institutions. The material and human resource to provide necessary education to cope with changes of the society, to increase their educational level and to meet their multilateral educational needs for the other over a million people is not sufficient yet. So it is necessary to establish the structure for preparing the adult educators and facilitators, to solve the problem about the provision of textbooks, guidelines and learning materials for adult education and to conduct an evaluation for the information, techniques and its usage.

The main principle of the adult education evaluation is the satisfaction of the learner's educational needs. Most non-formal training organizations have a definite monitoring and evaluation structure. Here, the main priority is given to provision of training with most conformity to the learner's age, mentality, establishment of flexible monitoring and evaluation.

Most aimags aim to measure the training on its conformity to the learner's needs, interests and satisfaction and make an evaluation using such methods as taking a detailed study from learners about the course during the training, a questionnaire on results of the training, exhibiting the skills and knowledge learned, examining the general educational level with a test, conversation organizing, implication of skills, knowledge learned in everyday life and so on. The monitoring and evaluation of the adult education training is different among aimags. But in most aimags the monitoring and evaluation is organized by the following order:

- Aimag Citizen's Representative Commissions
- Aimag governors
- Social Policy Department of the aimag Governor's office
- Aimag Education and Cultural Centres
- Non-formal education methodologists of the Education and Cultural Centres
- State officers for education monitoring
- Aimag and soum governors
- Principles and methodologists of the Learning Centres
- School authorities
- Non-formal education teachers
- Visiting teachers

Further, the issues of how to organize monitoring and evaluation at local, regional and national level, what structure should it have, shall be answered with methodological guidelines as well as methodologies elaborated on organization of the monitoring per each level.

Chapter 7: Examples of Best Practice and Innovations

UNESCO supported "Gobi woman" and the "Learning for Life" projects set great contribution in the experience and the implementation of Distance learning in Mongolia. Distance learning, using self-learning textbooks and based on radio, was developed during these 2 projects.

The "Learning for Life" project implemented in 1997-2001 had 2 main programmes:

- Business Programme
- Family Learning Programme

The Family Learning Programme was organized on the basis of the selection of core families and learning families. The core family was selected from 4-5 families. Since it cooperated the creative and learning activities of several families, it was easier to reach the learners, as well as it had a very efficient organizational structure. The person who was respected among others and could influence them, as well as who had higher educational level and more life skills than the others was selected as a head of the core family and worked as an assistant of visiting teacher. The learners were the 16-25 years old unemployed marginalized youth who had only 8 and 10th grade schooling without

continuing further education so that they couldn't acquire appropriate knowledge and skill of business. The other criteria for selecting the learners was having an interest to learn and radio set at home. This programme was very efficient since it met the learning majority's needs and helped the family to learn together with whole family and it helped to improve their family income by producing various marketable goods.

The "Learning for Life" project as a whole is considered as the most successful project implemented in the non-formal education that introduced distance learning approaches and made a great contribution to the implementation of the National Programme on Non-Formal.

Chapter 8: Future Actions and Concrete Targets for 2009

Here are the some future actions and targets to develop the adult education:

- To enhance the framework /coverage/ of adult education and improve the quality and efficiency of the adult learning
- Study the International standards and redevelop the methodology that suits for Mongolian condition to determine the literacy level
- Develop and implement the National Literacy Education for All Programme
- Conduct Literacy Education training and achieve 99% literacy rate of the population. Besides, to encourage computer-literacy