

SURVIVE, LEARN AND BE PROTECTED

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WHO WE ARE AND WHAT WE DO

Established in 1919, we are one of the world's leading independent organisations for children.

From emergency relief to long-term development, Save the Children protects and promotes children's rights. We save children's lives, we fight for their rights, and we help them fulfill their potential. Save the Children works to build a responsible society where children's voices are heard, their contribution is enabled and significance is attached to their opinions in making decisions relevant to their lives.

Save the Children has been working in Mongolia since 1994. The Country Program was operated with management support from Save the Children UK from 1994-2009 and from Save the Children Japan since 2009. It aims to create long-term sustainable changes in the lives of children while seeking substantial and systematic solutions to emerging challenges. Current thematic programs are: education, child protection, child rights governance, child poverty, health and humanitarian assistance.

OUR COMBINED INCOME FOR 2017 WAS US\$1,881,801

WE REACHED

63,000
CHILDREN DIRECTLY



600,000
CHILDREN INDIRECTLY

OUR AMBITION

We want a world in which all children survive, learn and are protected.

OUR MISSION

Our mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

THROUGH OUR WORK WE STRIVE TOWARDS ACHIEVING THREE BREAKTHROUGHS IN THE WAY THE WORLD TREATS CHILDREN:



SURVIVE

No child dies from preventable causes before their fifth birthday



LEARN

All children learn from a quality basic education



BE PROTECTED

Violence against children is no longer tolerated



PROGRAMS IMPLEMENTED IN 2017

HUMANITARIAN ASSISTANCE

Save the Children conducted a Rapid Needs Assessment that found that the most vulnerable herder households were already struggling to cope with the impact of another severe winter right after the 2016 dzud. The assessment found that the dzud crisis had a psychological affect on children from herder families and interrupted the continuity of their education. We raised \$863,500 to implement a multi-sector program aimed at protecting the livelihoods of the most vulnerable herder households while ensuring basic education and health services were provided to affected children.

EDUCATION

Save the Children has successfully completed a five-year project, implemented in 30 soums of Arkhangai, Uvurkhangai, Sukhbaatar and Dornod aimags to improve the education outcomes of 8,500 of the most vulnerable pre-schoolers.

We also helped to strengthen the capacity of 8,900 parents of 24 schools and 1,900 teaching and non-teaching staff of 59 public schools in Ulaanbaatar city to nurture effective school readiness and learning experiences of 26,200 primary school children.

CHILD PROTECTION

The Child Protection Program of Save the Children acts to prevent and protect children, in particular the most vulnerable children, from violence, abuse, neglect and exploitation. We provide rehabilitation services and methodological guidance and we work with government to expand and consolidate the national child protection system. In 2017, we worked to strengthen the system by strengthening the functions of Multi-Disciplinary Teams in 9 urban and rural administrative units, covering a catchment area with populations of 4,000 to 16,000 each.

CHILD RIGHTS GOVERNANCE

The Child Rights Governance Program works to ensure implementation of children's rights in accordance with the United Nations Convention on the Rights of the Child. The program creates and strengthens national systems of good governance and supports civil society and children to monitor child rights issues. It promotes understanding of child rights, strengthens the capacity of actors accountable for child rights and advocates for investment in children.

HEALTH

A community health project, Denan has been implemented in Tariat and Erdenemandal soums of Arkhangai aimag for the 6th year. The project aims to improve health service outcomes of the target hospitals. We provided medical equipment and supplies, supported doctors' trainings, monitoring and evaluation activities.

CHILD POVERTY

Under the Education Global Initiative, Save the Children is developing and implementing a new initiative on Education for Youth Empowerment. It aims to empower children and youth in rural and urban areas socially and economically. Education for Youth Empowerment was formed to address Adolescent Skills for Successful Transition under the Child Poverty programmatic theme of the new strategy.

**IMPROVING PRIMARY EDUCATION
OUTCOMES FOR THE MOST
VULNERABLE CHILDREN
IN RURAL MONGOLIA**

**THE PROJECT
OBJECTIVES ARE:**



Introducing the home-based school preparation program for children living in rural areas;



Introducing an extracurricular after-school program for the children living away from home;



Introducing a compensatory home-based education program for out-of-school children.

The five-year project titled 'Improving Primary Education Outcomes for the most Vulnerable Children in Rural Mongolia', funded by World Bank's trust fund Japan Social Development Fund, was successfully completed. The project was implemented in 30 soums in Arkhangai, Uvurkhangai, Dornod and Sukhbaatar aimags to improve the education outcomes of the most vulnerable children in the educationally underperforming and under-served rural areas.

THE PROJECT CREATED AND IMPLEMENTED THREE PROGRAMS TO MEET THE LEARNING AND DEVELOPMENT NEEDS OF HERDERS' CHILDREN IN RURAL MONGOLIA.

1 First, over 4,000 five-year-old herders' children with little or no access to early childhood education completed the Home-based School Preparation Program (HSPP) with their parents' help. As a result, the average rate of preschool enrollment in four target aimags increased by 13.2%, from 72.8% in the 2012-2013 academic year to 86% in 2016-2017.

A World Bank study on the quality of preschool education found that the cognitive and language skills of children who completed the home-based school preparation programs were better than those who had no access to early childhood education.

2 Second, children who enrolled in the Extra-curricular after-school program improved their learning achievements and qualified for Olympiads and Competitions from participating in activities that awakened their talents and interests.

The program provided them with opportunities to spend their free time effectively at the Child Development Centers established by the project in school dormitories. The program was designed to help vulnerable children living in school dormitories (or with their relatives in the soum) to improve their personal development as well as their reading, writing and creative thinking skills. About 4,400 herder children aged 6 to 10 have benefitted from the program with their Math and Mongolian language improving by 15% and 14.75% respectively. As a result, the overall quality of primary education in 30 soums increased by 15%.

3 Third, a total of 164 children benefitted from the Compensatory home-based education program for lower-primary out-of-school children aged 6 to 10 years. The children obtained their primary education by studying Mongolian language and Math programs at home with the assistance of their parents.

66 of the children re-enrolled in schools and equivalent programs



HIGHLIGHTS OF 2017

1,023 children were enrolled in the home-based school preparation program. 3,966 children were enrolled in the extra-curricular after-school program and 50 children have successfully studied in the compensatory home-based education program.



16,912 parents, 3,291 local officials and school staff have benefitted from the project activities.



The Ministry of Education, Culture, Science and Sports established a working committee of representatives from the Education Institute, the Municipal Education Department and other organizations for early childhood education to improve the existing home-based school preparation program and to disseminate it nationwide.



Khutag-Undur soum of Bulgan aimag took the initiative of implementing the home-based school preparation program and 18 children were prepared to school through the program in 2017. Moreover, Erdenedalai soum in Dundgobi aimag was provided with the relevant information to implement the program on their own.



Dornod University and the Teachers' College in Arkangai aimag conducted several trainings for teachers and students on the home-based school preparation program and the extracurricular after-school program in order to introduce and localize the programs into their curriculums.



Child participation groups were established in each target soum of the project, consisting of 430 members in 32 groups with the intention of increasing children's involvement in community development. In order to provide opportunities for them to share experiences, to discuss and collaborate on common issues, and to improve their working methods, child participation group meetings (named "Child Development – Our Participation") involving 130 children were held in the centers of Arkhangai, Uvurkhangai and Dornod aimags.

In relation to the conclusion of the project in June 2017, closing events were held in the four target aimags and Ulaanbaatar city where 472 people participated, including key stakeholders such as central and local government officials, development and non-governmental organizations, teachers, parents, children and other project beneficiaries.

B., 6th grade boy, Bayandelger soum, Sukhbaatar aimag

"I live in the school dormitory. I learn many things through the extra-curricular after-school program such as drawing, making cars, expressing my own opinions and introducing myself. I like writing down what I've learnt in the Child Development Center or how I helped other children with homework and sometimes I read out loud for teachers and children. Our teacher always says to respect each other and be a good listener. Before attending this program, I used to fight with others, but now I have many friends. In the second quarter my Mongolian language scores were 75% and at the end of school year, it had increased to 85% and math scores to 90%".

SUPPORTING THE LEARNING OUTCOMES OF FIRST GRADERS

With financial support from the Japanese Ministry of Foreign Affairs, Save the Children is implementing a three year (2015-2018) project titled “Strengthening Schools to Nurture Effective School Readiness and Learning Experiences in First Grade Children of Mongolia” jointly with the Ministry of Education, Culture, Science and Sports of Mongolia (MECSS). We target 24 state-owned schools in ger areas Bayanzurkh, Chingeltei and Songinokhairkhan districts of Ulaanbaatar city.

Save the Children in collaboration with key education stakeholders is working to support 24 public schools to develop and deliver their own school readiness and transition programs for their first-grade children (5-6 year old boys and girls) some of whom had never been able to access formal preschool education programs.

OBJECTIVES



To enhance the knowledge, understanding, and capacity of educators and primary teachers at target schools through in-service training on child development, school readiness and school transition.



To establish institutional support mechanisms and systems in target schools to enhance school transition and learning experiences of first-grade children, especially of those children who had never attended preschool education programs.



To enhance awareness and engagement of parents/caretakers in addressing their children’s school readiness and transition issues.



To institutionalize and sustain successful models of school readiness and transition (start-up) programs through policy advocacy.

HIGHLIGHTS OF 2017

We worked towards ensuring the outcomes of the project at the target schools. We also focused on disseminating training modules, best practices and models for teachers and schools to 35 non-target public schools in a number of Ulaanbaatar City districts.



Children's learning experiences were improved by 752 primary teachers increasing their knowledge and skills

The project's tool for collecting information on children has been included in the Education Management Information System. As a result, primary education managers and primary teachers participated in a series of trainings on how to collect and use the information effectively.



Target 24 schools have been implementing the "Start-up curriculum", interlinking it with existing school policy, school environment, capacity building, learning activities, parents' involvement and collaboration with local organizations.



569 non-teaching staff of the target schools including directors, managers, social workers, librarians, doctors, guards and cleaners have benefitted from the project, supporting 1st graders with their school transition, learning experiences and physical competencies.

Parents' Association's roles and parents' outlook, cooperation and participation were enhanced as a result of improved coordination and clearer direction.



The project successfully piloted the Home-based School Preparation Program at the 6 target schools involving 180 6-year-old children who had never attended formal pre-school education and enhancing parents' involvement in child development, school transition and learning skills.

The project worked with MECSS and the Institute of Education to update the content of the "School Preparatory Program" and "Child Exercise Book" to align with national textbook standards. As a result, the State published the updated Child Exercise Book and distributed it to all 1st grade students.

Project modules are being reflected in the curriculum of the Institute of Teacher's Professional Development training.

COMPREHENSIVE SCHOOL SAFETY BASELINE ASSESSMENT IN MONGOLIA

A Comprehensive School Safety (CSS) Baseline Assessment has been carried out for the first time in Mongolia. The study was conducted in 96 public schools of 7 aimags from 4 regions and 8 districts of Ulaanbaatar city. The study was carried out by Save the Children within World Vision's project on "Mongolian School Safety", funded by UNICEF.

The objective of the baseline assessment was to identify the current status, gaps and needs of school safety pertaining to disaster risk, through rigorous, inclusive and accurate sets of data collection. Its analysis will inform the basic CSS action plan for improving school safety and will be used as a resource for strategic planning advocacy for school safety to government authorities in the education and disaster management sectors.

With its focus on the hazards and vulnerabilities of schools, the assessment will serve as evidence of the urgent need for disaster prevention and reduction activities by the government of Mongolia to protect children's rights to educational continuity and to safety and security in school.

 **96**
PUBLIC SCHOOLS

SOME OF THE FINDINGS INCLUDE:



Although the majority of schools and dormitories sites were found to be in non-risky areas, not all of them were disaster-proof. In particular, due to dzud conditions in the countryside, heating systems often failed to work properly, challenging continuity of education.



The highest risk to school facilities was caused by extreme cold and dzud resulting in inappropriate functioning of steam boilers and lack of combustibles.



Most schools have School Emergency Preparedness Plans, however due to lack of budget for Disaster Risk Reduction (DRR), they failed to implement them. No budget was allocated for education continuity in case of emergencies.



Perception and knowledge of teachers, students and parents on standard operating procedures for emergencies and disasters is far from sufficient at 50%.

The Child Protection Program of Save the Children acts to protect children, in particular the most vulnerable children, from violence, abuse, neglect and exploitation. We provide rehabilitation services and methodological guidance, working with government to expand and consolidate the national child protection system.

Since April 2015, a JICA-funded project titled “Strengthening the Child Protection System in Mongolia” has been implemented to strengthen and sustain the child protection system so that children under 18 years realize their right to be protected from violence, abuse, neglect and exploitation.

The project focuses on improving government systems and services for child protection at the lowest administrative level – khoroos and soums - through strengthening the functional Multi-Disciplinary Teams.

The project target areas are in the 23rd and 27th khoroos of Bayanzurkh district, 2nd and 10th khoroos of Songinokhairkhan district, 9th and 10th khoroos of Chingeltei district in the city, and in the country, the 4th bagh of Erdenebulgan soum, Khairkhan soum and Battengel soum in Arkhangai province.

HIGHLIGHTS OF 2017



Capacity building training for multidisciplinary teams (MDT) covered 165 members from the project target 9 soums, baghs and khorooos, and all the members increased their knowledge and understanding of MDT functions and child protection.



Ten child protection service forms out of 13 forms for MDTs developed by the project in 2016 were included to the Standard Operating Procedures (SOP) on Needs Assessments and approved on July 4, 2017, and another five forms were included as annexes to the SOPs on MDTs Operations and Funding approved on October 4, 2017. The adoption of universal registration forms by nationwide child protection services will enable consistency and flexibility, e.g. open cases can be transferred or used as evidence in court..



The multidisciplinary teams in the target 9 soums, baghs and khorooos opened 91 new cases in 2017, referred 18 cases, solved 29 cases and transferred 8 cases, and provided counseling for 138 incidents.



In order to promote the operations of the multidisciplinary teams in the target 9 soums, baghs and khorooos and to learn from each other, experience sharing meetings/discussions were organized five times in 2017 where all MDT members participated.



“Mom and Dad’s Book” for improving parenting education was produced. The Authority for Family, Child and Youth Development featured the publication of the book as an event of the year and awarded Save the Children the “Positive Change” cup for advocating for wellness in the society.



25 people were trained as facilitators on Positive Discipline in everyday parenting in June 2017. This training was conducted by master trainers from University of Manitoba of Canada and Save the Children Japan Tokyo office. The facilitators organized nine training sessions (a total of 27 hours) for 109 parents from the target 9 soums, baghs and khorooos.



A mother participated in the positive discipline training.



“After the training, I said sorry to my kid for the first time. My daughter was very surprised and told her brother what happened upon his return from school. It required a lot of effort from me”.

“When I worked with my child on his homework I used to get stressed and punch him before. However, after receiving the training, I understood myself, my behavior. Now I work with my kid after I am fully calmed down and not stressed out”.

“I do not know where all my anger went. I stopped feeling angry. When I am not angry, nobody around me is angry - and it makes my husband so surprised”.

Mongolia has organized International Spank-out Day on April 30 every year since 2006. In 2017 all 9 target soums, baghs and khorooos initiated activities for raising public awareness in their respective local communities as part of Save the Children’s Spank-out Day campaign “Let’s practice Positive Discipline”. Their different activities directly reached a total of 5,942 children and 7,263 parents.

SOCIAL CIRCUS

With the experience, outcomes and lessons learnt from managing the social circus project throughout the last 18 years, Save the Children Mongolia continued its collaboration with the National Center of Lifelong Education (NCLE) under the Ministry of Education, Culture, Science, and Sport (MECSS) in 2017. A total of 338 Lifelong Education Centers nationwide provided an equivalency education program to 6,442 children aged of 6-18 who were out of school for a variety of reasons in the 2016-2017 school year (NCLE also provides trainings, education and information to other population groups).

The Social Circus project was implemented with the Lifelong Education Centers of Songinokhairkhan, Sukhbaatar and Khan-Uul Districts and focused on:

- Disseminating social circus principles and methods; strengthening the capacity of teachers
- Supporting social circus training for children
- Raising public awareness of social circus methodology

HIGHLIGHTS OF 2017

Save the Children provided approximately 200 hours face-to-face guidance and consultations for 12 social circus instructors and social workers in three targeted Lifelong Education Centers on how to support children's physical and socio-psychological development through circus activities. These trainings aimed to develop technical circus skills and build capacity for social work case management, child protection, dual methodology, team work, communications skills, and stress management. 129 teachers and instructors, parents and caregivers participated in those trainings and other project-related meetings.

- 91 children (41 boys, 50 girls) aged 6-18 years who were working, at risk of child abuse, or had a disability participated in the project activities and received 546 hours training at the Lifelong Education Centers.
- 40 children were involved in the summer camp for a week.
- Lifelong Education Center of Khan-Uul district initiated extra-curricular activities to improve children's communications skills.
- Children performed at the public events to raise awareness of Social Circus and its methodologies

HIGHLIGHTS OF 2017

SOCIAL CIRCUS BENEFICIARIES HAVE REPORTED POSITIVE IMPACTS IN A SHORT PERIOD OF TIME*:



TEACHERS AND INSTRUCTORS DEVELOP COLLABORATIVE RELATIONSHIPS WITH CHILDREN.

The Social Circus program is based on children’s active and equal participation using an interactive approach within the trainings. It uses social games, exercises and group discussions aimed at encouraging children to join in and take initiative. As a result, teachers, social circus instructors and social workers develop collaborative relationships with the children and, as trust between them grows, so do the children’s educational performance and achievements. In addition, this year the teachers’ demonstrated their enthusiasm for the program by taking the initiative to involve parents in making circus equipment for their children.



SOCIAL CIRCUS SUPPORTS EDUCATION OF CHILDREN

Children attending the program at the Life-long Education Center have dropped out of school for various reasons including poverty, unemployment, disability, migration, and parental neglect. Most of them are from families with low living standards, so some are working to help maintain their family. Social circus does not aim to turn the children into professional circus artists, but to make positive changes in each child’s ability to function well in society, by improving their confidence, building their trust, strengthening their capacity to work in a team, to set goals and to sustain their education. Teachers and social workers confirm that, since the start of the project, children’s non-attendance at school had decreased. Around 88% of the children who took part in the evaluation said that the social circus program was their most interesting and favorite class.

*based on training evaluation by 50 children



CHILDREN’S SELF-ESTEEM HAS INCREASED

The most striking feature of the project was that 98% of children expressed that their self-esteem had increased. Teachers’ observations confirmed that students had improved their ability to communicate with them, to express themselves in front of the class, to participate in public events at school, to demonstrate what they had learnt to other students, and to participate in the program’s closing performance. The influence of the program was reflected in their personal development, academic performance, and willingness to study. For instance, in 2017 one student enrolled in university, three students in college, two students in high school and 19 students moved up from primary to secondary school.



CHILDREN ARE ACQUIRING NEW SKILLS

During the program children acquired new skills such as setting goals for themselves, making an effort, making decisions, paying attention to others, concentrating, and solving problems. 64% of children who participated in the evaluation said that they had learned how to concentrate. 64% also said that they could now pay proper attention to their teachers, and 98% said that they had learned new skills from the program.



CHILDREN ARE LEARNING TO WORK AS TEAM

Circus develops the art of friendship through having to rely on each other. 78% of the children expressed that they had made new friends in the class, and 92% said that they liked spending time together in the class. Instructors and social workers noted that during Social Circus class, children's ability to work as a team, support each other and listen to instructions had significantly improved.



CARE OF CHILDREN BY PARENTS HAS IMPROVED

It is difficult to measure long-term sustainable positive changes made in the family within the program as such a degree of change requires several years of intervention. However, we would note that significant advances were made with parents during the program. The Life-long Education Centers played an important role in this from registering the children and introducing the program to the family members, to inviting parents to the center, providing opportunities for training for both children and adults. As a result, parents and caregivers started to trust and be proud of their children and to discuss their kids' education with their teachers. 96% of respondents expressed that their family members know about Social Circus and perceived it as a fun and effective program.



E., mother of M., student at the Lifelong Education Center of Songinokhairkhan district

“My son used to stay at home because of his disability. He did not even speak with his peers. Since he attended the social circus class he now expresses his thoughts and feelings to others. He used to be very shy. I cried when I first saw him laughing and having fun with other kids during the program performance. I think his self-esteem is almost higher than mine now. The greatest thing is that my son now has his own dream. He says he will become a teacher. Thank you very much”.





**CHILD PROTECTION
RESOURCE CENTER**

THE CHILD PROTECTION RESOURCE CENTER (CPRC) IS FUNCTIONING FOR THE FOURTH YEAR, CONTRIBUTING TO STRENGTHENING MONGOLIA'S CHILD PROTECTION SYSTEM THROUGH BUILDING THE CAPACITY OF PARTNERS. IT OFFERS:

- Training
- Open seminars
- On-the-job consultancy for social workers, parents and children
- Advocacy activities

WE REACHED

15,340
PEOPLE

The Child Protection Resource Center reached directly and indirectly 15,340 people in 2017. It focused on supporting implementation of the projects “Strengthening Child Protection System in Mongolia” and “Social Circus”, by providing professional and methodological guidance to social workers, child protection and other relevant staff working at different administrative levels of government agencies..

HIGHLIGHTS OF 2017

The following social work services are being provided for the first time in Mongolia:

TRAINING ON SOCIAL WORK CASE MANAGEMENT

Our training is unique in that it provides much-needed practical guidance to the application of the newly adopted Child Protection law, standard operating procedures (SOPs) and other legal documents, including training social workers and MDT members in the use of standardised case forms and the ethical collection of data in their everyday practices.



B., student from 3rd course in Ider University

“There was no practical training for students majoring in social work in our country before. I am glad that I have participated in this training organized by Save the Children. I have learnt about ethics of social worker, ways to prevent myself from potential risks and methodology to collect case data and filing”.

ON-THE-JOB CONSULTATION

CPRC provided on-the-job consultation in two forms: individual consultation and group consultation for child protection multidisciplinary team members. This consultative method has a number of advantages:

- Developing detailed plans with social workers over a period of time increases their professional skills and capacity to deliver quality, comprehensive social work services to their clients. As well, as the work load of khoroo social workers is very high, with each of them working with over 10,000 people, on-

the-job consultations by our CPRC trainers means better time management and focus.

- Case conferences have been organized regularly, that give khoroo social workers the opportunity to learn from each other’s experiences and improve services to their clients.
- A qualitative study showed that the attitudes and approaches to child protection by multidisciplinary team members of target khoros had improved along with their increased knowledge of child rights and child protection. issues.



Z., police inspector of khoroo #2 in Songinokhairkhan district, Ulaanbaatar, member of a multidisciplinary team

“I understood well that a police inspector plays a crucial role in the multidisciplinary team. I was provided with methodological guidance on how to conduct a meeting with a client seeking legal assistance, how to refer him or her to a social worker; and I’m using that knowledge in my daily work. I learnt that solving problems in a team is much more effective than working in isolation”.



OPEN SEMINAR

CPRC runs open seminars for child protection practitioners, university students majoring in social work and researchers. The seminars provide participants with up-to-date, relevant information and are free of charge..

CHILD RIGHTS GOVERNANCE



The Child Rights Governance Program works to ensure implementation of children's rights in accordance with the United Nations Convention on the Rights of the Child. The program aims to create and strengthen national systems of good governance and supports civil society and children to monitor child rights issues. It promotes understanding of child rights, strengthens the capacity of actors accountable for child rights and advocates for investment in children.

IN 2017, THE CHILD RIGHTS GOVERNANCE PROGRAM FOCUSED ON THE FOLLOWING THREE SUB-THEMES AND OBJECTIVES:



Children influence local and national governance to ensure their survival, learning and protection



Open and resilient institutions deliver children's rights



Public spending on essential services for children



HIGHLIGHTS OF 2017



- Carried out the Young Voices survey in Mongolia so that children could have a say about all matters that affect them, such as knowledge about their rights, bullying, school costs, safety in the streets and on the internet, how they see their future and much more. The survey data was collected from 1,236 students of Grades 6, 8 and 10 in fourteen secondary schools, including two schools for children with disabilities, across all nine districts of Ulaanbaatar. Over 30 children launched the Young Voices Survey report to UB City Council. For the first time, Council nominated an annual day for children to make formal representations on matters that concern them and recommended that district

governors encourage children’s meaningful participation in decision-making. The report was also disseminated widely to CSOs and the media providing valuable data to support CRG advocacy

- Developed Media Awareness training materials on best ethical practices for journalists reporting on Child Rights and children’s issues. We conducted workshops at national media training institutions and with journalist practitioners in Umnugobi aimag;
- Collaborated with the Child Rights Group opposing Government’s resolution to permit child jockeys to participate in Spring

horse races. We developed arguments to Government for maintaining the ban, and the Group’s advocacy and legal action led to the reinstatement of the ban on child jockeys under 12 participating in Spring racing,

- Delivered Child Rights training for National MDT members, NGOs, civil servants, social workers
- Prepared Save the Children’s statement and rationale for a successful increase in child protection funds in the State’s 2018 budget.
- UNCRC’s Concluding Observations included the majority of recommendations

Young Voices, p.6

B., 15-year old boy

“In reality, adults do not believe that a child’s opinion might be right. Without, at least, talking to us on issues relevant to us and listening to our point of view, they tend to decide based on their own childhood experiences. We do get information outside of our studies and understand and feel different aspects of life. Although we need to consult with adults when evaluating information, drawing conclusions and deriving lessons, they tend to ignore us”.

made by Save the Children in Mongolia, its partner CSOs and Children in their supplementary reports to the Committee in 2016. Action has been taken by Government to address some of the issues raised including increasing budget allocation for child protection and creating an Intersectoral Working Group of Child Protection and Development.

- Disseminated and introduced the UNCRC’s Concluding Observations to CSOs and the media.
- Collaborated with Ulaanbaatar City Council to frame its Child Development Program for 2018-2020.

HUMANITARIAN ASSISTANCE

The Government of Mongolia called for humanitarian assistance from aid agencies to help herders and communities experiencing severe winter conditions of the 2016-2017 dzud disaster. According to UN data, 265,000 people from 65,000 households in 153 soums of 17 provinces were affected by the dzud where USD 6.6 million had been required to respond to the disaster in Mongolia, and USD 4.4 million (or 66.6%) had been raised by the humanitarian agencies in the country.

In January 2017, Save the Children conducted a Rapid Needs Assessment in dzud affected areas and found that the most vulnerable herder households were already struggling to cope with the impact of the second severe winter in a row. In addition, the assessment found that the dzud crisis had psychological affect on children from herder families and interrupted the continuity of their education.



Save the Children therefore, raised

\$863,500

for a multi-sector program to protect the livelihoods of most vulnerable herder households while ensuring basic education and health services were provided to affected children.



HUMANITARIAN ASSISTANCE

HIGHLIGHTS OF 2017

Save the Children's initial response to the dzud emergency was to support health outreach services and emergency calls with fuel, per diems, emergency aid package and financial support for specific urgent needs of soum hospitals to continue to treat herder communities in 5 dzud affected soums of Arkhangai and Bayan-Ulgii aimags. 10,547 individuals were reached through this activity, including pregnant women, children under 5, the elderly, persons with disabilities and persons with chronic illness.



Provided livestock feed packages and distributed cash transfers of \$75 to 672 most vulnerable herder households in 7 soums of Zavkhan province.

Distributed agriculture packages to 1,072 most vulnerable herder households in 8 soums of Arkhangai province in collaboration with Food and Agriculture Organization.



Distributed animal feed packages together with a booklet for herders. The booklet contained health and child protection information for herder parents, particularly to ensure safety and protection of their children in dzud conditions. According to the post-distribution survey report, 82.2% of households surveyed said that they had read the booklet. Of those households, 91.1% of them reported that the information had helped them protect their household members during the dzud.

The humanitarian response was successfully implemented in cooperation with relevant government Ministries and international agencies including the National Emergency Management Agency (NEMA), the Humanitarian Country Team, the Food and Agriculture Organization, World Vision, Khan Bank and Governors' Offices of target aimags and soums.



Save the Children provided emergency aid packages and financial support for specific urgent needs such as apparatus for monitoring babies' health and tires for ambulances to 5 soum hospitals in Arkhangai and Bayan-Ulgii aimags.

B., young herder, Tsetsuukh bag, Ikh-uul soum, Zavkhan aimag

"We've received the most needed items for young animals such as milk powder, multivitamins etc. With cash support, I will buy vitamin D for my kid".

HIGHLIGHTS OF 2017

With financial support from the Japan Platform, we implemented the third phase of the project titled “Educational support and school based Disaster Risk Reduction strengthening for dzud”. In 2017, the main targets were 32 public schools in Arkhangai, Dornod, Zavkhan and Bayan-Ulgii aimags.

 **32**
PUBLIC SCHOOLS

We aimed to reduce negative impacts caused by dzud with educational support to ensure continuity and to develop capacity for disaster risk reduction.




Educational Continuity

- Provided 1,320 tons of coal to 32 schools to create favorable learning environments for 21,165 students
- Provided sanitation kits to 5,254 children
- Provided compensatory classes for 7,262 children who missed classes due to dzud conditions
- Cash Transfer Program of a total of 350,800,000MNT supported the education of 1,773 children of 959 vulnerable households.



Capacity for Disaster Risk Reduction (DRR):

- Organized comprehensive School Safety training in three phases, involving 1,706 school staff and 540 children
- Provided small grants to implement DRR activities in the schools. 12,421 children are now able to learn in risk-safe environments.


B., 11th grade student., Bayan-Uul soum, Dornod aimag

“I’m so happy that I was able to get all my textbooks that I couldn’t get before. Of course, my jacket is really nice and warm too but still happy for my textbooks. Because this was most important things which I was lacking. Now I can complete my homework so it’s also increasing my learning process. My younger brother got 3D clay and I’m so happy for that”.



A community health project, funded by the Denan Project, USA, continued to be implemented in Tariat and Erdenemandal soums of Arkhangai aimag. The project aims to improve health service outcomes of the target hospitals.



FOR THE 6TH YEAR OF THE
PROJECT OVER
\$23,000

was spent on medical equipment and supplies, doctors' trainings, stationery, and monitoring and evaluation activities.



HIGHLIGHTS OF 2017

- A dental room was established in the inter-soum hospital of Tariat soum with the following tools and equipment: dentist chair set, dental x-ray, compressor, dental light, regular dental tools, sterile storage cabinet, sterilization packaging tool, sterile bag. The dentist who studied with financial support from the project graduated and started working for the local community in Tariat soum.
- Dental supplies were provided to Tariat and Erdenemandal hospitals on a monthly basis enabling the hospital to provide different dental health services including fillings, endodontic treatment, sealants, dental x-ray, extractions and minor surgeries. A total of 2015 people have received dental services in Tariat soum since the establishment of the dental room, an average of 18 people per day. In Erdenemandal soum, 975 people received dental services.
- Kuroda-san, visiting professor to the Mongolian National University of Medical Science visited Arkhangai aimag center and Tariat soum to conduct dental check-ups and conduct training for dentists in the aimag.

A total of 115 children had check-ups, 55 children received treatment and 60 kids in the kindergarten were provided with dental sealants.

- Stationery supplies including paper and printer cartridges were provided to produce regular newsletters and resource materials for raising public awareness on oral health, reproductive health, prevention of infant and maternal mortality, critical symptoms during pregnancy, critical symptoms during respiratory disease for 0-5 aged children, prevention of measles. Bagh doctors distributed 2,100 copies of the materials to herder families.
- Bagh doctors in Tariat soum received 7 pulse oximeters to monitor the amount of oxygen carried in the body, as they had previously lacked this equipment.
- With the financial support of the project, both the internist and anesthesiologist from Erdenemandal soum are studying in the capital city to become specialized doctors.
- The ambulance supplied in the previous year travelled 49,120km, received 225 emergency calls, carried-out 3 rounds of medical check-ups reaching 8,118 people.



CHILD POVERTY

Under the Education Global Initiative, Save the Children is developing and implementing new initiatives on Education for Youth Empowerment (EYE). EYE aims to empower children and youth in rural and urban areas socially and economically. EYE was formed as Adolescent Skills for Successful Transition (ASST) under the Child Poverty programmatic theme in the new strategy.



We are developing a new ASST program called “Business & Entrepreneurial Skills Training” (BEST)

HIGHLIGHTS OF 2017

- In collaboration with the NGO Development Solutions, we organized Business & Entrepreneurial Skills Training for 38 students from four high schools. The training took place from March 11th – April 1st. Survey results indicated that all participants found the training very useful and interesting and the training assessment showed increased knowledge among participants.
- After the training, we organized the National Entrepreneurship Challenge. Out of five teams three were shortlisted to participate in the Global Youth Entrepreneurship Challenge (GYEC), which proved to be another challenging yet valuable experience for the students.



O., 2nd grade student at the New Mongol Institute of Technology and participant to the Training and Global challenge

“We’ve learnt to develop a business idea and business plan within a limited time and learnt to introduce it in English. We’re very happy that we made it to the Global Challenge. We’ll make use of the knowledge and experience gained from the training”.



FINANCIAL STATEMENT

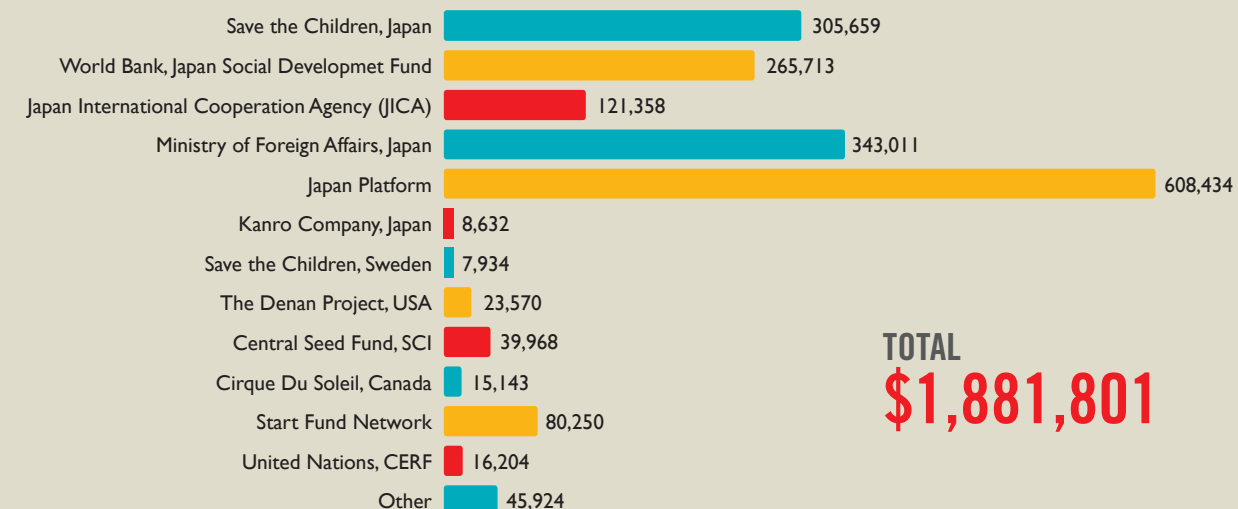
STATEMENT OF FINANCIAL POSITION

Balance Item	USD	
	Balance	
	December 31, 2016	December 31, 2017
Assets		
Current Assets		
Cash and Cash Equivalents	920,993.80	429,469.29
Short term investment	-	170,182.52
Account Receivable	4,813.02	5,098.65
Prepayments	2,696.33	1,350.60
Total Current Assets	928,503.15	606,101.06
Non Current Assets		
Fixed Assets	297,549.75	308,443.69
Accumulated Depreciation	-	(135,946.74)
Total Non Current Assets	184,796.15	172,496.95
Total Assets	1,113,299.30	778,598.01
Liabilities and Net Assets		
Short term Liabilities		
Account payable	5,930.99	8,182.68
Tax, fee payable	15,900.63	74.25
Severance Reserve Fund	100,050.45	130,538.15
Total Short term Liabilities	121,882.07	138,795.08
Long term liabilities		
Reserve fund of Accumulated Depreciation	-	65,739.73
Total Long term Liabilities	-	65,739.73
Total Liabilities	121,882.07	204,534.81
Net Assets	-	-
Fund:		
a) unrestricted		
b) restricted	710,735.24	275,032.20
Revaluation	74,814.78	72,357.10
Retained Reserves	205,867.21	226,673.91
Total Net Assets	991,417.23	574,063.21
Total Liabilities and Net Assets	1,113,299.30	778,598.01

STATEMENT OF INCOME AND EXPENDITURES

Items	USD	
	Year 2016	Year 2017
Operational Income		
Program/Grant Revenue	2,115,722.10	1,844,292.91
Gift and Donation Revenue	88,707.70	16,972.16
Rent Income	60,952.41	-
Other Income	33,796.91	20,536.43
Total of Operational Income	2,299,179.12	1,881,801.50
Grant implementing expenses	2,063,357.04	1,640,685.96
General Administration Expenses	213,589.63	213,843.46
Total of Operational Expenses	2,276,946.67	1,854,529.42
Net Income of Operational Activity	22,232.45	27,272.08
Exchange gains/losses	(2,436.76)	(1,312.79)
Net Income/Losses	19,795.69	25,959.29

GRANT INCOME RECEIVED FROM DONORS IN 2017



THANK YOU, OUR DONORS



Save the Children Japan
Save the Children Sweden
Save the Children International



From
the People of Japan
Ministry of Foreign Affairs of Japan
Embassy of Japan in Mongolia



Japan International
Cooperation Agency (JICA)



Japan platform



The World Bank
Japan Social Development Fund



Start Fund Network



Kanro Co., Ltd., Japan



Cirque Du Soleil, Canada



United Nations CERF



The Rotary Club of Ashford



The Denan Project, USA

OUR PARTNERS AND SUPPORTERS

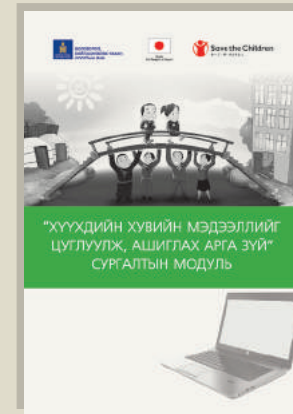
- The Government of Mongolia
- Ministry of Education, Culture, Science and Sports of Mongolia
- Ministry of Labour and Social Welfare
- Authority for Family, Youth and Child Development (AFCYD) of Mongolia
- Municipal Authority for Family and Youth Development
- Municipal Authority for Education
- National Center for Lifelong Education of Mongolia
- National Emergency Management Agency (NEMA) of Mongolia
- Education Institute
- Institute of Teachers' Professional Development
- Human Rights Commission of Mongolia
- State University of Mongolia, Teachers' School
- State University of Mongolia, School of Pedagogical Studies
- National University of Mongolia, School of Business
- Governor's Offices of Arkhangai, Uvurkhangai, Dornod, Zavkhan, Bayan-Ulgii and Sukhbaatar aimags
- Authorities for Education, Culture and Arts of Arkhangai, Uvurkhangai, Dornod and Sukhbaatar aimags
- Emergency Agencies of Arkhangai, Zavkhan, Dornod and Bayan-Ulgii aimags
- Authorities for Family and Youth and Child Development of Arkhangai, Uvurkhangai, Dornod and Sukhbaatar aimags
- Authority for Health, Arkhangai aimag
- State University of Mongolia, Teachers' School, Arkhangai branch
- Dornod University
- Australian Volunteers for International Development and Scope Global
- United Nations Development Fund
- United Nations Population Fund
- United Nations Children's Fund
- Food and Agriculture Organization
- World Vision Mongolia
- Red Cross Mongolia
- International Federation of Red Cross and Red Crescent Societies
- Norwegian Lutheran Mission in Mongolia
- Good Neighbors, Mongolia
- Open Forum, Mongolia
- Mongolian Education Alliance
- Association of Parents with Disabled Children
- National Network for Child Protection
- National Network of Child Participation Organizations
- National Network to Eliminate the Worst Forms of Child Labor
- ECPAT Mongolia Network
- National Center for Child Rights
- Association of School Social Workers
- "Education For All!" National Civil Society Coalition
- Development Solutions NGO
- Vocational Education Training and Partnership NGO
- Youth Policy Watch NGO
- Youth Group for Good Governance
- Business Council of Mongolia
- Khan Bank
- "ELC Advocates" Legal Firm
- Mongol TV
- "Green Journalist" NGO
- YETI School of English
- Storm Animation studio
- HNS studio
- Gerelt Media Group
- S.Oyun, Former Member of Parliament
- G.Usukhbayar, the Honored Sportsman of Mongolia and the Great Champion of Traditional Wrestling
- B.Dolgion, the Honored Art worker of Mongolia and Composer
- Sh.Altantsetseg, the Honored Artist of Mongolia
- B.Bayartsetseg, the Leading Cultural Worker of Mongolia
- S.Bold-Erdene, Artist
- Ts.Gan-Ulzii, Traveller
- G.Oyuntsetseg, TV anchor
- Big Gee, Rapper
- Arjma-Munkh LLC
- Empathy center
- Monsudar LLC



School Start-Up Curriculum training module for school management and non-teaching staff
 Save the Children, Ulaanbaatar, 2017



Methodology for School Preparatory Program training module for primary grade teachers
 Save the Children, Ulaanbaatar, 2017



Methodology for Collecting and Using Child Information training module for primary grade teachers
 Save the Children, Ulaanbaatar, 2017



Methodology for School Preparatory Program
 Save the Children, Ulaanbaatar, 2017



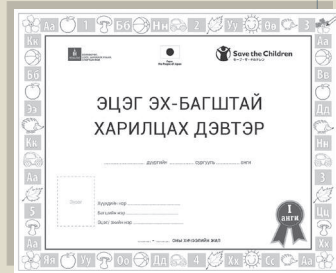
Methodology for School-Parents' Collaboration training module for primary teachers and parents
 Save the Children, Ulaanbaatar, 2017



Methodology for Using "Parent-Teacher Communication Notebook" training module for first grade teachers
 Save the Children, Ulaanbaatar, 2017



Guidebook for Parents School preparation manual for parents
 Save the Children, Ulaanbaatar, 2017



Parent -Teacher Communication Notebook exercise book for first graders and their parents and a communication tool for parents and teachers

Save the Children, Ulaanbaatar, 2017



Quarterly newsletter of “Strengthening schools to nurture effective school and learning experiences in first grade children in Mongolia” project

Save the Children, Ulaanbaatar, 2017



Guidebook for parents “You are teacher” to instruct pre-school children

Save the Children, Ulaanbaatar, 2017



Exercise notebook for children “I can do it”

Save the Children, Ulaanbaatar, 2017



Quarterly newsletter of “Strengthening schools to nurture effective school and learning experiences in first grade children in Mongolia” project

Save the Children, Ulaanbaatar, 2017



Quarterly newsletter of “Strengthening schools to nurture effective school and learning experiences in first grade children in Mongolia” project

Save the Children, Ulaanbaatar, 2017



Final evaluation report for the project

Save the Children, Ulaanbaatar, 2017



“Education - the Start of the Future” - project booklet

Save the Children, Ulaanbaatar, 2017



Compilation of Best Practices
Save the Children,
Ulaanbaatar, 2017



Extracurricular After-school
Program (second edition)
Save the Children,
Ulaanbaatar, 2017



“Methodological Guidance
to the Local Authorities for
Implementing the Home-
based School Preparation
Program”
Save the Children,
Ulaanbaatar, 2017



“Book for Moms and Dads”
D.Battogtokh, E.Dulamsuren,
L.Otgonsuren and
Ts.Tuvshintugs
Save the Children,
Ulaanbaatar, 2017



“Let's Learn the Fingerspelling
Alphabet”
Save the Children,
Ulaanbaatar, 2017



STEAM game
Save the Children,
Ulaanbaatar, 2017



Social Circus Project
Introduction Flyer
Save the Children,
Ulaanbaatar, 2017



Young Voices Survey Report

Save the Children,
Ulaanbaatar, 2017



Manual on Child Protection in Emergencies

Save the Children,
Ulaanbaatar, 2017



Posters on Disaster Response and Prevention

Save the Children, Ulaanbaatar, 2017



Booklet for Herders

Save the Children,
Ulaanbaatar, 2017

DIGITAL PRODUCTS



Documentary video of project achievements “Strengthening schools to nurture effective school and learning experiences in first grade children in Mongolia” (13 min)

Save the Children,
Ulaanbaatar, 2017



Five short documentaries of the project achievements by target areas

Save the Children,
Ulaanbaatar, 2017



Short video to promote positive discipline (2:20 min)

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Ulaanbaatar, 2017



Short video on Young Voices survey findings (3:30 min)

Save the Children,
Ulaanbaatar, 2017



“Education Safe from Disasters” short video (5:30 min)

Save the Children,
Ulaanbaatar, 2017