

United Nations Trust Fund for Human Security

**“Rehabilitation of Boarding Schools and Provision of Refresher
Training Course for Headmasters and Teachers in the Dzud
affected Gobi Desert Provinces in Mongolia”**

The United Nations Educational, Scientific and Cultural Organization (UNESCO)

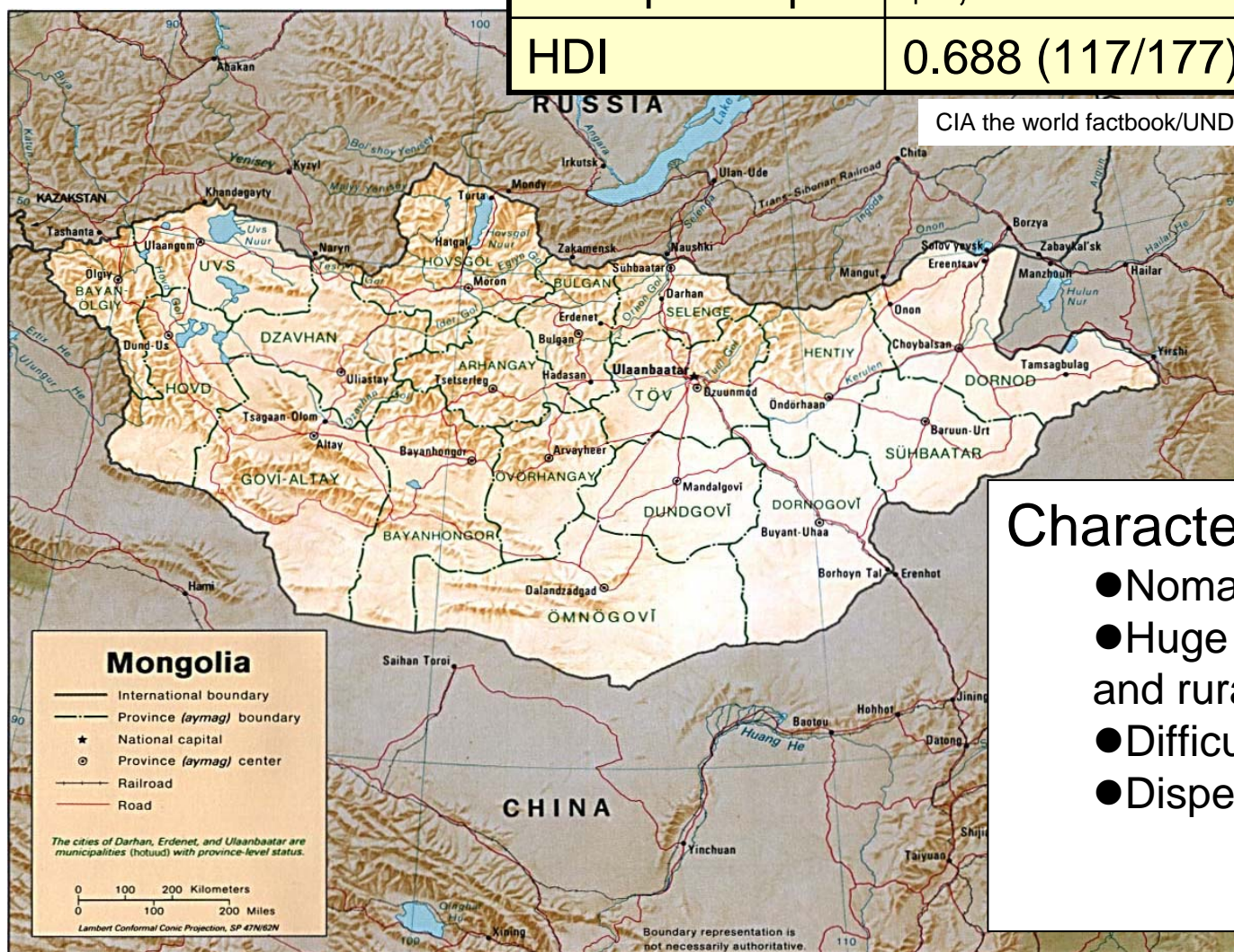
The United Nations Children’s Funds (UNICEF)

Government of Mongolia

Tokyo Institute of Technology

	Mongolia	Japan
Population	2,751,314	127,333,002
Area	1,564,116 km ²	377,835 km ²
GDP per Capita	\$1,800US	\$28,200US
HDI	0.688 (117/177)	0.938 (9/177)

CIA the world factbook/UNDP Human Development Report 2994



Characteristics

- Nomad
- Huge gaps between cities and rural areas
- Difficult geographical sites
- Dispersal of population

Background of the project

- Suffered from severe natural disaster (1999-2001) called “Dzud”,
 - affecting 13 out of 21 aimags
 - killing 3 million livestock in 1999-2000,
 - estimated 6 million livestock (25% of total herd in Mongolia) had died (2000-2001).
- Had enjoyed high literacy rate of 96.5% in the past (1990).
 - Enrollment ratio for children (8-15years old) from 98% to 84% over the last 15 years.
 - Share of education in GDP fell from 11.5% (1990) to 6.8% (1998).
- Dzud affected school systems in Gobi:
 - damaged school buildings and dormitories;
 - insufficient heating system, loss of teaching time (up to 200 hours),
 - loss of teachers in search of more stable job in aimag centers
- Need assessment survey conducted
 - to review the level of damage and current needs of headmasters (school principals) and teachers for post-Dzud situation

Objectives of the project

- To contribute to the effort of the Government to achieve the goals of the Dakar Framework for Action, through the contribution of improving the quality of education in Mongolia with a safe learning environment
- To be carried out as part of the country's National Plans and Policies as well as the National EFA Action Plan
- To contribute to supporting various cost-effectiveness and sustainable policies and programme options for most disadvantaged Dzud affected rural aimags specifically by:
 - Improving the learning environment through the rehabilitation of school buildings and dormitories
 - Improving the quality of teaching and classroom management through the introduction of learner/child-centered teaching methodology;
 - Increasing motivation, confidence and commitment among teachers in remote provinces through mobile in-service teacher training;
 - Increasing participation of students, parents and the community in managing their education through ...raising awareness of parents

Composition of the project

- Project period Nov 2003 to Dec 2005
- Budget US\$489,867
- Components:
 - UNESCO: conceptualization of project, finalization of project document, consultation with national and international counterpart, formulation of national project team, actual implementation of the project activities
 - UNICEF: monitor and supervise the rehabilitation of school buildings in three aimags, provide technical assistance for the provision of improved sanitation and health care facilities in school and dormitories
 - Government of Mongolia: involves and implements the project activities by mobilizing stakeholders at national, districts and local level, identify project site schools in three aimags, conduct school rehabilitation activities, plan and implement training activities
 - Tokyo Tech: contracting from UNESCO in providing technical assistance in content and modalities of training activities

Composition of the project

Tokyo Tech
contracting from
UNESCO in providing
technical assistance
in content and
modalities
of training activities

Government of Mongolia

- involves and implements the project activities by mobilizing stakeholders at national, districts and local level
- identify project site schools in three aimags
- conduct school rehabilitation activities
- plan and implement training activities

UNESCO

- conceptualization of project
- finalization of project document
- consultation with national and international counterpart
- formulation of national project team
- actual implementation of the project activities

UNICEF

- monitor and supervise the rehabilitation of school buildings in three aimags
- provide technical assistance for the provision of improved sanitation
- health care facilities in school and dormitories

TOR: Tokyo Institute of Technology

1. Provide advice for in-service training activities for teachers (and headmasters) in three aimags (provinces) in Mongolia in accordance with the guidelines (attachment 1)
2. Provide advice for mobile training for the teachers from the soum schools at the aimag center (capital) of the three project aimags following the guidelines
3. Participate in the final evaluation activity

Field Study Activities (8/31 – 9/11)



Interviews with the national project team and local institutions.



Field survey in Dondgobi Aimag



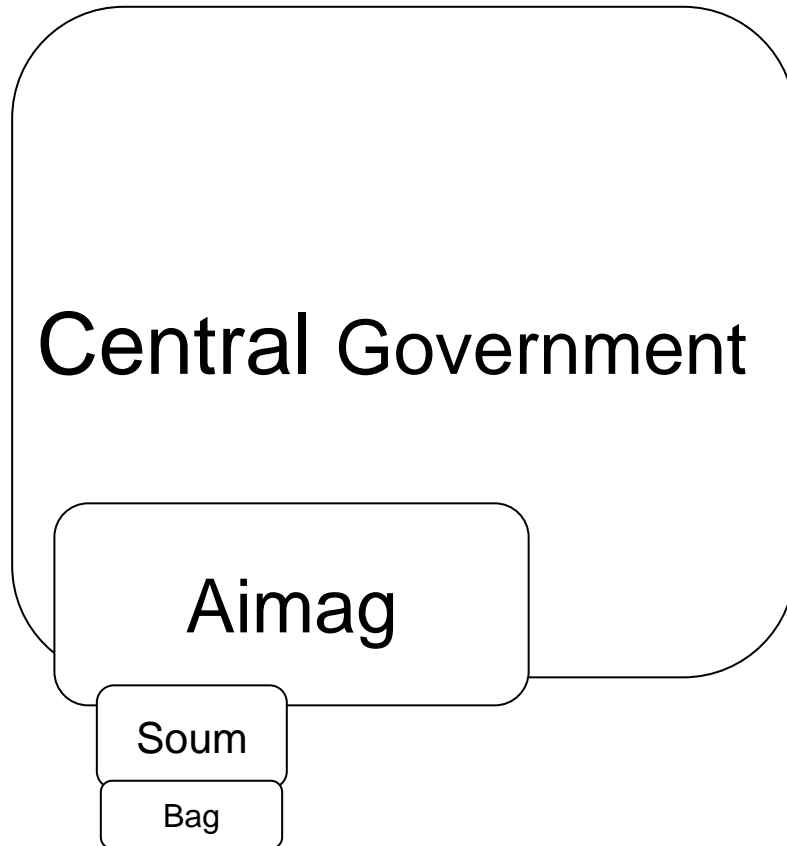
participation to headmaster training in Ulanbataar



interview with students, teachers and parents in project sites

Keywords

Administrative structure



Gobi



"Dzud"

Extraordinary cold winter



airag



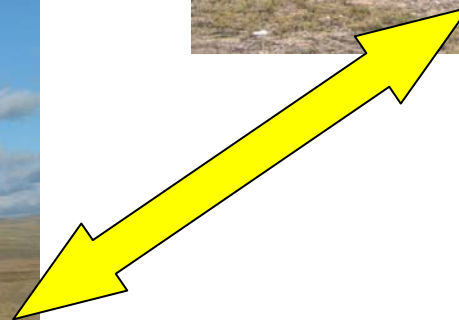
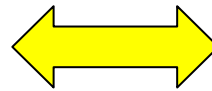
Difficulty in transportation



If we had not met them.....

They had a mechanical car trouble in the Gobi. They couldn't move there since last night. We were the first car to pass by in 10 hours.... Now, we try to help fixing the car...

Disparity between the capital city and rural area



Current Situation of IT

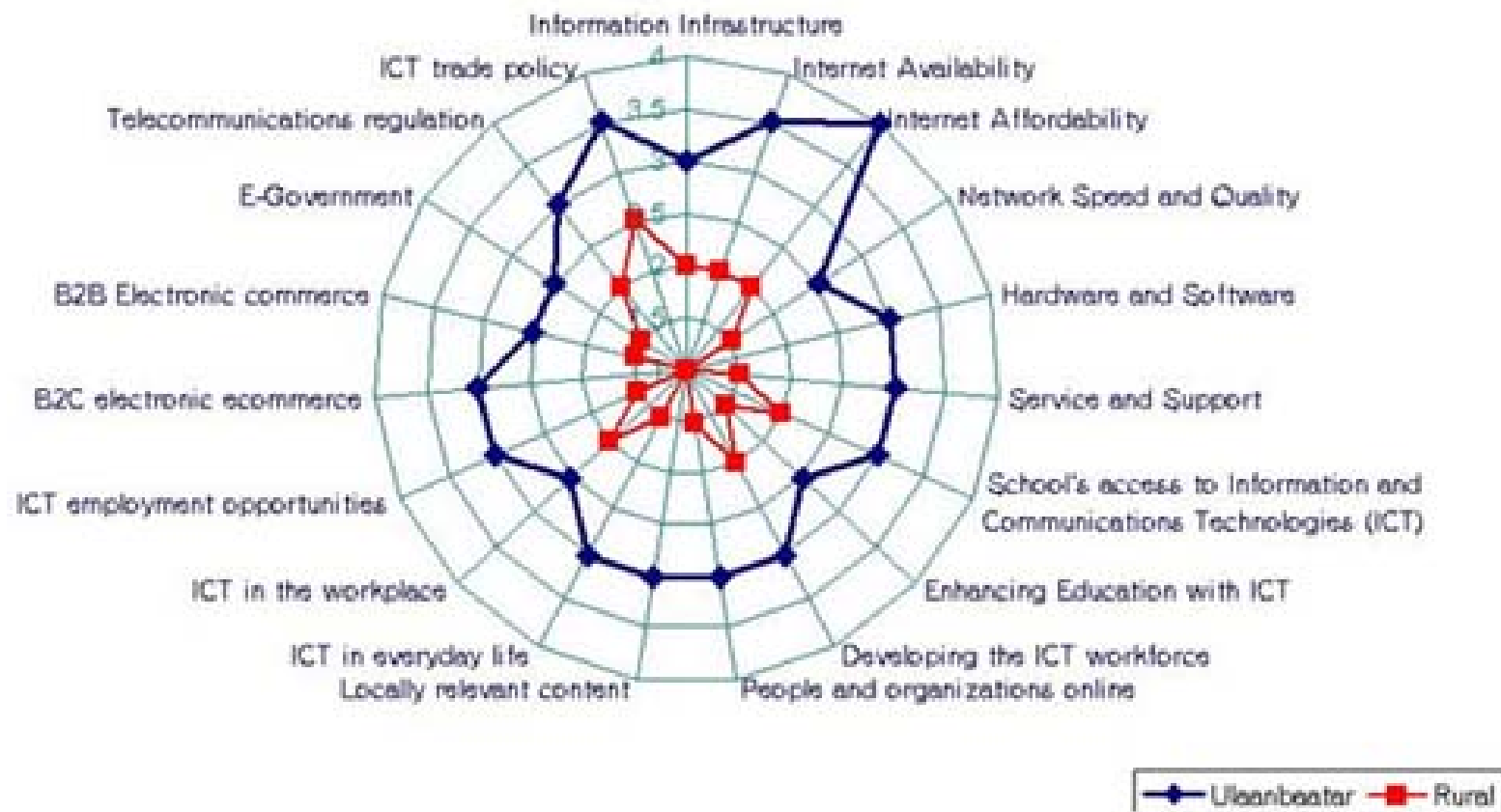


Cellular mobile telephone subscribers per 100 inhabitants	8.9
Main telephone lines per 100 inhabitants	5.3
Total telephone subscribers per 100 inhabitants	14.2
Internet users (estimated)	0.02

122nd place out of 191 countries

Gaps in IT development E-readiness of Mongolia

Assessment Indicators for E-readiness of Mongolia



Source: Mongolia Development Gateway <http://www.mongolia-gateway.mn/>

Situation of ICT in rural areas



- Distance and “disperse-ness”
 - Difficult to establish the infrastructure
 - No commercial profit
- Lack of electricity
 - Majority of soums do not have access to the electric power supply
 - People cannot use ICT equipment
- Lack of human resources

Use of Solar power

- A lot of shiny day
- Solar panels can be seen in Gobi desert

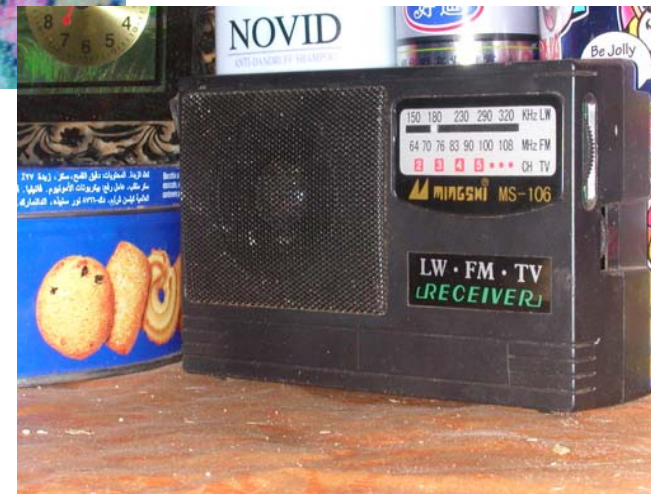


The price of this equipment is about \$1,500 in Mongolia

Needs & Quest for Information at rural areas



Radio (source of information)
is in the center of the house



Interview with the students and parents in soum schools



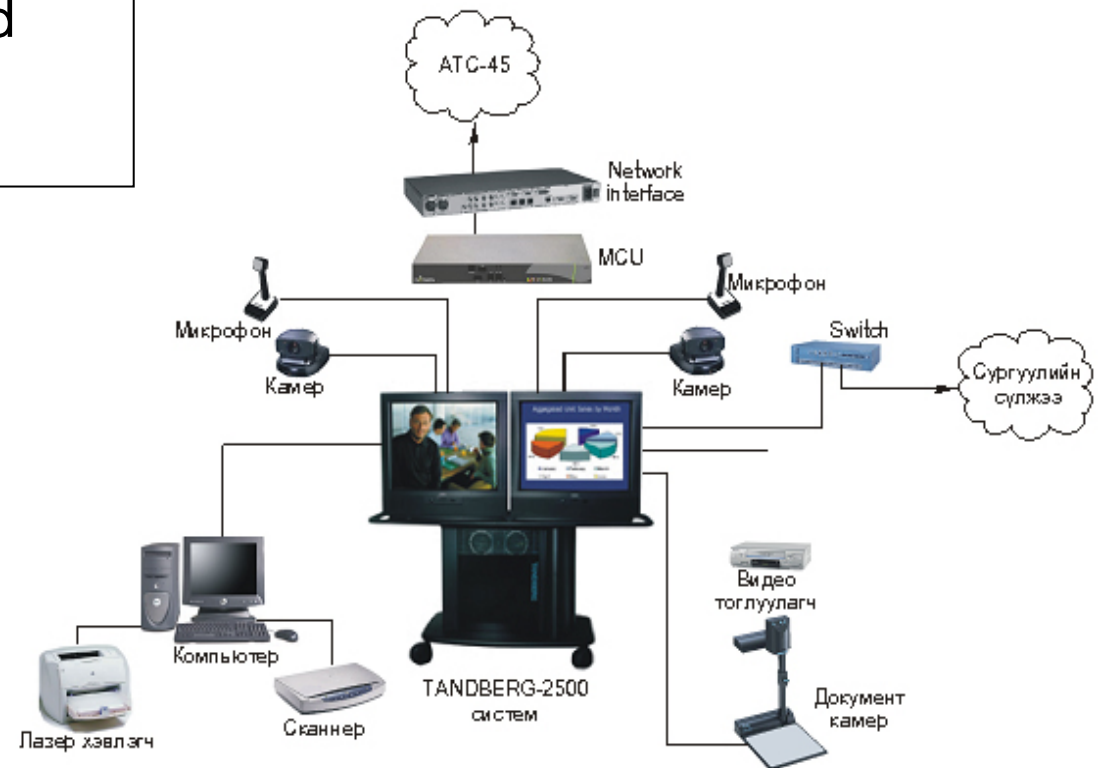
- Students want to learn English and use of PC.
 - To be connected with out of their soums and with foreign countries.

- The son of a teacher lives in Ulaan Baatar (capital city) for attending secondary school.
- Quest for advanced math and foreign language education



IT application to connect sites and people Training Program at Mongolian University of Science and Technology with ICT

12 aimag centers connected
by TV conference system
via optical fiber



IT application to connect sites and people

Training Program at MUST with ICT



Preliminary Findings :

Mongolian case

1. Meeting the need of local community in changing society (new information)
 - Regional differences
 - Gaps within aimag

Preliminary Findings : Mongolian case

2. Interest levels in technology is high
 - Motivated potential human resources growing at younger generation
 - Regular training provided in collaboration of national universities and enterprises

Preliminary Findings : Mongolian case

3. Younger generation vs. traditional generation

- Providing different technology at Urban - sub urban - sub rural – rural
- Maintenance cost > Installation cost
- Sustainable energy development is the key

Preliminary Findings :
Mongolian case

Interest Level
NOT EQUAL TO
Technical Level